Austin Peay State University
Department of Psychological Science & Counseling
COUN 5640: Practicum in School Counseling

Term: Fall 2024	**Meeting Time:** Tues. 4:30-7:30	**Room #:** CL 302
Credit Hours: 3	**Instructor:** Dr. Eva Gibson she/her/hers	**E-mail address:** gibsone@apsu.edu
Telephone:	**Student Hours:**	**Office:** CL 303B
(931) 221-6224	Mon/Wed: 12:30 -2; Tues: 2 – 4	**Schedule an appointment:** **https://calendly.com/gibsone/30min**

REQUIRED TEXT

Brant-Rajahn, S. N., Gibson, E. M., & Sandifer, M. C. (Eds.) (2022). *Developing, delivering, and sustaining school counseling practices through a culturally affirming lens*. IGI Global. https://doi.org/10.4018/978-1-7998-9514-5

Oberman, A. H. & Studer, J. R. (2021). *A Guide to Practicum and Internship for School Counselors-in-Training* (3rd ed.). Routledge.

APSU Practicum and Internship Handbook

REQUIRED READINGS

American School Counselor Association. (2019). *The school counselor and safe schools and crisis response.* Retrieved from https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Safe-Schools-and-Crisis-R

American School Counselor Association. (2020). *Eliminating racism and bias in schools.* https://www.schoolcounselor.org/asca/media/asca/Standards/RacismBias.pdf

American School Counselor Association. (2021). *The school counselor and multitiered system of supports.* Retrieved from https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Multitiered-System-of-Sup

American School Counselor Association. (2022). *The school counselor and school-family-community partnerships.* Retrieved from https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-School-Family-Community-P

American School Counselor Association. (2023). *The school counselor and career development.* Retrieved from https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CareerDevelopment.pdf

Gibson, E.M., Sandifer, M.I.C.; Rollins, K.; Osagie-Ekhovbiye, F. (2024). Group counseling for Black male students: A strengths-based approach. *Professional School Counseling, 28*(11), 1-9. https://doi.org/10.1177/2156759X241234899

Gibson, E.M., & Jordan, C. (2023, June). Intentional equity partners. *School Counselor, 60*(5), 11-13*.*

SUPPLEMENTAL READINGS

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

COURSE DESCRIPTION
This course is initial supervised field experience in which the counselor trainee develops basic counseling and conceptual skills and integrates professional knowledge under close supervision. Practicum includes a field placement site consistent with the student's selected emphasis area: PreK-12 School Counseling. During the practicum, the student engages in a broad range of activities similar to those provided by a professional school counselor. Participation in all aspects of the school counseling profession is highly structured and supervised at this stage of the counselor trainee's field experience.

Austin Peay State University
College of Education
CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education's commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

COURSE POLICIES

CoBHS DIVERSITY STATEMENT
The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Institutional Culture.

DIVISIVE CONCEPTS STATEMENT
APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

STUDENTS WITH DISABILITIES
The M.S. in Counseling program is committed to the principle of universal learning. This means that our classrooms, virtual spaces, practices, and interactions will be as inclusive as possible. Any student with particular needs including a disability that may affect their academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Student Disability Resource Center: (phone #: 221-6230; email: sdrc@apsu.edu; website: https://www.apsu.edu/disability/)

CAMPUS RESOURCES

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Heath & Counseling Services	https://www.apsu.edu/health-and-counseling/

COUNSELING SERVICES
The APSU Health and Counseling Center provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation (phone: 931-221-6162; email: counselingservices@apsu.edu).

ACADEMIC AND CLASSROOM MISCONDUCT
Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the "Code of Conduct" in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting. APSU Policy 3:005 Student Academic and Classroom Misconduct will be followed in reporting any suspected cases of academic misconduct.

WRITING QUALITY, ACADEMIC HONESTY, AND PLAGIARISM
It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email writinglab@apsu.edu; schedule an appointment at apsu.mywconline.com)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution and includes, but is not limited to, the following activities:
1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7th edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work. (Please refer to the *Counseling Program Handbook* for more information about ethical and responsible use of AI).

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text Is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in the "Methodology" part of a manuscript should not raise a serious ethical concern.

POLICY ON MINORS
Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

SERVICE ANIMALS IN THE CLASSROOM
Consult Policy 3:007 Animals on Campus for appropriate situations allowing service animals in the classroom.

CONFIDENTIALITY
This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA and ASCA Codes of Ethics will be followed.

CHANGES TO COURSE SYLLABUS
The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students.

