A Course Description

The counseling practicum is a school-based work experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be involved in all aspects of the school counseling program. This three credit course is mandatory and will precede EDU 677 (Internship). On campus seminars will be held for the sharing and discussion of experiences, for the continuing learning of the role of the school counselor, and for further supervision by the Niagara University instructor.

B. Methods of Teaching

This course is framed within a constructive perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, reflection and social interaction. Instructional methods will include class and small group discussions, individual and cooperative activities, presentations by instructors and classmates, and observations of instructional videos and PowerPoint presentations. Specific sections of the ASCA National Model will be discussed in relationship to the practicum sites. The students' unique experiences at the practicum sites will be addressed consistently through the use of tapes, role plays, journals, and case conceptualizations.

C. Required Texts


Various readings to be assigned throughout the semester.

**D. Course Objectives**

Upon completion of EDU 676 the student will be able to:

1. Demonstrate an understanding of the phases of developing a comprehensive school counseling program (planning, designing, implementing and evaluating)
2. Demonstrate ability to develop, maintain, and explain records including standardized tests and personal data forms
3. Demonstrate ability to work cooperatively with staff within the setting
4. Understand the referral process to outside agencies and the skills required to work cooperatively with staff in these outside agencies
5. Maintain professional, ethical and legal standards
6. Demonstrate skills in individual counseling, including case conceptualization and intervention strategies
7. Recognize and respond appropriately to personal and professional abilities and limitations.
8. Follow established professional ethical guidelines regarding multicultural counseling
9. Understand the changing role of school counselors with emphasis on the impact of technology
10. Address the needs of special populations, such as: learning disabled, gifted, gay/lesbian, etc.

**E. Course Requirements**

**Site Activity Sharing:** Each student will share something of interest from their practicum site. A one page description of an activity or program component with resources to be distributed to all class members.

An *"Individual Session Notes" form* will be completed for 8 students during the semester. You can submit some forms for students you observed being counseled by your site supervisor. Interns are to submit a minimum of 3 forms for students they counseled alone or with the supervisor present.

A *"Case Conceptualization" form and tape* will be completed for one student (counselee) at the practicum site. A typed script of the tape must be provided indicating clear evidence of the use of appropriate counseling micro-skills. **Case Study:** For the same student, a case study report must be submitted according to the following
guidelines. The case study should be 4 pages in length. The case conceptualization form and case study report should clearly indicate:
1. The primary client/student issues addressed in counseling
2. The relationship between the intern's theoretical orientation and counseling techniques
3. The intern's strengths and limitations in exploring issues with clients

Weekly Journal Submitted: Each typed entry must include the date and the number of hours (150 minimum for semester). You are to provide a detailed description of your activities at the practicum site. Please explain what you are observing and what you are doing. Then compare these experiences with respect to how they relate to the ASCA model and standards. Also describe your personal reactions to the activities of the day. Explain how you think these experiences are impacting you as a future school counselor. This journal will not be read by anyone other than the professor. At the end of each weekly entry formulate one question that you would like addressed either by your professor or your peers.

Written evaluation form submitted by your on-site supervisor.

F. Grading and Assignments

This course is graded on an S or U basis. All assignments must be completed to the satisfaction of the university professor. In addition, the professor will consult with the on-site supervisor during the semester regarding the professional attitude, initiative and skills demonstrated by the counseling intern at the school. The written evaluation form and the log are to be signed by the on-site supervisor. Both forms must be received at the university by December 7, 2006 in order to determine the final grade. The on-site supervisor must verify the student's total number of hours completed during the semester (150 minimum) on the log. The student must sign the seven page evaluation form indicating that a discussion of the ratings transpired. Both forms can be faxed to Dr. Bogner's attention at (716)286-8546, or scanned and emailed to rbogner@niagara.edu.

G. Course Attendance and Participation

Your presence at each class is expected and essential. You will be allowed one absence. Please notify the instructor if you expect to be absent from class. Any additional absences will adversely affect your final grade because active participation in all class activities is an essential aspect to your achieving the required knowledge and skills. A grade of S is required in order to be enrolled in EDU 677 School Counseling Internship.
H. Academic Integrity

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one’s own work. Paraphrased material, even if rendered in the student’s own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University’s policy on cheating, plagiarism, procedures and penalties.

I. Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Course Calendar Fall 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Aug. 28</td>
<td>Introductions, Syllabus, Assignments</td>
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<td>FERPA, websites, Ethics</td>
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<td>Sept. 4</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
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<td>Sept. 11</td>
<td>Elements of ASCA model</td>
<td>ASCA 1-3</td>
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<td></td>
<td>Handbook for School Counseling</td>
<td>Scarpaci Ch. 1</td>
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<td></td>
<td>The IOSIE Method for analyzing</td>
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<td></td>
<td>Student behavioral problems</td>
<td>Mini-case 19-20</td>
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Sept. 18 Confidentiality
Legal and ethical issues
Professionalism

ASCA Appendices
Stone Ch. 1-2

Sept 25 ASCA Model
Delivery System

ASCA 4

Oct. 2 Successful classroom
Management
Counselor/teacher collaboration

Individual
Session Notes
Scarpaci Ch. 2-3

Oct. 9 COLUMBUS DAY HOLIDAY

Oct. 16 Parent's rights
ASCA Model
Management System
Education records

ASCA 5
Individual
Session Notes
Stone Ch. 3

Oct. 23 Character development
Teacher control

Individual
Session Notes
Scarpaci Ch. 4

Oct. 30 ASCA Model
Accountability System
Educational malpractice
Counselor Negligence

ASCA 6
Individual
Session Notes
Stone Ch. 4

Nov. 6 Consequences models

Individual
Session Notes
Scarpaci Ch. 5

Nov. 13 Custody Issues and the courts
Implementation of Comprehensive
School Counseling Program
Privileged communication

ASCA 7
Site Activity Sharing
Individual
Session Notes
Stone Ch. 5

Nov. 20 Individual/group counseling
Group Guidance Models
Classroom guidance

Individual
Session Notes
Scarpaci Ch. 6
Stone Ch. 7
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov. 27</td>
<td>Child/sexual abuse</td>
<td>Case Conceptualization/Tape/Case Study Individual Session Notes Stone Ch. 6</td>
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<td>Domestic Violence</td>
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<td>Dec. 4</td>
<td><strong>Course Evaluations</strong></td>
<td><strong>Site Supervisor Evaluation</strong></td>
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<td>Individual-Guidance Management Models (Ginott, Choice Theory, Restitution, Curwin, Gordon, Transactional Analysis)</td>
<td><strong>Scarpaci Ch. 7</strong></td>
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<td>Dec. 11</td>
<td>Conclusions/Reflections</td>
<td><strong>Alumni Portfolio Demonstrations</strong></td>
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<td></td>
<td>Portfolio preparation</td>
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</tr>
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INDIVIDUAL SESSION NOTES

Intern Name_______________________________

Session #_______________________________

Student Name_____________________________

Student Grade/Age_________________________

Date of Session___________________________

Length of session___________________________

Planning for the Counseling Session:

TOPICS TO BE DISCUSSED:

INTERVENTIONS/STRATEGIES TO BE USED:

Session Notes:

TOPICS DISCUSSED:

EFFECT OF COUNSELING STRATEGIES/INTERVENTION:

ADDITIONAL TOPICS TO BE EXPLORED IN FUTURE SESSIONS:

POSSIBLE ISSUES OR QUESTIONS THE STUDENT MAY HAVE WHICH NEED TO BE ADDRESSED;
STUDENT CASE CONCEPTUALIZATION FORM

Intern Name_______________________________ Student Name_______________________________

Date of First Session ________________________ Grade/Age of Student________________________

Date of Last Session_________________________ Referred By ________________________________

Average Length of Session_______________ Total Number of Sessions________________________

Ethnic Background:

Family Background (including relationships):

Peer Relationships (outside of school):

Same Sex Friendships:

Typical Activities:

Romantic Relationships:

School Environment:

Peer Relationships:

Adult Relationships:

Extra Curricular Activities:
Areas of Strength:

Areas of Weakness:

Career Development:

Interests/hobbies:

Voluntary Activities:

Work Experience:

Career Goals:

Educational Goals:

Intern's Theoretical Orientation:

Presenting Client Problems and the Intern's Methods of Assessment:

Affect:

Behavior:
Thoughts/Cognitions:

Student (client) Goals and Intern's Methods of Assessment:

Affect:

Behavior:

Thoughts/Cognitions:

Counseling Techniques/Interventions/Strategies:

Effective:

Planned for Future:

Intern's strengths and limitations in exploring issues with the client:
A case study report is to be written by obtaining information within each category listed on the next page. The student used for the case study report should have been seen at least three times during the semester. The sample questions or sub-topics within each category are not meant to limit what you include in the case study report. They are optional and can be used if they are relevant to the student.

