

University of Arkansas
College of Education and Health Profession
Department of Rehabilitation, Human Resources, and Communication Disorders
Counselor Education Program
CNED 5343
SPRING, 2020

Instructor David D. Christian, Ph.D., LPC/S, Licensed School Counselor
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Meeting Time GRAD 115; Mondays 5:15-8:00pm

Office Hours Mondays 11:00AM-2:00PM; Tuesdays 12:00-3:00PM; By Appointment

Required Texts

1. American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs (4th Ed)*. Alexandria, VCA: Author.
2. Folan, N. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure, Inc.
3. 2016 ASCA Ethical Standards
4. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th Ed.)*. Washington, D.C: Author.
5. Additional readings as assigned

Suggested Texts

1. Zyromski, B., & Mariani, M. (2016). *Facilitating evidence-based, data-driven school counseling: A manual for practice*. Thousand Oaks, CA: Corwin Press.
2. Stone, C. (2017). *School counseling principals: Ethics and law (4th ed.)*. American School Counselor Association: Alexandria, VA.
3. Dimmit, C., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
4. Hatch, T. (2014). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin Press.
5. Salkind, N. J. (2015). *Excel statistics: A quick guide*. Thousand Oaks, CA: Sage.

Recommended Journals

Professional School Counseling
Journal of School Counseling
Journal of Counseling & Development
Counseling Outcome Research and Evaluation
Journal of Experiential Education
International Journal of Play Therapy

Course Resources

Mullins Library
CNED Lab

Professional Journals
Video

World Wide Web
Career Development Center

Catalogue Description

A 100-clock hour field placement in an approved setting (40 direct clock hours and 60 Indirect Clock Hours). Prerequisite: CNED 5203 Foundations of the Counseling Profession; CNED 5323 Counseling Theory; CNED 5333 Basic Counseling Techniques; CNED 5303 Individual Appraisal; CNED 5363 Dynamics of Group Counseling; CNED 5373 Ethical & Legal Issues in Counseling; CNED 5403 Case Management & Counseling; CNED 5513 Counseling & Human Diversity; **AND** consent of Counselor Education faculty.

Prerequisites:

Supervised counseling practice. CNED faculty consent required.

Content Areas: School Counseling Specialty

Relationship to Knowledge Base

ADVANCED LEVEL: Specialty Studies. This course is graduate level and is designed to provide supervised practice in counseling. Supervised experiences useful for further development of a personal theory of counseling will be central to the course. Through individual and group supervision, practicum students will be able to critique and analyze specific cases and models of counseling.

Knowledge and Skill Outcomes:

- To refine and develop basic and advanced individual and small group counseling competencies.
- To explore, under supervision, theories and practices appropriate to effective counseling in the intern's setting.
- To gain exposure to and experience in the integration of technology into the professional internship experience and to develop technological competence and computer literacy.
- To develop competencies in case review, analysis, and discussion.
- To develop consultation competencies appropriate to working with referral sources, parents, teachers, and administrators.
- To provide opportunity for demonstration of ethical and professional behavior appropriate to the counseling profession consistent with the ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

To develop an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

Attendance Policy

Students will not pass the class if they miss **more than two class sessions. ANY missed class will need to be made up due to the missed group supervision. Repeated Tardiness will be counted towards absences (3 tardies = 1 absence).**

CACREP Standards (2016):

Standards Covered: Curricular experiences will provide an understanding of the following:

| CACREP Standards | ASCA Standard (2019) | TESS | ADE Standard |
|---|-----------------------|------------|------------------------|
| 5.G.2.e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma | 2.1, 4.3, 6.1 | 1a, 1d | 2.4, 3.4 |
| 5.G.2.g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | 1.2, 2.1, 3.1, 4.1-3, | 1b, 1d | 1.9 |
| 5.G.2.h. Common medication that affect learning, behavior and mood in children and adolescents | 1.3 | 1b | 1.9 |
| 5.G.2.i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs | 1.3, 2.1 | 1a, 1b | 1.8 |
| 5.G.3.c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | 4.1-4, 5.1-3 | 1a, 1b, 1c | 3.8, 7.3 |
| 5.G.3.e. Use of developmentally appropriate career counseling interventions and assessments | 3,1-3, 4.1-4 | 1a, 1d | 1.3, 2.4, 5.1 |
| 5.G.3.f. Techniques of personal/social counseling in school settings | 2.1-3 | 1a | 1.5, 2.7, 3.6 . 9.1 |
| 5.G.3.h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement | 3.1-3 | 1d | 1.8, 2.3 |
| 5.G.3.m. Strategies for implementing and coordinating peer intervention programs | 3.2 | 1c, 1d | 8.5 |
| 5.G.3.n. Use of accountability data to inform decision making | 3.1, 3.3, 5.1-3 | | 3.1, 3.7, 4.3 |

| | | | |
|--|-----------------|----|------------|
| 5.G.3.o. Use of data to advocate for programs and students | 3.1, 3.3, 5.1-3 | 1e | 1.3, 4.1-2 |
|--|-----------------|----|------------|

Key Performance Indicator (KPI) Assessed:

The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her completion of Key Performance Indicators (KPIs) in this course. KPI(s) for this course are as follows:

| Social and Cultural Diversity | CACREP | Evaluation |
|---|-------------------|--------------------------------------|
| Students will demonstrate culturally competent counseling to clients/students/consumers of diverse backgrounds while recognizing the effects of power and privilege as well as strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | 2.F.2. a,c,e,h. | Practicum and Internship Evaluations |
| Human Growth and Development | CACREP | Evaluation |
| Students will demonstrate knowledge of lifespan development theory as it pertains to human nature, behavior, and learning and be able to articulate human ecological forces that further or impede human development. | 2.F.3. a,b,c,e,f. | Practicum and Internship Evaluations |
| Career Development | CACREP | Evaluation |
| Students will use career counseling theories/models to provide culturally relevant and ethical career counseling while recognizing the interrelationships between career development, mental health, interpersonal relationships, and other life roles. | 2.F.4.a,b,j. | Career Case Conceptualization |
| Counseling and Helping Relationships | CACREP | Evaluation |
| Students will demonstrate effective interviewing, counseling, and case conceptualization skills in the context of establishing and maintaining an effective counseling relationship | 2.F.5.d,f,g,j,n. | Case Conceptualization Presentation |

Course Objectives and Competencies:

Students who are preparing to specialize as school counselors will demonstrate the following professional knowledge and skills:

Direct and Indirect Hour Requirement

- Experience of 100 clock hours of time at a designated and approved counseling internship site. Of the practicum hours, **40** will be hours of **direct contact time** defined as individual or group counseling, individual planning with a student present, guidance lesson delivery, and consultation with parents. Of the internship hours, **60** will be hours of **indirect contact time** defined as professional development, record keeping, consultation, staffing and supervision. *These are minimums only.* If you reach your

minimum number of hours prior to the end of the semester (and your internship agreement) you must continue with your commitment to your site.

