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

SCHC 7800
Orientation to Counseling as a Profession
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.

National Professional Association/Accreditor Standards/Competencies/Learning Outcomes
(All teacher preparation programs are required to use the InTasc Model Core Teacher Standards.) CACREP standards are used as learning outcomes.

COURSE DESCRIPTION
Orientation to the Counseling Profession. Principles, purposes, historic events, issues and trends, social-legal-ethical issues, and professional identity are studied. The role and function of counselors in diverse settings are identified with a primary focus on school counseling.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS
Erford, B. T. (2009) *Orientation to the Counseling Profession: Advocacy, Ethics, and Essential Professional Foundations.* NJ: Prentice Hall.

American School Counselor Association (2012). *The ASCA National Model: A Framework for School Counseling Programs,* Third Edition, Alexandria, VA: Author.

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION
Proficiency Standards

O-EDL$_{1.1}$ <u>Becomes aware of current</u> "…codes of ethics, professional standards of practice, and relevant laws and policies" (CAEP, 2013, p. 9; GaPSC Rule 505-3-.01, 2013, p. 6). This standard is assessed with student learning outcome **CACREP Core Standard** 1i. "Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling." This standard is assessed with the Ethical Codes Analysis Paper.

O-EDL$_{2 .2}$ "<u>supports</u> others in following the laws and policies related to learners' rights and teachers' responsibilities" (InTASC, 2013, p. 44, progression 2). This standard is assessed with student learning outcome **CACREP Core Standard** 1e. "Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients." This standard is assessed with the journal critique on the ACA Advocacy Competencies.

O-EDL$_{3.1}$ "…<u>collaborates</u> with colleagues to <u>deepen</u> the learning community's awareness of the moral and ethical demands of professional practice" (InTASC, 2013, p. 44, progression 3). This standard is assessed with student learning outcome **CACREP Core Standard** 1a. "history and philosophy of the counseling profession and its specialty areas." This standard is assessed with the Teacher Workshop Paper and Brochure.

O-ED$_{3a}$ Key Course Assessment: The signature assignment <u>as defined and agreed upon by the associated program faculty</u> will be used to assess each candidate's performance relative to the expected proficiencies at the integration level. The **Code of Ethics Analysis Paper and Ethical/Legal Case Study Presentations** is the Key Course Assessment.

O-CPL$_{1.1}$ <u>Becomes aware</u> of "…major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s)" (CAEP, 2013, p. 24). This standard is assessed with student learning outcome **CACREP Specialty Standard** 1a. "history and development of school counseling." This standard is assessed with the Teacher Workshop Paper and Brochure.

O-FL$_{1.1}$ <u>Observes</u> highly skilled professionals (e.g., teachers, other school professionals, and/or leaders) appropriate for the candidate's area of certification/preparation. This standard is assessed with student learning outcome **CACREP Specialty Standard** 1b. "models of school counseling programs." This standard is assessed with the Teacher Workshop Paper and Brochure and in the field experience hours.

O-FL$_{3.2}$ "…<u>engages and leads</u> colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice" (InTASC, 2013, p. 42, progression 3). This standard is assessed with student learning outcome **CACREP Core Standard** 1d. "the role and process of the professional counselor

advocating on behalf of the profession." This standard is assessed with the Today's School Counselor Presentation.

O-FL₃ₐ Key Course Assessment: The key course assessment <u>as defined and agreed upon by the associated program faculty</u> will be used to assess each candidate's performance relative to the expected proficiencies at the integration level. The Workshop Paper and Brochure is the Key Course Assessment.

COURSE OBJECTIVES

M.ED SCHOOL COUNSELING OUTCOMES –Knowledge and Skills:

Students will understand:

1. history and philosophy of the counseling profession and its specialty areas. CACREP 2.F.1.a. (Knowledge)

2. the role and process of the professional counselor advocating on behalf of the profession. CACREP 2.F.1.d. (Knowledge)

3. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. CACREP 2.F.1.e. (Knowledge)

4. professional counseling organizations, including membership benefits, activities, services to members, and current issues. CACREP 2.F.1.f. (Knowledge)

5. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. CACREP 2.F.1.g. (Knowledge)

