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Practicum in School Counseling
EDPC 5369

University of Texas at El Paso:
Fall 2020
School Counseling Program

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Class location: *Hybrid – Online Modules and Virtual Classes*
Meeting Time: *When Virtual*: Mondays 5:00-7:50pm
Office: College of Education, Rm 710
Phone: 915-747-8687
E-mail: chbrown@utep.edu
Office hours: *Online* Office *Hour via Blackboard Collaborate* Mondays
5pm-7:50pm (via email and/or Blackboard) or *by appointment (preferred)*.

Course Overview:

This is a mandatory course for the UTEP School counseling program. A goal of the course is to provide school counselors in-training an understanding of the clinical experience of school counseling. The school counselor-in-training is given field-based opportunities under a school site counselor supervisor and program supervisor in order to assist in tying theory into practice. Students receive valuable feedback on there clinical skills and learn and demonstrate developmentally appropriate techniques, interventions, and strategies for real-life application.
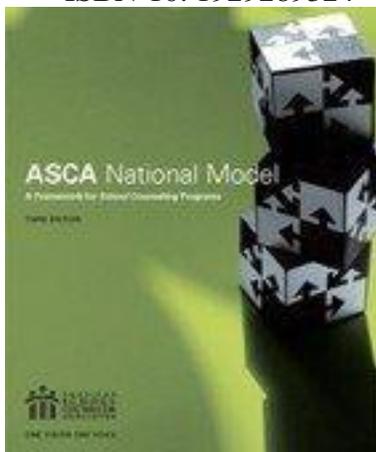
Required Texts:

American School Counselor Association. (2012). *The ASCA national*
     model: A framework for school counseling programs (3rd ed).
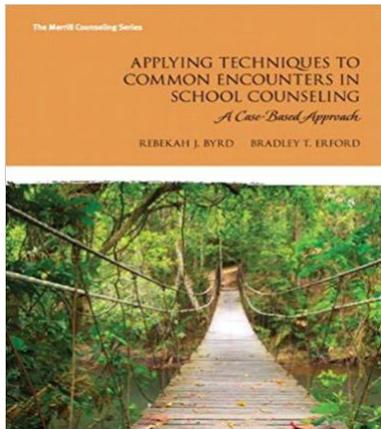   Alexandria, VA: Author.
ISBN-13: 978-1929289325
   ISBN-10: 1929289324

Byrd, R., & Erford, B., (Eds.). (2014). *Applying techniques to common*
    encounters in school counseling: A case based approach.
    Boston, MA: Pearson.
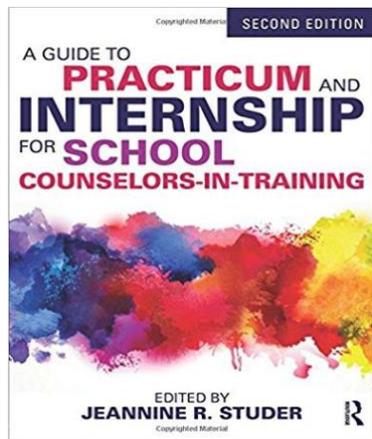
ISBN-13: 978-0132842389
ISBN-10: 0132842386

Studer, J. (Ed.) (2016). *A guide to practicum and internship for school counselors-in-training*. New York, NY: Routledge, Taylor & Francis Group.

ISBN-13: 978-1138790568
ISBN-10: 1138790567

Additional reading assignments will be referred to in virtual class, blackboard or e-mailed announcement to students. *Also, it would benefit students to access to university one-drive or dropbox.*
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Supplemental Resources:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Jacobs, E, & Schimmel (2013). *Impact Therapy: The Courage to Counsel.* Star City, WV: Impact Therapy Associates.

Murphy, J. (2015). *Solution-focused counseling in schools* (3rd ed). Alexandria, VA: American Counseling Association.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards and American School Counselor Association (ASCA) national career standards listed below:

Section 5 -G. School Counseling Specialty Area (SCSA)

Contextual Dimensions

2-j. Qualities and styles of effective leadership in schools

2-l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling

2-m. Legislation and government policy relevant to school counseling

2-n. Legal and ethical considerations specific to school counseling

Practice

3-e. Use of developmentally appropriate career counseling interventions and assessments

3-d. Interventions to promote academic development

3-f. Techniques of personal/social counseling in school settings

3-j. Interventions to promote college and career readiness

3-l. Techniques to foster collaboration and teamwork within

schools ASCA student career development national standards:

Standard A: Assist student-clients in acquiring the skills to
investigate the world of work in relationship to knowledge of self and to make informed
career decisions.