A case report is a concise and clear analysis of a student for efficient communication to another professional. In most cases, the report is brief. The school or agency sending or receiving the report may determine the structure of the report. Written permission from the student (or parent/guardian) may be required in order to transmit the report. The structure of the report should be a logical design that complements its intended purpose. Each category should be used as a sub-heading in the case study report.

The way a professional report is written is absolutely critical! The report should be written in an objective, non-biased behavioral style. It is not a literary work and should not use metaphor. It should be written in the third person (Do not use “I”). It is always important to attribute statements to the person who made them (ex. the student said…or the teacher reported…).

Additional suggestions for writing case study reports:

1. The use of acronyms and abbreviations requires clarification.
2. The report should not include contradictions.
3. Be specific, definite and concrete rather than general, vague or abstract.
4. Make every word count.
5. Use a clear order of presentation in order to increase understanding.
6. Avoid overstating information.
7. Avoid labeling the student.
8. Avoid using professional jargon.
9. Always strive to describe behavior in observable terms.
10. Recommendations should be backed up with facts and reasons.
11. A summary should bring the information together into a composite picture.
12. Make realistic plans for the student.
13. Do not go beyond your data.
14. Put statements in a positive form using definite assertions.

**DEMOGRAPHIC DATA:**

Include identifying information, such as: name, age, grade, sex, race, birth date and place.

**PHYSICAL DEVELOPMENT:**

Describe the student’s current physical appearance. Information concerning health, nutritional habits, addictions, disabilities, medical problems, major accidents or illnesses should be included when relevant.
FAMILY BACKGROUND:

Include information regarding the family of origin, as well as current family arrangement. The number of siblings and the birth order of the student may be included. If a natural parent is absent from the home, the reason may be important. Visitation issues may need to be considered. Additional information to explore: financial competence of the family, educational level of family members, working status of family members, physical or mental illnesses of parents, siblings, and other family members. Discover where the student fits in the family system. What factors in the family help to explain the student’s behavior or problem?

EDUCATIONAL BACKGROUND:

Carefully examine the cumulative folder. Locate other educational data /records, such as: attendance, psychological reports, anecdotal records, Individualized Educational Plans (IEP), past academic achievement record, most current progress reports, discipline records, extra-curricular involvement, career interests, and social interactions with adults and peers. It is important to thoroughly study the quantitative data pertaining to tests and other assessment measures. This information is typically in the cumulative folder. Consult someone at the school if the test used is unfamiliar. Note the type of test, purpose of test, results, interpretation of results, use of the results. When inventories were used to assess interests, personality, attitudes, study skills, time management skills, values, self-esteem, etc.; indicate the value of this type of data.

Provide a detailed description of the student’s problem, as well as previous interventions to deal with it. In addition, indicate any current support services being provided in school or elsewhere. The personnel providing these services should be indicated by job title.

BEHAVIORAL OBSERVATIONS:

Speak with adults regarding the student’s behavior in a variety of situations. Ask questions regarding the student’s response to a particular situation. Learn about his/her coping skills. Discover strengths and weaknesses of student as seen by different people. If possible, a parent conversation would be extremely enlightening.

In addition, observe the student in two different situations at school. Speak with the cooperating counselor and the teacher prior to an observation. Also, a follow-up interview with the teacher is recommended in order to verify that your presence did not dramatically affect the student’s behavior. One observation should occur in an academic classroom, and the other observation in a less structured learning environment or a more social situation. Some options: lunch, physical education class, recess, homeroom, extra-curricular activities, art classes, music classes, technology classes, and home and career classes.

During observations, record only what you see. It is important to avoid interpretations and judgments at that time. Think of this experience as a fact-finding mission.
ANALYSIS:

In this section provide a discussion of the causes of the problem and the impact this problem has on the student and others. Try to understand the conditions contributing to the development of the problem. It is necessary to evaluate the problem in order to make recommendations for plans to solve the problem. It is critical to analyze the situation thoroughly before stating reasonable recommendations for future action.

SUMMARY:

Provide a review of information in a shortened form. This is different from the analysis or recommendations sections.

RECOMMENDATIONS:

This section provides direction to the individuals using the report. Recommendations are based on the information obtained through the sources discussed and the analysis of this data. It is very important for the individuals using the report to thoroughly understand the counselor’s reasons for the stated recommendations.

SELF APPRAISAL:

Critique your demonstrated skills and evaluate personal feelings regarding effectiveness.