6. current labor market information relevant to opportunities for practice within the counseling profession. CACREP 2.F.1.h. (Knowledge)

7. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. CACREP 2.F.1.i. (Knowledge)

8. technology's impact on the counseling profession. CACREP 2.F.1.j. (Knowledge)

9. self-care strategies appropriate to the counselor role. CACREP 2.F.1.l. (Knowledge)

10. the role of counseling supervision in the profession. CACREP 2.F.1.m. (Knowledge)

11. dynamics associated with group process and development. CACREP 2.F.6.b. (Knowledge)

12. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. CACREP 2.F.6.h. (Knowledge)

13. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. CACREP 2.F.8.a. (Knowledge)

14. history and development of school counseling. CACREP 5.G.1.a. (Knowledge)

15. models of school counseling programs. CACREP 5.G.1.b. (Knowledge)

16. School counselor roles as leaders, advocates, and systems change agents in P-12 schools. CACREP 5.G.2.a. (Knowledge)

17. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies CACREP 5.G.2.b. (Knowledge)

18. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling. CACREP 5.G.2.l. (Knowledge)

19. development of school counseling program mission statements and objectives. 5.G.3.a. (Knowledge)

20. design and evaluation of school counseling programs. CACREP 5.G.3.b. (Knowledge)

21. core curriculum design, lesson plan, development, classroom management strategies, and differentiated instructional strategies. CACREP 5.G. 3.c. (Knowledge) Key Performance Indicator

CACREP Key Performance Indicators: Exams I and II, Workshop Paper, and Group Reflection Paper, Reading Reflections, Classroom Lesson Plan

CONTENT AREAS

1. Who is the Counselor? What is Counseling?

2. History of Counseling

3. Legal and Ethical Issues in the Profession of Counseling

4. Counseling Skills

5. Individual Approaches to Counseling

6. Group Work

7. Collaboration, Consultation and the Role of Supervision

8. Development Across the Lifespan

9. Career Development

10. Testing and Assessment

11. Research and Evaluation

12. Accountability

13. Multicultural Counseling, Knowledge, and Skills

14. Developmental School Counseling Program

15. Professional Roles of the School Counselor

16. Professional School Counselor as Leader

METHODS OF INSTRUCTION

1. Lecture
2. Discussion
3. Video
4. Group Exercises
5. Presentations, Demonstration of Skills/Knowledge Attainment

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
Activities:
1. Readings
2. Case studies
3. Presentations
4. Writing assignments

Assignments:

Comprehensive Developmental School Counseling Program (CDSCP) Foundations Section Paper: Each student will complete the Foundation section of a comprehensive developmental school counseling program. The section will include the following components: mission statement, vision statement, and a description of the **five** roles and functions of the school counselor. Additional instruction for the assignment can be found at the end of the syllabus.

Teacher Workshop Paper and Brochure Each student will develop and write a 4-6 paper on a workshop to explain the five roles and functions of the school counselor, and the history, professional organizations and credentialing, and importance of organizations related to counseling and school counseling. The workshop will be created as if you are presenting yourself and your profession through a workshop presentation. You will also develop a brochure as if it will be given out during this workshop. A PowerPoint presentation of the points from the workshop must be included. Additional instruction for the assignment can be found at the end of the syllabus

Presentation on Today's School Counselor Students will demonstrate their ability to articulate and model appropriate school counselor identity and roles and advocate for the profession by presenting their workshop ideas in a professional presentation. Additional instruction for the assignment can be found at the end of the syllabus

Code of Ethics Analysis Paper and Ethical/Legal Case Study Presentations This assignment has two parts. Students will read the ethical standards from ACA, ASCA, and APA and compare the standards. Students will write a three page analysis of their comparisons of the codes.

Students will work in groups in class to discuss case studies and use the ASCA ethical codes to analyze the cases. Students will present their reactions in groups to the class. Additional instruction for the assignment can be found at the end of the syllabus.

Small Group Experience Paper: Students will participate in a small group experience for 10 hours. This is a training group that allows students to gain direct experience as a participant in a small group. All students must participate in the group to receive a grade in the course. A reflection paper is required at the end of the group and will receive a grade. The group times are TBA. Additional instruction for the assignment can be found at the end of the syllabus.

