

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**SCHC 7981
Practicum
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COURSE DESCRIPTION

Prerequisite: PSYC 7900. Practical supervised experience in counseling, career assessment, and report writing in approved sites. Classroom and weekly meetings with the faculty supervisor will allow students to share their experiences and learn from one another, as well as providing further guidance to students and training in working in a professional setting and presentation of cases to other counselors.

REQUIRED TEXTBOOK/RESOURCE MATERIALS

Sklare, G. B. (2014). *Brief counseling that works: A solution-focused therapy approach for school counselors and Other Mental Health Professionals*, 3rd ed. Thousand Oaks, CA: Corwin Press. ISBN-13: 978-1483332338 ISBN-10: 1483332330

Hatch, T. (2014). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin.

American Counseling Association. (2012). *ASCA national model: A framework for school counseling programs*, 3rd ed. Alexandria, VA: ACA

COURSE OBJECTIVES

M.ED. STUDENT LEARNING OUTCOMES – Knowledge and Skills

Students will:

1. Demonstrate strategies for personal and professional self-evaluation and implications for practice. CACREP 2.F.1.k. (skills)
2. Apply strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. CACREP 2.F.2.h. (Key Performance Indicator) (knowledge)
3. Describe suicide prevention models and strategies. CACREP 2.F.5.1. (knowledge)
4. Demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. CACREP 2.F.7.c. (Key Performance Indicator) (skills)

METHODS OF INSTRUCTION

1. Face to face instruction (75%)
2. Online instruction (25%)

CONTENT AREAS

1. Solution focused counseling
2. Evidence based school counseling practice
3. Suicide Assessment
4. Wellness

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities

1. Field experience
2. Case Studies
3. Case Presentation
4. Discussion

Assignments

Practice. Students are required to work for 100 total clock hours at a site approved by the departmental practicum committee. Of these 100 hours, 60 must be direct contact hours. A detailed log created from the ILSPro must be turned into the instructor at the end of the course. Your instructor will observe you twice during practicum conducting a small group or classroom guidance activity. The instructor will use the Classroom Guidance Activity Rubric to evaluate the student's lesson plan and implementation of the activity. The instructor will then review the completed rubric with the student. Students are required to receive one hour of supervision each week from the practicum instructor either individually or in a triad. You must turn in the log from the ILS system, the Hours Verification Form, and evaluation completed by your site supervisor, and your evaluation of the site. In addition, the application and MOU for Internship I also needs to be submitted to the instructor and uploaded in Blazeview. All of

these documents must be uploaded into the Assignment box in Blazeview on June 1 at 5:00 pm.

Chapter Presentation. Each student will read, outline, and present 1-2 chapters (length of the chapter will determine the number of chapters), from Sklare’s text and Evidence-Based School Counseling. The PowerPoint will be presented in class or online as assigned. The student will be responsible for the class discussion the week the chapter is discussed in class. Instructions for the assignment can be found at the end of the syllabus.

Classroom Lesson Plans. Each student will develop two lesson plans. For the first lesson plan **develop, implement, and evaluate** a data-driven classroom guidance lesson for a class at your practicum site. The second classroom lesson will focus on suicide prevention and will not be implemented. Instructions for the assignment can be found at the end of the syllabus.

Case Study. Students are required to conduct a personal/social case presentation to be scheduled throughout the semester. Presentations will be of an actual case from practicum, with appropriate precautions taken to best protect the confidentiality of the client. The case must address a personal/social issue and follow the case presentation outline. A PowerPoint should be used to present the case. Instructions for the assignment can be found at the end of the syllabus.

Assessment Case Study. Each student will evaluate a case study provided by the instructor using assessment procedures that focus on aggression, self-harm, and suicide. The instructions can be found at the end of the syllabus.

Online Assignments. You will have three online assignments that need to be completed each week. Assignments that are not completed will result in a grade reduction of 5%. Please consult Blazeview for the assignment details.

COURSE EVALUATION

Schedule of Evaluation	Points
Chapter Presentation	5
K-12 Case Study	20
Suicide Prevention Lesson Plan	10
Data-driven Lesson Plan	15
Assessment Case Study	15
Online Assignments	15
Instructor Evaluation	10
Site Supervisor Evaluation	10
Total	100

All assignments are due in the Assignment Box at 5:00 pm on the due date.

Grading Scale

Grades in the Practicum and Internship classes are either Pass or Fail with a minimum of 80% necessary for a grade of Pass.

ATTENDANCE POLICY

If you have more than one absences, your grade will drop one letter grade. For every absence that follows you will lose one additional letter grade.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will topics and other students in a respectful manner using appropriate netiquette.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Student Outcomes

Outcome – Students will	How outcome is met
Demonstrate strategies for personal and professional	Addressed though assigned readings

self-evaluation and implications for practice. CACREP 2.F.1.k.	and discussion.
Apply strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. CACREP 2.F.2.h. (Key Performance Indicator)	Addressed through assigned readings, class discussion, and a K-12 case study. Assessed with the K-12 Case Study Rubric.
Describe suicide prevention models and strategies. CACREP 2.F.5.1.	Addressed through assigned lecture, assigned readings, class discussion, classroom lesson plans, and case study evaluation.
Demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. CACREP 2.F.7.c. (Key Performance Indicator)	Addressed through lecture, assigned readings, class discussion, supervision activities, and assessment case study which is assessed with Abbreviated Case Study Rubric.