- Develop counseling cases and participate in discussion about these cases in weekly individual/triadic and group supervision.
- Integration of reading and/or other assignments from supervisors to augment casework at the site.
- Application of the American School Counseling Association Ethical Standards (2016) to all internship activities, including professional behavior and counseling activities.
- Read and discuss various assigned articles pertinent to counseling issues.
- All students will continue work at the school site **through the LAST week of the semester**. Students should adjust schedules accordingly if it appears that this may result in extra hours. This schedule adjustment should be done in consultation and collaboration with site supervisor.

Specific Requirements:

1. 100 on-site hours. Minimum of 40 DIRECT and 60 Indirect.
2. 45 hours of in-class indirect hours 1.5 group supervision and 1.5 other indirect (3 hours per week X 15 weeks = 45 Indirect hours)
3. 15 hours of individual/triadic supervision from U of A doc student (15 Indirect hours)
4. 12+ (Indirect) additional off-site hours. For this you can choose to shadow school counselors in another school district or campus. You can also attend professional developments outside of the school day, attend a professional conference, or choose a book related to the mental/emotional health and development of students. If you choose to read a related book, you must include it in your Off-Site Hours Form for your instructor to approve. You should also be prepared to offer a verbal summary of the book as well as utilize your new knowledge gleaned from the book during class discussions.

Note: Practicum students are expected to attend as many faculty meetings as possible by scheduling internship hours on days when faculty meetings are held. The Intern is also expected to attend school-related afternoon and evening school activities that the site supervisor attends; including PTA meetings, professional learning/development days/workshops, and other school related events. These activities may also be included in one's indirect internship hours.

Evaluation:

| Assignment | Points |
|------------------------------|--------|
| Case Presentation | 100 |
| Classroom Guidance Lesson | 150 |
| 21 Day Data Challenge Binder | 150 |

| | |
|---------------------------|------------|
| Peer Power Presentation | 100 |
| U of A Supervision Videos | 100 |
| Total | 600 |

Course Assignments and Additional Class Information:

- 1. Case Presentation (100):** Students will present a minimum of one case study in class. Videotapes must be cued to specific areas that you will be presenting that demonstrate skills and challenge areas. Videotapes (15-20 minutes) must be clear and audible throughout the entire portion presented. Do not show a video where we cannot both hear and see you and the student. Students will complete the Counseling Session Feedback Form for the video they plan to show in class. Students will give a brief introduction to the video and then show the 15-20 minute clip, using the Counseling Session Feedback Form to guide discuss during/following viewing the video. Fellow students will offer verbal and written feedback after viewing the video. The instructor will compile the written feedback and email it to the student. Students must then take their Counseling Session Feedback Form and compiled written feedback to their doc supervision session and review both documents as well as the 15-20 minute clip with their supervisor. Students may count this as one of the Tape Reviews. Thus, this assignment is worth up to 110 points.
- 2. Classroom Guidance Lesson (150 pts):** Throughout the semester, students should present multiple guidance lessons at their site. For this assignment you will need to complete an ASCA Lesson Plan Template and submit it to your instructor for feedback prior to delivering the lesson. After receiving feedback from your instructor, you will need to have your site supervisor observe you deliver the lesson and complete the Lesson Observation Rubric to evaluate your guidance lesson. As a best practice, you should create a pre and post survey to determine if you accomplished your goal(s). Take some time after your lesson (preferably during site supervision) to review feedback from your site supervisor. Turn the Lesson Observation Rubric into your instructor for credit. This lesson must be one that you create from scratch but can and should align with the school's guidance curriculum/topic/theme. You are not allowed to use Missouri Guidance lessons or any other pre-made lesson for this assignment. If you need help creating this guidance lesson, please discuss it with peers, instructor, site supervisor, or any other creative individual you trust. Also, be sure to clearly line out how you GANAGED your lesson! Additional observations/videos may be required upon instructor request.
- 3. 21 Day Data Challenge Binder (150 pts):** For this assignment, students will create a binder containing the information in the 21 Day Data Challenge. We will discuss this in class. A PowerPoint and handout will be provided on blackboard. Students will turn in a hard copy (in a binder with appropriate dividers). It will be the student's responsibility to gather any information that is missing (i.e. School Climate Questionnaire). More information to come in class.

4. **Peer Power Presentation (100 pts):** Peers are an important influence on child and adolescent development. Peer groups can pressure us to do things we maybe should not, or challenge us to be our best self. A lack of peer support can be detrimental to a students academic, career, and social/emotional development. As a school counselor, it is important that you tap into your resources, all of them. And other students are a resource in ample supply. For this project, you need to identify a need at your site, identify a peer intervention that can address the identified problem, and prepare a brief presentation to share with your peers during the class. This presentation should include the identified problem, evidence of that problem, the peer intervention, why you think it would work, and an experiential activity you would use when implementing this peer intervention. Although you are not required to implement this peer intervention at your site, I STRONGLY encourage you to do so. Please turn in your presentation after you present during class. Presentations should last between 15 and 30 minutes.

5. **Tape Review Forms (100 pts):** Students must attend 1 hour weekly face to face supervision with a doctoral student. Students should complete the Values Clarification (bring your supervisor a copy) as well as the Initial Supervision Checklist with their doctoral supervisor at their first meeting. Students must come prepared with queued videos and a completed Counselor Session Feedback Form. Students will also need to have their supervisors complete the Supervisor Session Feedback Form (bring this form to each session) for each video shown. Each week, these 2 completed forms should be stapled and put in the internship folder. Each completed pair is worth 10 points. Students can earn a total of 100 points. Students should plan to bring one video at a time for feedback. Turning in numerous tapes at the end of the semester will not allow time for them to be reviewed and graded. Please do not do this to your supervisor. Plus, the purpose is to receive ongoing feedback regarding your skill development. Students must reschedule any missed supervisions.