Professional Interest Paper: In 2-3 pages, share your reasons for and interest in becoming a school counselor. Additional instruction for the assignment can be found at the end of the syllabus.

Field Experience: Each student will complete a field experience in a school setting with an approved school counselor (certified by the state plus a minimum 2 years experience as a school counselor). Additional instruction for the assignment can be found at the end of the syllabus.

Examinations: Students will complete two comprehensive examinations over the content areas during the dates specified in the syllabus. They will be multiple choice, short answer / essay.

Instructor Evaluation: Students will be graded on professionalism, teamwork, dependability, attendance, punctuality, and participation. As professional school counselors, this is a very important part of your job.

COURSE EVALUATION

Professional Interest Paper	5	A	90%
CDSCP Foundations Paper	5	B	80%
Exam 1	20	C	70%
Workshop & Brochure	5	D	60%
Group Experience and Attendance Paper	5		
Exam 2	20		
Professionalism	5		
Codes of Ethics Analysis Paper	5		
Classroom Lesson Plan	5		
Today's School Counselor Presentation	5		

Field Experience Papers, Log, etc.	5
Quizzes (3)	15

TOTAL = 100 points

ATTENDANCE POLICY
Valdosta State University policy requires class attendance. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. A student who missed more than 3 classes will have one letter grade deducted from his or her final grade. I expect that you will attend and arrive on time for every class. Any missed class must be discussed with me personally.

PROFESSIONALISM
Students will act in a professional manner in the school and the classroom. This means that you will turn papers in on time, communicate in a timely manner, participate in online classes, and be respectful to those you are working with. When involved in online activities, students will conduct themselves in a respectful manner using appropriate netiquette. Professionalism also includes providing thought-provoking questions and unique responses to the discussion posts.

Students will provide feedback to the instructor regarding the participation of each group member on the group activities/projects. This information will guide the instructor in determining final professionalism grades.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.

M.Ed. School Counseling

Specialty Standard Outcomes	Standard Met Through
1a. history and development of school counseling Paper is a Key Performance Indicator.	Readings, Lecture, Class Discussion, Comprehensive Developmental School Counseling Program (CDSCP) Foundations Paper, Exam I
1b. models of school counseling programs Exam is a Key Performance Indicator **O-FL$_{3a}$**	Readings, Lecture, Class Discussion, Teacher Workshop Paper and Brochure on Today's School Counselor, Exam I
3a. development of school counseling program mission statements and objectives Paper – Key Performance Indicator	Readings, Lecture, Class Discussion, CDSCP Foundations Paper, Exam II
3b. design and evaluation of school counseling programs Exam I essay question on ASCA model – Key Performance Indicator	Readings, Lecture, Class Discussion, Exam I
3c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies Classroom Lesson – Key Performance Indicator	Readings, Lecture, Class Discussion, Classroom Guidance Lesson
2.l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	Readings, Lecture, Class Discussion, Teacher Workshop Paper and Presentation on Today's School Counselor
2.a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools. Reading Response – Key Performance Indicator	Readings, Lecture, Class Discussion, Scholarly Readings and Response

2.b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.	Readings, Lecture, Class Discussion
Core Standard Outcomes	
1a. history and philosophy of the counseling profession and its specialty areas

Key Performance Indicator | Readings, Lecture, Class Discussion, Teacher Workshop Paper and Brochure on Today's School Counselor, Exam I |
| 1d. the role and process of the professional counselor advocating on behalf of the profession | Readings, Lecture, Class Discussion, Presentation of Today's School Counselor, Exam II |
| 1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients | Readings, Lecture, Class Discussion, Examples of Scenarios based on the ACA Advocacy Competencies, Exam II |
| 1f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
Key Performace Indicator | Readings, Lecture, Class Discussion, Teacher Workshop Paper and Brochure on Today's School Counselor, Exam I |
| 1g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