ASSIGNMENT INSTRUCTIONS

Classroom Lesson Plans

CACREP Standards

CACREP 2.F.5.1. Describe suicide prevention models and strategies.

Instructions:

Students will develop two classroom lesson plans. The first lesson plan will be a data driven classroom lesson plan that is based on the data from the site school. Students must analyze the school data to determine a topic for the classroom guidance activity. A paper written in APA style will be submitted through Blazeview dropbox. The report will include:

1. Rational for the classroom lesson that includes disaggregated data indicating a need for the guidance lesson. At least two graphics displaying the disaggregated data must be included.
2. The Classroom Lesson Plan
3. A results section that reports **and explains** the impact of the guidance activity including graphs or tables displaying the data.
4. Results should be reported as percentage change
5. The Classroom Lesson Plan Template can be found below.

The second lesson plan will focus on suicide prevention. The rational should include local, state, and national data indicating the need for a suicide prevention lesson. The rationale will also include a description of relevant prevention models. This lesson will not be implemented. The written report will include the following.

1. Rational for the lesson that includes data indicating a need for the lesson. At least two graphics displaying the data must be included.
2. The Classroom Lesson Plan
3. The Classroom Lesson Plan Template can be found below.

Assessment Case Study

CACREP 2.F.7.c. Demonstrate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide. (Key Performance Indicator)

Instructions. Read the case study located in the Resource File on Blazeview. Write a report in APA style that includes the following:

1. The procedures you would follow to assess risk of aggression or danger to others, self-inflicted harm, or suicide.
2. Using the procedures in 1, assess the risk for this client and discuss the results of your assessment using information in the case study to support your response.
3. Discuss the ethical issues that are presented by the case study.
4. What cultural issues are present?
5. Indicate how you would proceed with this client.

SCHC 7891 Personal/Social Case Study

CACREP Standards:

CACREP 2.F.2.h. Apply strategies for identifying and eliminating barriers, prejudices and processes of intentional and unintentional oppression and discrimination. (Key Performance Indicator)

Instructions: Working individually with a specific student allows the school counselor to gain an in-depth understanding of a student's issues, factors that contribute to the problems, and implement strategies that help students move toward academic success. You must meet with a student a minimum of *five* individual counseling sessions and address an **academic issue** that the student is experiencing. This case study should present with an academic issue and the rationale should include the data indicating the student is experiencing an academic issue. You must observe the student for a minimum of 30 minutes in an academic setting and meet with the student's teacher to discuss the student's academic issues. The written case study and PowerPoint will be submitted to the dropbox on Blazeview. The PowerPoint should be emailed to class members through Blazeview 24 hours before your presentation. Use APA style when writing the case study. Do not use the student's name in the case study.

If you do not write an analysis of the data you will receive a zero.

The case study should contain the following information written in APA style

1. Description of the assignment
2. Rational for the assignment – the rational should contain the data indicating this student is having an academic problem.
3. Identifying Data
 - a. age
 - b. grade
 - c. SES
 - d. gender
4. Presenting Problem (including who referred the child)
5. Relevant History
 - a. family/friends
 - b. Academic history – schools attending, grades, social relationships, academic problems
 - c. assessment/testing and interpretation of results
 - d. summary of previous counseling
6. Summary and Recommendations
 - a. Brief summary of information gathered
 - b. Summary of Student Observations
 - c. Summary of Teacher Meeting
 - b. Describe recommended session topics and their relevance
 - c. Describe two assessment strategies that are appropriate for the student and why the

strategies are appropriate for this student

7. Sources of Support
8. Child's Strengths
9. Discuss barriers, prejudices, discrimination, and/or oppression experienced by the student. Discuss how these issues may prevent the student from succeeding and provide strategies to address these issues.
10. Career Transition Plan (if applicable)
11. Pretest information
12. Session Plans – Use the lesson plan or individual session plan template for each session. The pre and post-test should also be included. You should have one pre and one post that measures all the objectives used in the sessions that is given at the beginning of the counseling process and at the end of the counseling process.
13. Community Resources – discuss the referral process that would be used to refer the student to a community resource. Include a description of at least three community resources the student could be referred to for additional academic assistance.
14. Overall Post-Test Results. **Results must be reported as a percentage change.**
15. *You must also include a reflection about what you learned and changes you could make to improve the results and any personal thoughts, feelings you have about the session (about yourself as a counselor, student, presenting issue, etc.)*
16. Questions you have about the case (minimum of three questions)

Notes

1. The PowerPoint should be emailed to all students prior to your assigned presentation date.

Assignment rubrics are in the Rubric Folder in Blazeview.