Grading Scale:

The following scale will be used to evaluate the demonstration of competencies and achievement of student learning outcomes. Grades will be based on the percentage of possible points:

- 90 – 100 % of Total Points = A
- 80 – 89% of Total Points = B
- 70 – 79 % of Total Points = C
- 60 – 69 % of Total Points = D
- < 59 % of Total Points = F

Expected Participation and Attendance:

Students will not pass the class if they miss **more than two class sessions. ANY missed class will need to be made up due to the missed group supervision. Repeated tardiness will be counted towards absences (3 tardies = 1 absence).**

“Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.” -Graduate School Catalog

Time and Task Analysis/Weekly Progress Reports

Time and Task Analysis: The student must document the school counseling internship activities using the Time and Task Analysis. These logs must be up-to-date, signed by the site supervisor (in the form of CC), and turned in to the instructor via email by the start of class each week. Remember to CC your site supervisor when emailing your Time and Task Analysis to your instructor. Also, be sure review your Time and Task Analysis each week with you your site supervisor and put them all in your electronic portfolio.

Weekly Progress Reports: Students must turn in a completed Weekly Progress Report to the instructor **each week**. Simply transfer the daily data you have been tracking using the Time and Task Analysis to this form and have your supervisor sign it. All weekly progress reports will be kept in the student’s permanent CNED file. After you have placed these forms in your folder, the instructor or instructor’s assistant must verify that they are in place by initialing the Course Requirement Log Sheet every week. Failure to turn in your weekly progress reports each week may result in being pulled from your site.

Supervision

Site Supervision: The student is required to receive one hour per week of face-to-face supervision with the site supervisor. During this meeting student and supervisor should complete the Site Supervisor Weekly Review Form. These are due weekly in class.

University Supervision: Students must attend 1 hour weekly face to face supervision with a doctoral student. Students must come prepared with queued videos and a completed Counselor Session Feedback Form. Students will also need to have their supervisors complete the Supervisor Session Feedback Form for each video shown. Each week, these 2 completed forms should be stapled and put in the internship folder. Each completed pair is worth 10 points. Students can earn a total of 100 points. Students should plan to bring one video at a time for feedback. Turning in numerous tapes at the end of the semester will not allow time for them to be reviewed and graded. Please do not do this to your supervisor. Plus, the purpose is to receive ongoing feedback regarding your skill development. Students must reschedule any missed supervisions.

Class Supervision: Students **must** attend each class session in order to complete the required group supervision hours and in turn, receive a passing grade for the course. In case of emergency, the student must contact the course instructor to make up the missed class. Active participation in class discussion is expected and should reflect knowledge of personal thought related to the field experience as well as assigned readings.

Evaluations

Evaluation by Site and Doctoral Supervisors: You will be evaluated at least twice (Midterm and Final) during the course on your skills, professional, and personal qualities. Your site supervisors will evaluate you using the UARK School Counseling Site Supervisor Evaluation Form and doctoral level student supervisors will use one from Appendix G in the manual. The student must receive satisfactory evaluations from the site and doctoral supervisors in order to receive a passing grade for the course. Failure to procure these forms on time from site and doctoral level supervisors will indicate that you are not making satisfactory progress in all areas and result in a failed evaluation from your faculty/instructor supervisor. The evaluations will be turned in to the course instructor and kept in the student's permanent CNED file.

Evaluation by Course Instructor: Faculty supervisors/instructors will issue feedback and a written evaluation in the form of the Professional Counseling Performance Evaluation (PCPE) after receiving the feedback from your site and doctoral level supervisors. Faculty supervisor/instructor will not complete the PCPE until feedback is received from site and doctoral level supervisors. The course instructor will evaluate student performance on carrying out the counselor responsibilities as evidenced by feedback from the site supervisor and participation in the class supervision meetings. A student with questions and/or concerns regarding her or his progress should contact the course instructor immediately. Each student must receive a satisfactory evaluation from the course instructor in order to receive a passing grade in the field experience. Students are responsible for scheduling a meeting with the instructor either during the final week of classes or during finals week to review final evaluation. Remember, site and doctoral level supervisor evals must be completed and submitted before instructor will complete the final PCPE and you cannot schedule your time to review PCPE until it is completed. So be punctual.

Ethical and Professional Behavior

Students are expected to behave in accordance with the American School Counseling Association Ethical Standards for School Counselors (2016). In addition, personal characteristics and/or problems should not interfere with the student's ability to be an effective helping professional. In instances where the ethical code is violated or personal issues interfere with effective helping, the student will not receive a passing grade for the field experience. In some instances dismissal from the program may be initiated. All students must have completed background checks and submit their child maltreatment form to the instructor at the beginning of class. Students cannot start at their site until both of these tasks have been completed.

Academic Integrity:

The application of the University Honesty Policy, as stated in the STUDENT HANDBOOK, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware that dishonesty involves acts which may subvert or compromise the

integrity of the education process. "As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's 'Academic Integrity Policy' at <http://provost.uark.edu/academicintegrity>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**Plagiarism may result in a failing grade or dismissal from the graduate school. Please familiarize yourself with the University Honesty Policy.*

***Any completed assignment that appears to have violated the academic honesty policy will be immediately turned in to the Student Conduct Board for review.*

****Any assignment plagiarized will automatically receive a grade of 0 (zero).*

The APA Publication Manual (7th ed.) defines plagiarism as claiming "the words and ideas of another" as your own. You can avoid plagiarizing by giving credit where credit is due. Students are strongly encouraged to review section 8.2 on pages 255 and 256 of the APA Publication Manual (7th ed.) for more details regarding plagiarism and how to avoid it. Please note that plagiarism is both an academic integrity issue and a violation of our professional ethics.

Statement of Expectations:

The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by the instructor to be exhibiting inappropriate, disruptive or offensive behavior during class will be dismissed immediately from class and may not return until remediation has been successfully completed.

Accommodations:

University of Arkansas Academic [Policy Series 1520.10](#) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations,

please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit <http://cea.uark.edu> for more information on registration procedures). The CEA is located in the Arkansas Union, room 209 and on the web at: <http://cea.uark.edu/>.

Inclement Weather:

In the event of inclement weather or other conditions that make attending class potentially unsafe for the majority, class may be cancelled. However, check your email and Blackboard notifications for confirmation as conditions may change throughout the day. Class is automatically cancelled when the UA is closed. RazALERT will contact you if such is the case. Please use common sense and good judgment all other times.