Key Performance Indicator | Readings, Lecture, Class Discussion, Current Professional Article Sharing and Discussion, Teacher Workshop Paper and Brochure on Today's School Counselor, Exam I |
| 1h. current labor market information relevant to opportunities for practice within the counseling profession | Readings, Lecture, Class Discussion, Current Professional Article Sharing and Discussion |
| 1i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in | Readings, Lecture, Class Discussion, Codes of Ethics Analysis Paper and Ethical/Legal |

professional counseling **O-ED$_{3a}$**	Case Study Presentations, Exam I
1j. technology's impact on the counseling profession	Readings, Lecture, Class Discussion, In-class Debate on the Pro's and Con's of Technology in Counseling, Exam II
1l. self-care strategies appropriate to the counselor role	Readings, Lecture, Class Discussion, CDSCP Foundations Paper
1m. the role of counseling supervision in the profession	Readings, Lecture, Class Discussion, Participation with Site Supervisor for Field Experience, Exam II
6b. Dynamics associated with group process and development **Paper is Key Performance Indicator**	Readings, Lecture, Class Discussion, Participation in small group for the semester, Small-group Experience Paper
6h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term **Paper - Key Performance Indicator**	Participation in small group for the semester, Small-Group Experience Paper
8a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice **Exam II essay question – Key Performance Indicator**	Readings, Lecture, Class Discussion, Essay question on Exam II

Comprehensive Developmental School Counseling Program Foundations Paper (CDSCP)

CACREP 2.F.1.l. Self-care strategies appropriate to the counselor role.

CACREP 5.G.1.a. The history and development of school counseling.

CACREP 5.G.3.a. The development of school counseling program mission statements and objectives.

CACREP 5.G.3.a. Design and evaluation of school counseling programs.

Formal Paper

I. Discuss the history and development of school counseling. Give an overview of school counseling programs. Introduce the purpose of the CDSCP.

II. Mission Statement: see ASCA for help with this. Consider the ways that the ASCA model suggests connecting your mission to that of your school, but this should be an original mission statement for your school counseling department.

III. Vision Statement: see ASCA for help with this. Consider the ways that the ASCA model suggests connecting your vision to that of your school, but this should be an original vision statement for your school counseling department.

IV. The texts for the course adequately address these issues. Use your readings and additional research to comprehensively address all 5. Be sure to explain the relationship of the school counselor's role to other personnel in the school. If you wish, you may add one or even two categories you feel are important as well from our class readings, discussions, or your own experiences.

Choose one of the following counseling settings / school levels for your CDSCP foundation.

> **Elementary School**
> - Counseling and Coordination
> - Leadership
> - Teaming and Collaboration
> - Advocacy
> - Assessment of Data
>
> **Middle School**
> - Counseling and Coordination
> - Leadership
> - Teaming and Collaboration

- Advocacy
- Assessment of Data

Secondary School
- Counseling and Coordination
- Leadership
- Teaming and Collaboration
- Advocacy
- Assessment of Data
-

V. Individual Wellness plan – Specify ways of taking care of yourself as a professional to prevent burnout. Be personal here and address YOUR challenges and your plans to address them. *This section should be different for each of you.*

Teacher Workshop Paper and Brochure on Today's School Counselor

CACREP Standards

CACREP 2.F.1.a. The history and philosophy of the counseling profession and its specialty areas.

CACREP 2.F.1.f. Professional counseling organizations, including membership benefits, activities, services to members, and current issues. (Key Performance Indicator)

CACREP 2.F.1.g. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (Key Performance Indicator)

A. Paper Length: 4-6 pages

I. Introductory paragraph/s of your paper. Provide an introduction and rationale for holding the workshop. Then describe the logistics of the workshop: name, place (located in library, for instance), time, materials needed, technology used, number of participants expected, describe audience (administrators, teachers, staff, parents, community leaders, etc.)

II. Your workshop will present to your audience the role of today's school counselor. To show your knowledge of counseling more broadly, give an overview of the history,

philosophy, and trends in the profession. Describe professional organizations, preparation, and credentials for counselors including licensure and accreditation practices. Discuss how public policy can effect these matters.

Your workshop will narrow the topic to specialties and to school counseling and present to your audience the role of today's school counselor.
- Give an overview of the specialty areas.
- Discuss professional organizations, preparation standards, and credentials relevant to school counseling. How is public policy related?
- Tell about the various roles school counselors perform in the school.
- Describe the ASCA model and how it fits into the total education program at the school.
- Include an explanation of how school counseling programs integrated appropriately and with best practice make a difference for students

III. This assignment should be turned in as a paper in which you address the topics listed above and should include the Powerpoint that you will use for your workshop presentation.