Standard B: Assist student-clients in employing strategies to achieve
future career success and satisfaction

Standard C: Assist student-clients in understanding the relationship
among personal qualities, education and training, and the world of
work.

Texas Education Agency (TEA) School Counselor Certificate Standards:

*The TEA School Counselor standards have been addressed throughout the
school counseling education preparation program here at UTEP, and in
doing so helps to prepare students for the State Board for Educator
Certification exam. In this course many of the standard stems will continue
to be addressed but specific stems will be particularly highlighted:*

Standard I

Stem 8: Legal and ethical standards, practices, and issues

Standard II

Stem 3: Counsel individuals and small groups using appropriate
counseling theories and techniques in response to students' needs

Stem 4: Consult with parents/guardians, teachers, administrators, and
other individuals as appropriate to enhance their work with students

Stem 6: Demonstrate proficiency in teaching small and large groups
by actively engaging students in the learning process

Stem 9: Use counseling-related research techniques and practices to
address student needs

Standard IV

Stem 1: Understand learner differences, including those related to
cultural background, gender, ethnicity, and learning styles, and know
ways to create and maintain a positive school environment that is
responsive to all learners.

Standard V

Stem 5: Develop and implement strategies for effective internal and
external communications

Stem 8: work effectively as a team member to promote positive
change for individuals, groups, and the school community.

Student Learning Outcomes (SLO) and Competencies

1. Demonstrate the ability to articulate one's knowledge and understanding of qualities and styles of effective leadership in schools.
2. Demonstrate the ability to articulate one's knowledge and understanding professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
3. Demonstrate the ability to articulate one's knowledge and understanding of legislation and government policy relevant to school counseling.
4. Demonstrate the ability to articulate one's knowledge and understanding of legal and ethical considerations specific to school counseling.
5. Demonstrate the ability to articulate and use developmentally appropriate career counseling interventions and assessments.
6. Demonstrate the ability to articulate and assist student-clients in acquiring the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions.
7. Demonstrate the ability to articulate and assist student-clients in employing strategies to achieve future career success and satisfaction.
8. Demonstrate the ability to articulate and assist student-clients in understanding the relationship among personal qualities, education and training, and the world of work.
9. Demonstrate the ability to articulate and use interventions to promote college and career readiness.
10. Demonstrate the ability to articulate and use techniques of personal/social counseling in school settings.
11. Demonstrate the ability to articulate and use techniques to foster collaboration and teamwork within schools.
12. Demonstrate the ability to articulate and promote academic development
13. Demonstrate the ability to articulate how to counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs.
14. Demonstrate the ability to articulate how to consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
15. Demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process
16. Demonstrate counseling-related research techniques and practices to address student needs
17. Demonstrate the ability to articulate learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.
18. Demonstrate the ability to articulate strategies for effective internal and external communications.

Content (See Appendix 1 Tentative Schedule for detail)

This course is designed to introduce students to the clinical school counseling experience. The following content is addressed:

- ☐ Orientation to practicum and supervision
- ☐ Understanding school contextual dimensions and professionalism
- ☐ Utilizing career counseling interventions and practices
- ☐ Establishing collaborations and teamwork with stakeholders
- ☐ Addressing student-clients' personal/social issues
- ☐ Promoting student-clients' academic development

Methods of Instruction

Content is offered through lectures, small and large group discussions, small group activities, readings, and clinical experience review and feedback.

Evaluation

Demonstration of student learning outcomes or competencies, grades, and CACREP standards are determined by scores on the following assessments (***see Appendix 2 for scoring guides; rubrics are also posted on Blackboard***):