Academic Contingency

In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, the course will continue without face-to-face meetings. I will use your university e-mail to notify you of any changes and modifications to the course requirements, policies, due dates, and schedule. I will provide guidance on alternative methods of delivering course content and completing class assessment activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK e-mail and your contact information on UAConnect is up-to-date.

Syllabus Change:

The instructor reserves the flexibility to make changes as necessary to information in the syllabus in order to better meet perceived student learning needs and in response to unplanned changes. If changes are made, advance notification will be given to the class. Please note that when changes become necessary, class information will take precedent over syllabus information as a revised syllabus will not be distributed. An updated syllabus will be uploaded to Blackboard following any changes.

Important Notes:

- Syllabus subject to change at instructor’s discretion.
- Any student who is having difficulty with APA writing style or graduate-level writing may receive assistance at the Class+ writing center (class.uark.edu).
- Students are responsible to seek clarification of any assignment or activity in this course prior to due date.

Course Calendar

| Timeline | Readings | Presenter | Due |
|-----------------|--|------------------|------------|
| 1/13 | Syllabus / Introduction to School Counseling / Intro to Each Other | | |
| 1/20 | No Class – MLK Day | | |
| 1/27 | Group Supervision | | Insurance |

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|------|---|--|-----------------------|
| | ASCA Model Review Videos https://www.schoolcounselor.org/school-counselors/asca-national-model/learn-about-the-new-edition | | |
| 2/3 | Group Supervision Using Data in School Counseling / 21 Day Data Challenge <i>See Blackboard – Data folder</i> | | Off-Site Hrs Form |
| 2/10 | Group Supervision / Case Presentation PRoBE Training | | |
| 2/17 | Group Supervision /Case Presentation Developing Guidance Lessons / Lesson Planning <i>See Blackboard – Guidance folder</i> | | |
| 2/24 | Group Supervision / Case Presentation | | |
| 3/2 | Group Supervision / Case Presentation | | 21 Day Data Challenge |
| 3/9 | Group Supervision / Case Presentation | | Midterm Eval |
| 3/16 | Group Supervision / Case Presentation Licensure and Job Search with Kailee Stonebarger | | |
| 3/23 | Spring Break – NO CLASS! | | |
| 3/30 | Group Supervision / Case Presentation Analyzing Data | | |
| 4/6 | Group Supervision / Case Presentation PRoBE Data Night (Groups Completed) | | |
| 4/13 | Group Supervision / Case Presentation PRoBE Prep (Groups Completed – All Data Collected) | | |
| 4/20 | PRoBE Poster Presentations or (Time?) | | PRoBE Posters |
| 4/27 | Final Class – Wrap Things Up Paperwork Party (All assignments due by class-time) | | Final Eval Paperwork |
| 5/4 | All Paperwork | | Everything |

Note: Calendar subject to change at instructor's discretion.

University of Arkansas
College of Education and Health Profession
Department of Rehabilitation, Human Resources, and Communication Disorders
Counselor Education Program
CNED 5313
SPRING 2019

Instructor: Kristi Perryman, Ph.D., LPC, RPT-S
140 Graduate Education Building
479-575-6521 (office)
klperry@uark.edu

Meeting time: Monday: 5:15 – 8:00; GRAD 210

Office Hours: Available by appointment.

Required Texts:

1. Erford, B. T. (2019). *Transforming the School Counseling Profession* (5th ed). Pearson.
2. American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs*. (4th ed). Author.
3. American School Counselor Association (2004). *The ASCA national model workbook*. Author.
4. American School Counselor Association (2016). *ASCA national model implementation guide: foundations management and accountability*. Author.
5. Stone, C. (2017). *Ethics and Law for School Counselors*. American School Counselor Association
6. Notebook from Intro to School.

*Other articles as assigned

Optional Texts:

1. Gysbers, N. C., & Henderson, P. (2006). *Developing and managing your school guidance program*. (4th ed). American Counseling Association.
2. Rye, D. R., & Sparks, R. (1998). *Strengthening K-12 school counseling programs* (2nd ed.). Accelerated Development.
3. American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Course Resources:

Mullins Library
CNED Lab

Professional Journals
Video

World Wide Web
Career Development Center

Course Description:

This course addresses needs and strategies for effective development and management and evaluation of school counseling programs and guidance curriculum

Prerequisites:

Graduate standing; required for Master of Science in Counseling degree program with emphasis in Elementary or Secondary School Counseling.

Content Areas:

Students who are preparing to specialize as school counselors will demonstrate professional knowledge and skills in the following competency areas:

Relationship to Knowledge Base:

School counseling students will demonstrate an understanding of the ASCA national model areas of define, manage, deliver and assess as well as the history of school counseling and the role of the professional school counselor applying knowledge of legal, ethical, and multicultural awareness in order to create interventions that increase equity in student achievement, graduation rates, and college and career awareness for all students.

Knowledge and Skill Outcomes:

Students will attain knowledge and skills related to school program organization and information management as outlined by the following CACREP Standards and measured by course assignments and KPIs.

CACREP Standards (2016):

Standards Covered: Curricular experiences will provide an understanding of the following:

| Section 5: Entry-Level Specialty Areas | CACREP | ASCA SPA | ADE Standards |
|---|---------|----------|-----------------|
| 5.G. School Counseling | | | |
| <ul style="list-style-type: none"> History and development of school counseling. | 5.G.1.a | 1.2 | 1.1-2, 6.1 |
| <ul style="list-style-type: none"> Models of school counseling programs. | 5.G.1.b | 1.1, 6.1 | 1.2, 8.3 |
| <ul style="list-style-type: none"> Assessments specific to P-12 education. | 5.G.1.e | 5.2 | 5.1. 6.4, 6.5 |
| <ul style="list-style-type: none"> School counselor roles in relation to college and career readiness. | 5.G.2.c | 1.2 | 8.6 |
| <ul style="list-style-type: none"> Competencies to advocate for school counseling roles. | 5.G.2.f | 6.2 | 1.3, 2.5, 4.1-2 |
| <ul style="list-style-type: none"> Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | 5.G.2.g | 1.3 | 1.9 , 6.6 |