B. Workshop Brochure

Length: front and back, 1 8 ½ x 11 sheet

- Your brochure should be a summary of the description of your school counseling program in a picture format. It is typically a tri-fold 8 ½ x 11 sheet of paper. This will be your CREATION.

- You are to include:
  - Your name, credentials, phone contact, address, email, room number, school's name, etc.

  - A brief description (in bullet format) of your program (roles and functions). Provide information about your program that would interest students, faculty, parents.

  - You could be specific here by identifying the actual activities.(e.g. coordinating a career day, small group counseling reflecting student needs such as academic improvement, career goals, guidance activities, individual counseling, work with faculty on projects—homecoming, etc.)

  - Use lots of pictures/graphics. It should be attractive. BE CREATIVE. Would you pick it up and read it?

Presentation on Today's School Counselor to "Board of Education"

CACREP 2.F.1.d. The role and process of the professional counselor advocating on behalf of the profession.

CACREP 5.G.1.b models of school counseling programs.

You will need to present points from your workshop and explain the difference today's school counselors can make when they are able to implement comprehensive, developmental school counseling programs. Details on the date and time will follow.

Codes of Ethics Analysis Paper and Ethical/Legal Case Study Presentations

CACREP 2.F.1.i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Students will write a paper in which they compare the ACA, ASCA, and APA Codes of Ethics. The paper should be apx. four pages and follow APA format.

Students will use the ASCA Code of Ethics to discuss in groups how they would respond to various ethical delimmas and legal considerations in schools. Students will discuss and present their cases and ethical/legal analysis using information from the ASCA ethical code and considerations from readings and lecture.

Classroom Lesson Plan

CACREP 5.G.3.c. Core Curriculum design, lesson plan development, classroom

management strategies, and differentiated instructional strategies.

Write a classroom lesson plan in which you choose appropriate standards, develop

strategies for teaching and management, and present to students on the topic of the

school counselor's role in the school.

Group Experience & Reflection Paper

CACREP 2.F.6.b. The dynamics associated with group process and development. (Key

Performance Indicator)

CACREP 2.F.6.h. Direct experiences in which students participate as group members in a small

group activity, approved by the program, for a minimum of 10 clock hours over the course of

one academic term.

Reflection paper. Length 2 pages max.

List each section then give your answer.

1. Describe the *type* of group.
2. What was your goal?
3. What progress did you make toward reaching your goal; how did you do that, and how do you know this, what are the signs of success?
4. What observations did you make about the dynamics, process, and development of this group?
5. What values did you gain from being in the group?
6. As a result of this group experience, what is your opinion about the responsibility that you have toward self and others?
7. Evaluate the group on a scale of 1-10, 1 being an undesirable experience and 10 being everything you wanted it to be. Give your reasons for the rating. Suggest ways the group could have been better.

Professional Interest Paper

Length: 2-3 pages
Reflection Paper, your opinion, develope your thoughts. Write each question and then give your answer.
In no specific order, address the following questions:

- Why are you here?
- What attracted you to the profession?
- What school level are you interested in and why?
- How do you envision yourself in the next 3, 5 or 10 years as a school counselor?
- What do you hope students, teachers, administrators, and parents will gain from your expertise as a professional?
- What skills do you hope to gain from this program?
- Why do you view counseling as important?
- Why are your thoughts about how people change?
- What cultural identities, values and experienced led you to consider a counseling career?

- What skills do you believe you already possess that will help you in this field?

Field Experience Assignment

CACREP 2.F.l.m. The role of counseling supervision in the profession.

Please note that the following must be completed before you can start the field experience:

Proof of Professional Organization Membership/Insurance and Criminal Background Check (CBC): Each student will submit proof that he/she has joined an appropriate professional organization. (GSCA – Georgia School Counseling Association, ACA – American Counseling Association, ASCA – American School Counselor Association, or ask me if you have another interest). Students must also purchase liability insurance and **submit a criminal background check. You may not go into the schools until you have liability insurance and have completed a criminal background check.** You must submit a copy of the of the email confirming that you have purchased insurance or a copy of your insurance card and the CBC to your instructor and to the College of Education Advising Center where the information will be added to the Banner.