LIFE HAPPENS POLICY
If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: 1) presentations or 2) assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

EMAIL POLICY
It is important for students to remember that faculty are not available 24 hours a day, 7 days a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

REQUESTING ASSISTANCE

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: https://sparkmailapp.com/how-to-email-professor-template.

DEMONSTRATING RESPECT

- Respectful use of technology: Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- Respect of time: Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

Please follow the Student Grievance Policy as outlined in the *Counseling Program Handbook*. Additionally, APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this webpage for more information.

MINIMAL TECHNOLOGY REQUIREMENTS

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the D2L System Check to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the GOVSTECH Website. Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the Office of Distance Education. You can find more information about technology resources available for students through the Office of Informational Technology.

Technology Resources:
GoReact: https://help.goreact.com/hc/en-us/categories/115000013583-Goreactcom
Tevera: https://community.lumivero.com/s/tevera-knowledge-students?language=en_US
Zoom: https://support.zoom.us/hc/en-us/articles/206618765-Zoom-video-tutorials

COURSE OBJECTIVES AND REQUIREMENTS

Knowledge and Skill Outcomes: The objectives of this course align with the 2024 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Apply techniques of social-emotional and trauma-informed counseling in school settings	5.H.14	Fieldwork activities, case conceptualization
Utilize evidence-based and culturally sustaining interventions	5.H.15	Readings, fieldwork activities, case conceptualization
Design and evaluate culturally-affirming school counseling programs	5.H.4	Readings, website components, fieldwork activities
Exhibit skills to screen students for characteristics, risk factors, and warning signs of mental health and behavioral disorders	5.H.12	Readings, fieldwork activities, supervision

FIELDWORK REQUIREMENTS

Activity	Hours	Time
Direct Student Services • Instruction • Appraisal & Advisement • Counseling	**48 total** *(16 hours per site)*	80% **120 total** *(40 hours per site)*
Indirect Student Services • Referrals • Consultation • Collaboration		
Program Management and School Support • Program Foundation, Management, and Accountability • Fair-share responsibility		20%

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives.

A. **Website: Counselor Intro (10 points):** Students will add a professional introduction and picture to their website.

B. **Website: Define components (15 points):** Students will add links to the ASCA <u>student</u>, <u>professional,</u> and <u>ethical</u> standards to their website.

C. **Website: Program Focus components (30 points):** Students will add their professional <u>Beliefs, Vision</u>, and <u>Mission statements</u> to their website.

D. **Website: Needs Assessments (3@ 25 points each):** Students will add a student, guardian, and faculty needs assessment to their website (examples are provided online).

E. **Appreciation Calendar (10 points**): Students will create a faculty/staff appreciation calendar for school employees. This calendar should include dates and potential activities.

F. **Website: Program Planning (Pt. 1) components (25 points):** Based on current school placement information, the ASCA Awareness Calendar, and the previous appreciation calendar, students will create a sample <u>calendar</u> for the academic year.

G. **Website: Lesson Plan (50 points):** Students will create a lesson plan suitable for the career, academic, or social/emotional domain. Students should utilize the ASCA lesson plan template and include all components as noted therein.

H. **Website: Program Planning (Pt. 2) components (20 points):** Based on current school placement information, students will create a <u>student outcome goal</u> for the academic year.

I. **Website: Small Group outline (15 points):** Students will add a 6-session small group outline to their website.

J. **Website: Resource list (15 points):** Students will add community resources to their website.

K. **Newsletter (25 points):** Students will create a newsletter for one of the following stakeholder groups: students, guardians, or faculty/staff (an example is provided online).

L. **Case Conceptualization (25 points): <u>After obtaining signed consent for taping,</u>** students will present a portion of a taped counseling session and provide a case conceptualization during class.

M. **A.I. Assignment (10 points):** Students will explore school counseling-related implications using A.I. technology. Students will create 5 school counseling activity prompts and present the results in class. More information can be found in D2L.

N. **Counseling Center Intro (25 points):** Using Screencast-o-Matic (or a similar recording program), students will complete a mock Counseling Center Intro for parents **(an example is provided online).** ==Be sure to include an image of the ASCA National Model (4th ed.).==

O. **Fieldwork Forms (100 points):** Students will complete all required fieldwork forms as outlined in the fieldwork handbook. Students should pay close attention to all instructions and guidelines noted within the forms.

P. **Participation (15@ 10 points each):** Students will arrive to class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Each** missed class results in the loss of **10** participation points. **If you miss a class, you are responsible for the information presented or the assignments due that day.** Students have the opportunity to earn 150 points at the conclusion of the semester. Three times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Attendance will be taken at the beginning of each class period. Cell phone usage AND computer usage is prohibited.

ASSIGNMENT DUE DATES
Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include case conceptualizations and submission of fieldwork forms which are due the day of class.