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|--|---------|------------|-------------------|
| • Qualities and styles of effective leadership in schools. | 5.G.2.j | 6.2 | 1.4, 4.1 |
| • Community resources and referral sources. | 5.G.2.k | 4.3, 6.1 | 8.8, 9.2 |
| • Professional organizations, preparation standards, and credentials relevant to the practice of school counseling. | 5.G.2.l | 6.3 | 2.5 |
| • Development of school counseling program mission statements and objectives. | 5.G.3.a | 1.1-2 | 3.8, 7.1 |
| • Design and evaluation of school counseling programs. | 5.G.3.b | 1.2 | 2.1, 5.4, 6.1-5 |
| • Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. | 5.G.3.c | 4.1-4 | 2.1, 7.4 |
| • Strategies to facilitate school and postsecondary transitions. | 5.G.3.g | 5.3 | 1.5, 5.4 |
| • Approaches to increase promotion and graduation rates. | 5.G.3.i | 4.2 | 7.2 |
| • Interventions to promote college and career readiness. | 5.G.3.j | 3.2 | 7.2 |
| • Strategies to promote equity in student achievement and college access. | 5.G.3.k | 3.2, 5.3 | 1.6, 2.7, 8.7 |
| • Use of accountability data to inform decision making. | 5.G.3.n | 3.1, 5.1-3 | 3.1, 4.3, 5.2-5.5 |
| • Use of data to advocate for programs and students. | 5.G.3.o | 3.1, 5.1-3 | 5.3-5.5 |

Key Performance Indicator (KPI) Assessed:

The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her completion of Key Performance Indicators (KPIs) in this course. KPI(s) for this course are as follows:

| School Counseling Specialty | CACREP | Evaluation |
|--|----------------|--------------------------|
| Contextual Dimensions: Students will demonstrate an understanding of professional organizations, preparation standards, credentials, state and federal legislation, and government policy relevant to school counseling. | 5.G.2.f, l-n. | Comprehensive Final Exam |
| Practice: Students will demonstrate skills in the ASCA areas of Foundation, Management, Delivery | 5.G.3.b,d,e,k. | Comprehensive School |

| | | |
|---|--|--------------------------------|
| and Accountability by creating developmentally and culturally appropriate counseling interventions that address equity in student achievement, graduation rates, and college and career readiness serving as leaders and advocates for programs and students. | | Counseling Program Development |
|---|--|--------------------------------|

Methods of Instruction:

Content is provided utilizing an integrated didactic-experiential approach focusing on lectures, demonstrations, discussions (dyads, triads, small and large group) and individual learning projects. Part of class time will be in the application and processing of information NOT included in your texts.

Evaluation Criteria and Procedures:

Points earned through the following activities will determine final grade:

| Assignment | Points |
|---|-------------------|
| Comprehensive School Counseling Program | 100 points |
| a. Review design of school counseling programs | |
| b. Evaluate a counseling program | |
| c. Write smart goals and classroom curriculum according to goals. | |
| Article Review | 35 points |
| Guidance Lesson and Evaluation | 100 points |
| Development & Write-up | 50 points |
| Presentation & Implementation: | 50 points |
| Participation | 30 points |
| Shadowing Experience | 50 points |
| Transition/Career Assignment | 35 points |
| Final Exam | 100 points |
| <i>TOTAL POSSIBLE:</i> | |
| | <i>550 points</i> |

Assignments:

Comprehensive School Counseling Program (100 points): Compare and contrast comprehensive programs using RAMP evaluation:

<https://www.schoolcounselor.org/asca/media/asca/RAMP/Rubric.pdf>

Students will evaluate two comprehensive developmental district-wide K-12 counseling programs. Students will present their evaluation and plan for others to review, along with smart goals and a classroom lesson. For a more detailed explanation of parts to be included in the program, please refer to the appendix at the back of the syllabus.

When possible this assignment may be changed to creating a comprehensive school counseling program for a local district in need, which meets ADE and ASCA requirements. Meets CACREP standards: 5.G.3.a, 5.G.3.i, 5.G.3.b, 5.G.3.k, 5.G.1.b, 5.G.2.k, 5.G.3.j, 5.G.3.n, 5.G.3.o

Article Review (35 points)

Obtain a peer-reviewed journal research article (no older than 2010) on one of the following subjects in regard to what research says about:

1. Assessments specific to P-12 education and the counselor's role
2. The relationship between student success and school counseling
3. Models of P-12 career development and the school counselor's role
4. Interventions to promote college and career readiness
5. Strategies to promote equity in student achievement and college access
6. Characteristics, risk factors and warning signs of students at risk for mental health and behavioral disorders.

Read and highlight the main points in the article and include your critique of the article.

Using APA format (with appropriate manuscript cover page), write a 2-page analysis of the article. You should briefly (one to two sentences) describe the focus of the article, summarize the points of the article that you feel are worth sharing with other members of the class, describe how the article could be helpful to a working counselor, and list criticisms of the article (Hint: avoid using 1st person when writing). You will briefly, verbally share about your article in class. Please provide a copy of the article with APA reference on the title page. See the Rubric for this assignment. Meets CACREP Standards: 5.G.1.e, 5.G.2.c, 5.G.3.k, 5.G.3.j, 5.G.2.g.

Guidance Lesson (100 points)

Students will evaluate a school data report card and find the gaps. Based on the identified gap, they will develop SMART goals and a classroom lesson intervention. Using a modified or modeled lesson from a referenced source, each student will be responsible for developing, creating, and implementing a classroom guidance lesson for the targeted age group of your choice on the topic of college and career awareness and include specifications for students with disabilities. Each student will choose a targeted age group and theme, skill, or competency based on identified gaps and develop the lesson plan, provide the lesson with instructions to all students, and present the lesson in class as if they were delivering the lesson to the intended population. Developing objectives that align with ASCA mindsets and an evaluation are vital components to this assignment. See the grading rubric for components included assignment. Presentations will occur in class. See page 59-

68 in Implementation Guide for incorporating mindsets. Meets CACREP standards: 5.G.3.j, 5.G.3.k, 5.G.3.c; 5.G.2.g

Shadowing Experience (50 points)

Spend at least three (3) hours shadowing a school counselor at the level in which you are interested and have not yet visited. A shadowing form will be provided. If you are currently working in a school, shadow a counselor outside of your building. Obtain a list of community resources and referral sources from the school counselor. Offer an evaluation of this list and if they do not have one, obtain an example from another district. Students should also request a needs assessment from the counselor. Again, if they do not have one, then they should obtain one from another district and be able to discuss its purpose as it relates to the mission of the counseling program. Meets CACREP standards: 5.G.2.k, 5.G.3.a

Transition /Career Assignment (35 points)

Students will create a brochure to outline a transition program for students with disabilities with a focus on one of the following areas as it relates to college and career readiness:

Transition into kindergarten

Transition into middle school Transition into high school Transition into college Transition into workforce

The brochure will be designed as though you are presenting this program to the administration and faculty members and parents necessary to implement the transition program. You must describe the direct and indirect services necessary to support and manage the transition effectively. Include the rationale, direct services, indirect services, and the evaluation for the program. Include any references you use utilizing APA format. Meets CACREP standard: 5.G.3.g

Participation (30 points)

The interactive nature of this class places great emphasis on the importance of participation, both within the group and within the class. Each student will receive a participation grade based on: 1) willingness to share and frequency of sharing within the group and within the class; 2) coming on time prepared to class with the required work and ability to add to class discussion on readings; 3) producing quality work turned in on time; and 4) being present with their fellow students and instructor and refraining from the use of electronic media as required in the cell phone policy of the university.