- ☐ **Competency Performance Assessment (CPA) 1 –** *Demonstration of knowledge of consulting and collaboration practices*. CPA 1 requires students to complete in-depth responses regarding student's observations and/or participation in techniques and examples of school counselors' consultation, collaboration and teamwork with stakeholders. This CPA is designed to assess the achievement of SLO 11, 14, 18, TEA SC Standards II: 4, V: 5, 8, and CACREP SCSA 3-l. ***180 points.***
- ☐ **Competency Performance Assessment (CPA) 2** – *Demonstration of promoting academic development.* CPA 2 requires students to complete a report and recording of group counseling sessions that promotes ***academic development***. This CPA is designed to assess the achievement of SLO 12, 13, 16, TEA SC Standards II: 3, 9, and CACREP SCSA 3-d. ***100 points.***
- ☐ **Competency Performance Assessment (CPA) 3 –** *Demonstration of career counseling practices*. CPA 3 requires students to complete a report and recordings of career counseling sessions with student-clients ***or*** a character/guidance lesson that promote career readiness. This CPA is designed to assess the achievement of SLO 5-9, 13, 15, 17, ASCA student career national standards, TEA SC Standard II: 3, 6, 9, Standard IV: 1, and CACREP SCSA 3-e and 3-j. ***100 points.***
- ☐ **Competency Performance Assessment (CPA) 4 –** *Demonstration of using techniques to address student-client's personal/social issues.* CPA 4 requires students to complete a report, recording and presentation of two individual counseling sessions addressing student-client's personal/social issues. This CPA is designed to assess the achievement of SLO 10, 13, TEA SC Standard II: 3, and CACREP SCSA 3-f. ***120 points.***
- ☐ **Competency Performance Assessment (CPA) 5 –** *Demonstration of foundational knowledge of contextual dimensions*. This CPA is an exam designed to assess the achievement of SLO 1-4, 13, TEA SC Standards 1:8, II: 3, and CACREP SCSA 2-j, 2-l, 2-m, and 2-n. ***100 points.***

Additional expectations

Students are expected to read assigned materials, participate in online and face-to-face class activities and discussions. Participation refers to critical analysis and reflective feedback of subject matter and open involvement in class exercises and/or counseling practices. Any consistent non- participation, late work or revised assignments will be penalized and may be refused credit depending on the instructor's discretion.

Additional evaluations

Qualifying TExES Examination

All school counseling majors enrolled in EDPC 5369 (Practicum for School Counselors) must pass the School Counselor Qualifying TExES examination with a score of 80% or better in order to receive credit for this course. **This exam will be announced at a later date.** This exam will also be considered as your Comprehensive Examination that is required for graduation.

Weekly Activity Log

Students are required to keep a weekly activity log (grid) of internship-related activities. This log (posted on Blackboard) must be dated and signed each week by the on-site supervisor. The log must indicate only those hours accrued for the one week period. This requirement will be explained more fully in class. The log will be used to complete the "Cumulative Hours" form which must be signed by the on-site supervisor at the end of the semester. Both of these forms are contained in the Student Handbook, posted on Blackboard.

Supervision

Supervision will include:
*Online and virtual group supervision during class sessions with the professor
*A minimum of one hour per week of individual supervision with each on-site supervisor
*Individual supervision with the professor on an "as-needed" basis or when deemed necessary

Additional Course Requirements

Insurance

Internship students are vulnerable to malpractice litigation. Accordingly, students entering internships must obtain and document professional liability insurance coverage in their own name. This type of policy can be obtained from various insurance companies. However, a very convenient way to obtain the insurance is to join a professional organization that offers liability insurance to students at a reasonable cost. Student membership in ASCA costs $69 per year and automatically guarantees students $1 million of liability insurance among many other benefits. To learn more visit: https://www.schoolcounselor.org/school-counselors-members/member-benefits-info. ASCA membership offers you access to the latest evidence-based and research-based school counseling practices and networking opportunities as well as free liability insurance. It would benefit students to take advantage and begin building their professional identity.

On-Site Counseling Experience (Site Based Training)

A. Off-Campus - The student is responsible to locate his/her off-campus placement site prior to the first class session. The professor may coordinate with the site supervisor after the Placement Agreement form is returned by the student. ***If the student has not completed all the initial paperwork and have an approved site/site-supervisor by the fourth week of class, the student may be dropped from the course.*** Internship students are required to obtain a minimum of 300 on-site hours which includes a minimum of 120 direct client contact hours defined as any direct service provided to clients in an individual, group, , family, crisis intervention, didactic (classroom psycho-educational presentations), or supervision oriented context or setting. A specific number of hours is not required in any specific category although individual counseling sessions are necessary to meet course requirements as well as to continue skill development.

Please Note: Per Section F.6.h. (Professional Disclosure) of the ACA Code of Ethics, interns must:
(1) disclose their status as students and explain to prospective clients how this status affects the limits of confidentiality and
(2) obtain client permission before using any information concerning the counseling relationship in the training process. Also, interns must never use real names on written case reports or oral presentations for this course.

B. Students must follow the guidelines and procedures of the placement site including the use of the site's student record forms, case notes, goals and objectives, etc. It is important to attend as many on-site reviews and training sessions as possible. Also, at least **one hour of individual supervision each week with the on-site supervisor at each site is mandatory.** Please contact the professor immediately if any problems are encountered with the placement site or with supervision. Please note that all on-site activities and clinical case work MUST be coordinated with and approved by the on-site supervisor prior to the fact as well as obtaining the site supervisor's signature on the Supervisor Agreement form prior to accruing non-clinical hours before the start of the term.