LATE ASSIGNMENTS
Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

GRADING TIMELINE
My target date for grading assignments is within 7 days, but some assignments may take longer.

STUDENT WORK ARCHIVES
Please note that exemplary student work will be archived to provide student examples in future courses.

METHODS OF INSTRUCTION:
- Field experience
- Supervision sessions
- Readings/class discussions/assignments

Assignment	Points	Percent	Due Date	Week
Website: Counselor Intro	10	1	9/8	2
Website: Define components	15	2	9/15	3
Website: Program focus components	30	5	9/22	4
Website: Needs Assessments (3)	75	14	9/29	5
Appreciation Calendar	10	1	10/6	6
Website: Program planning (Pt. 1) components	25	5	10/13	7
Website: LP	50	8	10/20	8
Website: Program planning (Pt. 2) components	20	3	10/27	9
Website: SG outline	15	2	11/3	10
Website: Resource list	15	2	11/10	11
Newsletter	25	5	11/17	12
Case Conceptualization	25	5	11/19	13
A.I. assignment	10	1	11/26	14
Counseling Center intro	25	5	12/1	14
Fieldwork Forms	100	16	12/3	15
Participation (15)	150	25	weekly	weekly
TOTAL POINTS	600	100		

GRADING SCALE
A = 90%
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59%

COURSE SCHEDULE

Date	Topic	Activity
8/27 Week 1	Professional counseling orientation	Orientation to course **CHECK:** insurance covering the semester
9/3 Week 2	Culture and climate	**READ:** Oberman & Studer- Chs. 2 & 4 **DUE:** • Website link submission • Website update: Counselor intro
9/10 Week 3	Professional standards *CACREP 5.H.1*	**READ:** Oberman & Studer- Chs. 5 & 11 **DUE:** • Website update: Define components
9/17 Week 4	Foundations *CACREP 5.H.4*	**READ**: Oberman & Studer- Ch. 7 **DUE:** • Website update: Program Focus components • Weekly log
9/24 Week 5	Leadership and collaboration *CACREP 5.H.6*	**READ:** Oberman & Studer- Ch. 6 & Gibson/Jordan article **DUE:** • Website update: Needs Assessments (3)
10/1 Week 6	Embracing diversity *CACREP 5.H.15*	**READ:** Oberman & Studer- Ch. 12 **DUE:** • Appreciation Calendar • Fieldsite 1 Forms due
10/8 Week 7	Meeting diverse needs *CACREP 5.H.18*	**READ:** Brant-Rajahn, et al.- Ch. 5; *Eliminating racism & bias in schools* **DUE:** • Website update: Program Planning (Pt. 1) components
10/15 Week 8	Fostering growth and connections *CACREP 5.H.5; 5.H.12* ==*Asynchronous Week*==	**READ**: Oberman & Studer- Ch. 13; ASCA Position Statement: Career Development **DUE:** • Website update: Lesson plan Optional Hours Opportunity: *Support Safe and Healthy Schools for LGBTQ Students* Webinar (prerecorded)
10/22 Week 9	Supporting students *CACREP 5.H.16*	**READ:** Brant-Rajahn, et al.- Ch. 10; ASCA Position Statement: The School Counselor and Multitiered System of Supports **DUE:** • Website update: Program Planning (Pt. 2) components • Weekly log
10/29 Week 10	Service delivery *CACREP 5.H.11*	**READ:** Oberman & Studer- Ch. 9; *Gibson, et al.* article **DUE:** • Website update: Small group outline
11/5 Week 11	Best practices & resources *CACREP 5.H.10*	**READ:** Brant-Rajahn, et al.- Ch. 14; ASCA Position Statement: The School Counselor and School-Family-Community Partnerships **DUE**: • Website update: Resource list • Fieldsite 2 Forms due

11/12 Week 12	Connecting and communicating	**READ:** Oberman & Studer- Ch. 8 **DUE:** • Newsletter • Weekly log
11/19 Week 13	Treatment planning *CACREP 5.H.14*	CASE CONCEPTUALIZATIONS **READ:** Oberman & Studer- Ch. 3; ASCA Position Statement: The School Counselor and Safe Schools and Crisis Response **DUE:** • Weekly log
11/26 Week 14	Program development *CACREP 5.H.8* *ZOOM SESSION*	**READ:** Oberman & Studer- Ch. 10 **DUE:** • A.I. assignment • Counseling Center intro • Course evaluation
12/3 Week 15	Professional self-evaluation	Reflection of progress & website peer review **READ:** Oberman & Studer- Ch. 14 **DUE**: • ALL ORIGINAL FORMS FOR **FIELDWORK**