Your field experience site supervisor must complete two forms: the field experience form found on Blazeview and the "mentor teacher form" (given to you in class). VSU also must have an MOU on file between the school district and the university. Please let me know your district as soon as possible to determine if we have a VSU MOU in place.

School assignments should be chosen by the third week of class with students identifying their own site and completing a field experience contract to be handed in to the course instructor. The field experience contract is available on Blazeview and must be completed at the school with the site supervisor.

The field experience has several components after it is initiated with the school:

Field experience will involve observing and assisting the site supervisor with counseling related issues. At the end of the experience you are to write a personal reaction to your field experience.

Students will keep a log of hours completed on the **Internet Logging System** that notes time spent, activities completed, and how activities or observations relate to the course objectives. Students will also be asked to discuss their experiences in class. A minimum of **20 hours** must be completed.

During the semester, all students will be required to share their observations, experiences and reactions to the time in the schools working with the school counselor and the students.

At the end of the semester, evaluations must also be completed by the site supervisor. Although this portion of the course is not graded, all students must complete the field experience hours to complete the course.

The field experience evaluations can be found on Blazeview.

RUBRICS

Student: _____   Evaluator:___ _____ Sem/year:_

Course/Componet	Criteria				Points
SCHC 7800: Orientation to Counseling					
	1	2	3	4	
Mission Statement	Mission Statement seems incomplete or sketchy	Mission Statement is complete, but lacks depth.	Mission Statement is complete, has depth, and is clearly appropriate for a school counseling program.	Mission Statement is complete, has depth, and is clearly appropriate for a school counseling program. Specifically addresses academic success of all students.	_____
Vision Statement	Vision statement seems incomplete or sketchy	Vision statement is complete, but lacks depth	Vision statement is complete, has depth and is clearly appropriate for a school counseling program	Vision statement is complete, has depth and is clearly appropriate for a school counseling program. Specifically addresses the academic, career, and personal/social success of students as part of the vision.	_____
Role Statement	School counselor role is not described.	The role is present but not clearly defined.	The role is clearly defined and includes appropriate roles for school	The role is clearly defined and expands the traditional role of the school counselor to include	_____

			counselors.	advocacy and leadership.	
Wellness Plan	No plan is provided	Plan provides a list without explanation.	Plan is provided but sketchy.	Plan provides a clear indication of how the student will take care of him/herself to prevent burnout.	_____
Teacher Workshop (with brochure)	The workshop does not provide Information relevant to teachers, information is poorly developed, and lacks organization	The workshop topic is relevant but information lacks depth and organization.	The workshop is relevant and but topic is not fully developed. Goals, Objectives and Evaluation Components are present.	The workshop is relevant to teachers, in-depth information is provided, and it is well organized. Goals, Objectives and Evaluation Components are present.	_____
Log	The student log is not present	The student log is present but there is no documentation of activities.	The student log is present and documents some activities completed.	The student log is present and clearly documents all activities completed	_____

CASE STUDY/CASE CONCEPTUALIZATION RUBRIC

CRITERIA	TARGET	ACCEPTABLE	UNACCEPTABLE	Not Applicable	Score
Format/ layout	Well-written, even flow. Closely follows all the requirements related to format and layout	Acceptable format. All requirements are not followed	Poorly written, does not follow required format or layout		
Content Information	Clearly discussed, presenting issue goals, well-organized, clear and specific objectives, problem is clearly defined with presenting evidence	Reasonably stated presenting issue goals, good flow, adequate	Poorly stated goals that are vague and confusing.		
Integration of theory and/or model	Clear & direct integration of theories/models. Integrates theories/models with practice in a consistent, coherent, and fashion.	Minimum evidence in linking theory to practice. Integrates theories and/or models with practice in an acceptable manner. Presents an adequate rationale for theories/practice.	No connectivity between theories/practice. No evidence of linking theory to practice. General, vague, superficial description of clients and theories and/or models.		
Ethical and legal implications	Recognizes and addresses appropriate ethical and legal issues	Able to recognize and address some ethical and legal issues	Does not address legal or ethical issues. Little or no awareness of any legal or ethical implications		