Final Exam (100 points)

An online final will be given.

Grading Scale:

| Percentage | Letter Grade |
|------------|--------------|
| 90-100% | A |
| 89-80% | B |
| 79-70% | C |

| | |
|--------|---|
| 60-69% | D |
| <59 | F |

Expected Participation and Attendance:

The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by the instructor to be exhibiting inappropriate, disruptive or offensive behavior during class will be dismissed immediately from class and may not return until remediation has been successfully completed.

- Syllabus subject to change.
- Any student's name that does not appear on the official class roster will not be permitted to attend class or take exams without first showing proof of registration.
- Instructor provided information trumps text.
- Any student who is having difficulty with APA writing style or graduate-level writing may receive assistance at the Writing Clinic.
- Students are responsible to seek clarification of any assignment or activity in this course prior to due date.
- Students may request re-evaluation of objective assessment **within one week** of grade posting. Please come prepared with documentation to support your answer (i.e., text from class).
- No late assignments will be accepted.

“Students are expected to be diligent in the pursuit of their studies and in their class attendance. Students have the responsibility of making arrangements satisfactory to the instructor regarding all absences. Such arrangements should be made prior to the absence if possible. Policies of making up work missed as a result of absence are at the discretion of the instructor, and students should inform themselves at the beginning of each semester concerning the policies of their instructors.” -Graduate School Catalog

Students are expected to attend every class and be punctual and prepared for class (have tapes ready and questions about readings ready). This includes actively participating in discussion, role play, presentations, etc. (including providing and receiving constructive

feedback to peers). All Statement of Expectations and Appropriate Participation regulations apply. **Attendance is an obvious part of class participation. Students missing two classes, or more may not receive higher than a B in the class. Excessive tardies will be treated as absences. Work outside of CNED 5313 is not to be done in class.**

Late Assignments:

All assignments must be completed and turned in at the time indicated by the instructor. Late assignments WILL NOT be accepted. Exceptions are only made through written and confirmed verification through Center for Educational Access (CEA). It is expected that the student will provide the CEA advisor with a copy of the syllabus and course outline so appropriate decisions can be made-this is to be done at the beginning of the semester. Extensions will be granted on Incompletes only in the case of documented and verified extraordinary circumstance.

Academic Integrity:

The application of the University Honesty Policy, as stated in the STUDENT HANDBOOK, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware that dishonesty involves acts which may subvert or compromise the integrity of the education process. *"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's 'Academic Integrity Policy' at <http://provost.uark.edu/academicintegrity>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."*

**Plagiarism may result in a failing grade or dismissal from the graduate school. Please familiarize yourself with the University Honesty Policy.*

***Any completed assignment that appears to have violated the academic honesty policy will be immediately turned in to the Student Conduct Board for review.*

****Any assignment plagiarized will automatically receive a grade of 0 (zero).*

The APA Publication Manual (7th ed.) defines plagiarism as claiming "the words and ideas of another" as your own. You can avoid plagiarizing by giving credit where credit is due. Students are strongly encouraged to review section 8.2 on pages 255 and 256 of the APA Publication Manual (7th ed.) for more details regarding plagiarism and how to avoid it. Please note that plagiarism is both an academic integrity issue and a violation of our professional ethics.

Statement of Expectations:

The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and

personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by the instructor to be exhibiting inappropriate, disruptive or offensive behavior during class will be dismissed immediately from class and may not return until remediation has been successfully completed.

Accommodations:

University of Arkansas Academic [Policy Series 1520.10](#) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). The CEA is located in the Arkansas Union, room 209 and on the web at: <http://cea.uark.edu/>.

Inclement Weather:

In the event of inclement weather or other conditions that make attending class potentially unsafe for the majority, class may be cancelled. However, check your email and Blackboard notifications for confirmation as conditions may change throughout the day. Class is automatically cancelled when the UA is closed. RazALERT will contact you if such is the case. Please use common sense and good judgment all other times.

Syllabus Change:

The instructor reserves the flexibility to make changes as necessary to information in the syllabus in order to better meet perceived student learning needs and in response to unplanned changes. If changes are made, advance notification will be given to the class. Please note that when changes become necessary, class information will take precedent over syllabus information as a revised syllabus will not be distributed. An updated syllabus will be uploaded to Blackboard following any changes.

Important Notes:

- Syllabus subject to change at instructor's discretion.
- Any student who is having difficulty with APA writing style or graduate-level writing may receive assistance at the Class+ writing center (class.uark.edu).

- Students are responsible to seek clarification of any assignment or activity in this course prior to due date.