It is imperative that students not work with clients who require services beyond the student's level of expertise or scope of training unless the on-site supervisor can be present in the session and agrees to provide intensive individual supervision for such cases on a regular on-going basis. Additionally, if a client poses a danger to self or others or reports knowledge of child abuse activities or if the intern is required to testify in court, notify the site supervisor immediately and the course professor as soon as possible (within 24 hrs.) without exception**.**

It is also imperative that students not be involved at any time in the collection of money or fees from clients for services rendered. This is not part of your duties as an intern. Collection of money or fees is the sole responsibility of the employees of the agency. Please report any request for you to collect fees to your internship professor immediately.

Grading Scale
The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points = A
85-89% of Total Points =   B
75-84% of Total Points =   C

65-74% of Total Points =   D
<65% of Total Points =   F

Overall Level of Achievement of Student Learning Outcomes & CACREP Standards

4 = Exceeds Expected Outcome =   90% - 100% of possible points
3 = Expected Outcome =   85% - 89% of possible points
2 = Less Than Expected Outcome = 84% - 75% of possible points
1   = Worst Possible Outcome =   Less than 75% of possible points

The final grade will reflect a pass/fail grade. In other words, students will receive either an "S" for satisfactory or a "U" for unsatisfactory. Students must meet the "Expected Outcome" (level 3) achievement level in order to receive an "S" for the class.

Syllabus Adjustments
The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. ***Online announcements takes precedent over syllabus***.

Academic Honesty
Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self-work with correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair- minded. Collusion includes working with someone else to engage in academic dishonesty. **Any act of academic dishonesty will be referred to the Office of Student Conduct and Conflict Resolution (OSSCR) for review and possible disciplinary action.**

Examples of violating this policy includes but not limited too:
1. Copying from the test (i.e. paper or online – Blackboard) of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non- administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, clinical reports, clinical transcripts, clinical counseling recordings/videos, and or other records or academic work offered for credit.

Plagiarism Detecting Software

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Accommodations
Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at www.sa.utep.edu/cass.

Students with Disabilities
1. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. **Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis.** Failure to report to this office will place a student on the inactive list and nullify benefits received from being on the active list of disabled students. If you have a   condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. You may call 747-5148 for general information about   the Americans with Disabilities Act (ADA).

2. Please do not hesitate to contact the professor if you experience difficulty with this course at any time during the semester.

Class Behavior
Class behavior that interferes or impedes class instruction is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Class Attendance

Class attendance (***virtual and online***) of every class is expected. Engaged
involvement is necessary for adequate education at the graduate level. In the case
of unusual circumstances such as a family crisis, students should contact the
instructor and make appropriate arrangements prior to absence. The instructor may
request evidence of documentation for excused absences. ***Failure to turn in two
major assignments results in students being dropped from course.***

Group Supervision and Class Reflection Assignments

Throughout this term, students will be asked to complete ***virtual and on-line*** group supervision and
class assignments. These class reflection assignments are intended to assist students in deepening their
understanding of the material. Although, individually, they are not weighed as much as the major
assignments, they are important to successfully passing the course. The points for these assignments
vary based on each assignment. Scores typically range from ***10-40 points*** each assignment.

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having
class. UTEP's decision is based off of several factors including "current and forecasted weather
conditions, street conditions, and any decisions made by the major public-school districts to cancel
classes". However, many of you live a considerable distance from UTEP, in your case, you have to
consider reasonable safety measures for your situation in terms of attendance for class.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms.
If you are not permitted on campus, you should contact me as soon as possible so we can arrange
necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with
individuals who are considered high risk may contact Center for Accommodations and Support Services
(CASS) to discuss temporary accommodations for on-campus courses and activities.

COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are
experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a
positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who
should report any of these three criteria, you should encourage them to report. If the individual cannot
report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP
screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are
permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or
exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as
soon as possible, and alternative instruction will be provided. Students are advised to minimize the
number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face
covering over your nose and mouth at all times in this class. If you choose not to wear a face covering,
you may not enter the classroom. If you remove your face covering, you will be asked to put it on or
leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19

guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Test Proctoring Software

Two course assessments (the midterm and final exams) will make use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on the course calendar.
- You may take the test at any time during the 24-hour window.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- You have 2 attempts to take the test. Once the window closes, your answers will be saved, and no changes can be made. The higher score will be recorded.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)

- You should not have conversations with other people and/or leave and return to the area during the test.

Class Recordings

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Calendar is forthcoming