Cultural/ Gender implications	Awareness of how culture difference affect cognitive process and behavior	Some evidence of culture awareness. A general understanding of how culture affects thinking and behaving	Little or no evidence of cultural awareness. No understanding of how culture affects thinking and behaving		
Recommendations	Clear, appropriate detailed recommendations.	Adequate, but general recommendations. Some details are missing.	Inaccurate and/or unclear recommendations.		
Resources	Excellent variety of sources included in report	Adequate sources of information included.	Void of professional literature		

Paper Rubric
Important note: The paper rubric can be adapted for a variety of assignments. In the component "Depth of Discussion," the CACREP Standards for assignments are specified in checklist fashion. For some assignments, one standard may be assessed under Depth of Discussion; for others, multiple standards are assessed under Depth of Discussion. For each assignment, point values differ for each component, but for every assignment, the component Depth of Discussion carries greater point value.

Student: _____   Evaluator:___ _____ Semester/year:_

	Target	Acceptable	Unacceptable	Points
Paper Components				
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	_____
Topic Focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.	_____
Depth of Discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	_____

CACREP standards addressed: 1. 2. 3. 4. 5.				_____
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.	_____
Spelling and Grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.	_____
APA Style				
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.	_____
Sources	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.	_____
Citations	Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	Cites most data obtained from other sources. APA citation style is used in both text and bibliography.	Does not cite sources.	_____
References	References are	At least 80% of the	Less than 50% of the	

	formatted using APA style	references are formatted using APA style	references are formatted using APA style.	

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

Abbreviated Assessment Rubric for Presentations

	Target (points)	Acceptable (points)	Unacceptable (points)
Organization	Information is presented a logical, interesting sequence	Information is in a logical sequence	Cannot understand presentation--no sequence of information
Rationale/Introduction	Topic is clearly introduced with relevant data (when appropriate)	Rationale/introduction includes most of the required information	Rational/introduction lacks content and relevant data
Subject Knowledge	Demonstrates full knowledge of the topic through by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation	Relate to text and presentation	Uses superfluous graphics or no graphics
Screen Design	Includes a variety of graphics, text, and animation that exhibits a sense of wholeness. Creative use of navigational tools and buttons	Includes a variety of graphics, text, and animation. Adequate navigational tools and buttons	Either confusing or cluttered, barren or stark. Buttons or navigational tools are absent or confusing
Oral Presentation Elocution/	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FIELD EXPERIENCE EVALUATION SURVEY

SCHC 7800: Introduction to Counseling as a Profession

SCHOOL COUNSELING PROGRAM FIELD PLACEMENT EVALUATION FORM

Student Name _____   Student ID Number _____

Student Email Address _____

Semester: Fall   Spring   Summer   Year _____

Number of Field Placement Hours to Complete _____

Placement Site _____

_____

Placement Site Telephone Number _____   Email Address _____

Site Supervisor _____

DIRECTIONS: PLEASE USE THIS FORM AS A GUIDE TO ASSIST YOU IN THE
EVALUATION OF FIELD PLACEMENT STUDENT,

ASSESSMENT KEY

1	=	LOW
2	=	LOW AVERAGE
3	=	MID AVERAGE
4	=	HIGH AVERAGE
5	=	HIGH
NO	=	NOT OBSERVED
NE	=	NOT ABLE TO EVALUATE

LEAVE BLANK IF A SECTION DOES NOT APPLY

COMMUNICATION

1. _____ Student uses appropriate language with students (i.e. talks at the student's level, does not use inappropriate slang, etc.).

2. _____ Student uses appropriate language and behavior with parents and other professionals.

3. _____ Student maintains appropriate and accurate written student records.

PROFESSIONALISM

1. _____ Student dresses appropriately for the activity and setting.

2. _____ Student accepts guidance and direction from the site supervisor and other professionals

3. _____ Student is punctual and notifies supervisor when he or she is going to be late or must change his or her schedule.

4. _____ Student completes assigned tasks, even if it means staying a few extra minutes over time.

5. _____ Student demonstrates an understanding and awareness of the implications of social, cultural, diversity, and equity issues relevant to school counseling.

SCHOOL COUNSELOR ATTRIBUTES

1. _____ Student demonstrates an understanding and awareness of the role and function of the school counselor.

2. _____ Student demonstrates an understanding and awareness of the school counselor's relationship with other professionals

3. _____ Student demonstrates an understanding and awareness of community, environmental, and institutional barriers that impede student academic success and overall development

4. _____ Student demonstrates an understanding and awareness of the mission and vision of the school counseling program

5. _____ Student shows enthusiasm when interacting with students.

6. _____ Student demonstrates initiative toward direct interaction with students.

7. _____ Student applies the ethical standards of appropriate professional bodies (ACA, ASCA).

8. _____ Student demonstrates an understanding of legal issues relevant to school counseling.

QUALITATIVE EVALUATION

Total number of hours completed_____

_____   _____
Site Supervisor   Date

_____   _____
Student Signature   Date

_____   _____
Instructor Signature   Date

ADDITIONAL INFORMATION

Students must complete the no credit course EDUC 5999. Details will be discussed in class.

Outside of class, I will communicate with you primarily through your email. It is imperative that you check your email frequently as I may send additional readings, changes to the class schedule, etc. through your email.
My cell is the best place to get me if you have **a true emergency**. General questions need to go through email though.

Email Address: The best way to reach me is through email.

I make every attempt to return emails and phone calls within 24 hours unless it's over the weekend which may take until Monday. If you email me on a Saturday or Sunday about an assignment that is due on the following Monday, you may not hear back from me until that Monday, the day the assignment is due. Please plan accordingly.

Additional information regarding submission of assignments: All assignments must be placed in the Blazeview dropbox on the due date.

I expect that assignments will be turned in on time. Any circumstance leading to a late submission must be discussed with me personally before the due date – not after as no assignment will be accepted late if it is not discussed with me before it is due. Only serious circumstances such as illness or injury documented with a doctor's note will be considered. Late work will receive significant point deductions.

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Additional information regarding Livetext and the Internet Logging System (ILS): You must purchase Livetext software. This is software used by the College of Education to collect data. The software cost can be purchased online at livetext.com or in the VSU bookstore through your flex account. All Key Performance Indicator assignments must be submitted to Live Text. **Details about which assignments to submit to Live Text will be discussed in class.**

ILS—Internet Logging System. Students MUST be registered on the Internet Logging System (ILS) as part of the requirements for this course. See your course schedule for due dates for this course requirement.

Valdosta State provides free technical support for online students. If you need technical assistance with BlazeVIEW, visit the VSU BlazeVIEW web site for Frequently Asked Questions and Self Help, or contact BlazeVIEW Help.

Scholarly Research &Writing

It is imperative that you understand how to do good research and what constitutes a reliable source versus unreliable. This understanding and knowledge will be expected for all that you write and present throughout the school counseling program. On the homepage of Odum Libraries there is a link for evaluating resources. I encourage you to use it!

As graduate level students, you are required to research and write at a sophisticated and professional level. For those that may need support in this area, below are some excellent resources or places to begin.
All papers and presentations will require you perform as graduate-level researchers and graded accordingly. Use of APA writing format is expected for each paper. You should use the 6th Edition of the APA Manual.

Before you call upon a librarian or as you begin the research process, the following webpages can be very helpful:
- For general library information and help:
    http://www.valdosta.edu/library/learn/index.shtml
- The Odum Library has a page specific to students titled "Services for Students". This can be found at the following address:
    http://www.valdosta.edu/library/services/student.shtml

The page above has a great deal of information from how to search using topic keywords to how to cite using APA style. Please use these resources.

- For writing assistance you may contact the Student Success Center at 333-7570 or check out their website at:
    http://www.valdosta.edu/ssc/
    They can assist you from the beginning stages of planning to the final editing stage in writing. If your work is not adequate you may be referred to the center for remediation.

Papers are of two types:
1. **Formal Paper:** these are almost always the requirements for the course. They reflect research done on assigned topics and facts (not opinions) that must be cited using APA format. This is considered to be "formal" in that specific guidelines are to be followed each time you write (for education classes use the 6th ed. APA Manual).
2. **Reflection/Reaction Paper:** Often you will be asked to write your reaction to an assignment. This is your opportunity to express your thoughts, opinions, and feelings about an issue. No references are necessary; you do not have to use APA format for these.