Additional Readings and Resources

1. Astramovich, R., Coker, J., & Hoskins, W. (2005). Training school counselors in program evaluation. *Professional School Counseling*, 9(1), 49-54.
2. Brown, D., & Trusty, J. (2005). *Designing and leading comprehensive school counseling programs: Promoting student competence and meeting student needs*. United States: Thomson/Brooks Cole.
3. Cobia, D. C., & Henderson, D. A. (2002). *Handbook of school counseling*. New York: Burnner-Routledge.
4. Gysbers, N. C., & Henderson, P. (1998). *Developing and managing your school guidance program*. Alexandria, VA: American Counseling Association.
5. Gysbers, N. C., & Hughey, K. F. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development*, 70, 565-570.
6. Henderson, P. (1999, January). Providing leadership for school counselors to achieve an effective guidance program. *NASSP Bulletin*, 83, 77-83.
7. Herr, E. L. (2001). The impact of national policies, economics and school reform on comprehensive guidance programs. *Professional School Counseling*, 4, 236-245.
8. Hughey, K. F., & Gysbers, N. C. (1993). Evaluating comprehensive school guidance programs: Assessing the perceptions of students, parents, and teachers. *School Counselor*, 41, 31-35.
9. Lapan, R. T., & Gysbers, N. C. (1997). The impact of more fully implemented guidance programs on the school experiences of high school. *Journal of Counseling and Development*, 75, 292-302.
10. Macdonald, G., & Sink, C. A. (1999). A qualitative developmental analysis of comprehensive guidance programs in schools in the United States. *British Journal of Guidance and Counselling*, 27, 415-429.
11. Myrick, R. D. (2003). Accountability: Counselors count. *Professional School Counseling*, 6(3), 174-180.
12. Parsons, R. D. Kahn, W. J. (2005). *The school counselor as consultant: An integrated model for school based consultation*. United States: Thomson/Brooks Cole.
13. Schmidt, J. J. (2003). *Counseling in schools: Essential services and comprehensive programs* (4th ed.). Boston, MA: Allyn & Bacon.
14. Shields, C. M., Dollarhide, C. T., & Young, A. A. (2017). Transformative leadership in school counseling: An emerging paradigm for equity and excellence. *Professional School Counseling*, 21(1b), 2156759-11.
15. Sink, C. A., & Yilik-Downer, A. (2001). School counselor's perceptions of comprehensive guidance and counseling programs: A national survey. *Professional School Counseling*, 278-288.

16. Steen, S., & Kaffenberger, C. J. (2007). Integrating academic interventions into small group counseling in elementary school. *Professional School Counseling, 10*(5), 516-519.
17. Webb, L. D., & Brigman, G. A. (2006). Student success skills: Tools and strategies for improved academic and social outcomes. *Professional School Counseling, 10*(2), 112-120.
18. Webb, L. D., Brigman, G. A., & Campbell, C. (2005). Linking school counselors and student success: A replication of the student success skills approach targeting the academic and social competence of students. *Professional School Counseling, 8*(5), 407-413.
19. Young, A., Dollarhide, C. T., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling, 19*(1), 36-45.

University of Arkansas
College of Education and Health Profession
Department of Rehabilitation, Human Resources, and Communication Disorders
Counselor Education Program
CNED 5223 Introduction to School Counseling

Instructor: Dr. Kristi Perryman
Email: klperry@uark.edu
Office: GRAD 134
Phone: 479-575-6521

Meeting Time: Wednesday 5:00 pm – 8:00 pm

Office Hours: TBA

Required Texts:

Stone, C. (2017). Ethics and Law for School Counselors (4th Ed.). American School Counselor Association: Alexandria, VA

Missouri Comprehensive Guidance Program Manual (download and print at the Missouri Center for Career Education Guidance e-Learning Center:
www.missouricareereducation.org/index.php?view=project&project=guidemannual

ASCA National Model: A Framework for School Counseling Programs. 3rd Edition.
American School Counseling Association

In lieu of another text, students will join ASCA in order to read ASCA scene

Recommended Journals:

Journal of Counseling & Development
Counseling Outcome Research and Evaluation
Measurement and Evaluation in Counseling and Development
The Professional School Counselor

Course Resources:

| | | |
|-----------------|-----------------------|---------------------------|
| Mullins Library | Professional Journals | World Wide Web |
| CNED Lab | Video | Career Development Center |

All assignments must be completed and turned in at the time indicated by the instructor. Late assignments will not be accepted

Catalog Description:

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator,

professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

Prerequisites: Graduate Student Status

Content Areas: School Counseling Specialty

Knowledge and Skill Outcomes:

Students will attain knowledge and skills related to school counseling as outlined by the following CACREP Standards and measured by course assignments and KPIs.

CACREP Standards (2016):

Standards Covered: Curricular experiences will provide an understanding of the following:

| Section 2.F | CACREP |
|--|---------|
| 2.F. Professional Counseling Orientation and Ethical Practice | |
| <ul style="list-style-type: none"> History and philosophy of the counseling profession and its specialty areas. | 2.F.1.a |

| Section 5: Entry-Level Specialty Areas | CACREP | ASCA SPA | ADE Standards |
|--|---------|------------|---------------|
| 5.G. School Counseling | | | |
| <ul style="list-style-type: none"> History and development of school counseling. | 5.G.1.a | 1.2 | 1.1, 1.7, 6.1 |
| <ul style="list-style-type: none"> Models of school counseling programs. | 5.G.1.b | 1.2 | 1.1 |
| <ul style="list-style-type: none"> Models of school-based collaboration and consultation. | 5.G.1.d | 1.1 | 1.6 |
| <ul style="list-style-type: none"> School counselor roles as leaders, advocates, and system change agents in P-12 schools. | 5.G.2.a | 1.2, 6.1-3 | 8.6 |
| <ul style="list-style-type: none"> School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. | 5.G.2.b | 4.2 | 8.1-8 |
| <ul style="list-style-type: none"> School counselor roles in school leadership and multidisciplinary teams. | 5.G.2.d | 1.1 | 1.4, 4.1, 8.7 |
| <ul style="list-style-type: none"> Competencies to advocate for school counseling roles. | 5.G.2.f | 6.1-3 | 4.1 |
| <ul style="list-style-type: none"> Qualities and styles of effective leadership in schools. | 5.G.2.j | 6.2 | 2.6 |
| <ul style="list-style-type: none"> Professional organizations, preparation standards, and credentials relevant to the practice of school counseling. | 5.G.2.l | 6.2-3 | 1.7 |
| <ul style="list-style-type: none"> Legislation and government policy relevant to school counseling. | 5.G.2.m | 7.2 | 1.1, 2.2, 2.6 |
| <ul style="list-style-type: none"> Legal and ethical considerations specific to school counseling. | 5.G.2.n | 7.1 | 1.7, 2.5, 2.6 |
| <ul style="list-style-type: none"> Development of school counseling program mission statements and objectives. | 5.G.3.a | 1.2 | 7.1 |
| <ul style="list-style-type: none"> Techniques to foster collaboration and teamwork within schools. | 5.G.3.l | 6.1 | 8.1-3 |

Key Performance Indicator (KPI) Assessed:

The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her completion of Key Performance Indicators (KPIs) in this course. KPI(s) for this course are as follows:

| Professional Orientation and Ethical Practice | CACREP | Evaluation |
|---|----------------|-------------------------------------|
| Students will demonstrate familiarity with professional roles and functions of counselors within the field, as well as the ethical standards of counseling organizations and credentialing bodies, and the application of these standards | 2.F.1b-d., i. | Ethical Issue Case Vignettes |
| School Counseling - Foundations | CACREP | Evaluation |
| Students will demonstrate an understanding of the ASCA national model areas of foundations, delivery, management, and accountability as well as the history of school counseling and the role of the professional school counselor applying knowledge of legal, ethical, and multicultural awareness in order to create interventions that increase equity in student achievement, graduation rates, and college and career awareness for all students. | 5.G.a-c. | Comprehensive Final Exam |
| School Counseling - Contextual | CACREP | Evaluation |
| Students will demonstrate an understanding of professional organizations, preparation standards, credentials, state and federal legislation, and government policy relevant to school counseling. | 5.G.2.f., l-n. | School Counseling Resource Notebook |

Methods of Instruction: The course is hands-on and interactive with student interaction the primary focus of class work. Students will be assigned to groups for a great deal of the work. Not all work can be accomplished in class and groups will need to coordinate meeting times in order to complete assignments.

Evaluation Criteria and Procedures:

| Assignment | Maximum Points |
|------------------------------------|----------------|
| Class Participation | 50 |
| Reflections (12x20) | 240 |
| Notebook | 50 |
| STEPS Assignment | 50 |
| Interviews (Counselor & Principle) | 100 |
| Professional Development | 50 |
| Final | 50 |
| | Total |
| | 590 |

- 1. Reflections (12X20=240 points):** Students will be asked to complete reflections on assigned readings, guest speakers, etc. These should be typed, according to APA style and be a reaction to the reading rather than a review of it, utilizing critical thinking skills.
- 2. Notebook (50 points):** A separate page outlines the information for each student team notebook (Documents to Obtain and Read). Collection of this material can be completed using on-line resources and should begin immediately. Each student is expected to have

a notebook of their own. You will need to bring your notebook to class on the assigned date to discuss.

3. **STEPS Assignment (50 points):** Details of this ethics assignment will be posted on blackboard.
4. **Interviews (Counselor & Principal) (100 points):** The focus will be on the role of the school counselor, if they see counselors fulfilling this role, and, if not, what are counselors doing and why are they not fulfilling their role.
Each member of the class will interview a practicing 1) school principal and 2) school counselor using the format created by the class. Presentations and written reviews (to be turned in) will be made to the class relating the experience and information gained. Note: if you are currently working in a school, it is recommended that you choose a different school for this assignment. Class members will provide a written summary of each experience. APA format (with appropriate manuscript cover page) should be used. Maximum 3 pages for this summary.
5. **Professional Development (50 points):** Students will attend an approved school counseling related professional development activity and write a summary regarding what they learned and how they can utilize it as a school counselor. The professional development activity/activities should total a minimum of 6 hours.

Professional Development Opportunities

1. Arkansas Department of Education: Farmington Cooperative: Check website for calendar of events: <http://www.starfishnw.org/>
2. Missouri School Counseling Association: November 3-5, 2019 at Tan Tara Resort
3. ARCA: November 3-15, 2019 in Hot Springs
4. NWA Fall School Counselor Meeting: September 27, 2019 from 9:00a-4:00p
https://www.escweb.net/ar_esc/catalog/session.aspx?session_id=381696
6. **Class Participation (50 points):** The interactive nature of this class places great emphasis on the importance of participation, both within the group and within the class. Each student will receive a participation grade based on 1) willingness to share and frequency of sharing within the group and within the class, 2) coming prepared to class with the required work and ability to add to class discussion on readings, 3) producing quality work turned in on-time. This is masters level course and one where critical thinking and full engagement in dialogue covering course assignments/activities is expected. Further, appropriate participation includes behaviors & attitudes consistent with that of an ethical and multiculturally skilled and competent counseling professional. It is expected that enrolled students will read the assigned textbooks and literature prior to class session, appropriately participate in class discussions, role play, and other activities, and turn in assignments no later than the beginning of class on the day they are due.
7. **Comprehensive Final Exam (50 points):** A comprehensive final exam will be given online via Blackboard.

Grading Scale:

The following scale will be used to evaluate the demonstration of competencies and achievement of student learning outcomes. Grades will be based on the percentage of possible points:

- 90 – 100 % of Total Points = A
- 80 – 89% of Total Points = B
- 70 – 79 % of Total Points = C
- 60 – 69 % of Total Points = D
- < 59 % of Total Points = F

Expected Participation and Attendance:

You are expected to be in class on time, for the entire class period, every day. If an emergency prevents you from attending class, please inform me as soon as possible, prior to the class. Because of the group work in the class, missing a class impacts not only the student but also, the group. Additionally, the in class activities cannot be made up. Please do not come to class if you are ill, have a fever, or have not been fever free for at least a 24 hour time period.

The interactive nature of this class places great emphasis on the importance of participation, both within the group and within the class. Each student will receive a participation grade based on 1) willingness to share and frequency of sharing within the group and within the class, 2) coming prepared to class with the required work and ability to add to class discussion on readings, 3) producing quality work turned in on-time. This is masters level course and one where critical thinking and full engagement in dialogue covering course assignments/activities is expected. Further, appropriate participation includes behaviors & attitudes consistent with that of an ethical and multiculturally skilled and competent counseling professional. It is expected that enrolled students will read the assigned textbooks and literature prior to class session, appropriately participate in class discussions, role play, and other activities, and turn in assignments no later than the beginning of class on the day they are due.

Class participation is an important part of the learning experience and an obvious part of class participation. Students are expected to read as assigned and contribute to class discussions and activities weekly. Therefore 5 points will be deducted with each absence, beginning with the second one. Excessive tardiness will be treated as absences.

The course is hands-on and interactive with student interaction the primary focus of class work. Students will be assigned to groups for a great deal of the work. Not all work can be accomplished in class and groups will need to coordinate meeting times in order to complete assignments.

Academic Integrity:

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

The APA Publication Manual (7th ed.) defines plagiarism as claiming “the words and ideas of another” as your own. You can avoid plagiarizing by giving credit where credit is due. Students are strongly encouraged to review section 8.2 on pages 255 and 256 of the APA Publication Manual (7th ed.) for more details regarding plagiarism and how to avoid it. Please note that plagiarism is both an academic integrity issue and a violation of our professional ethics.

Statement of Expectations:

The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by the instructor to be exhibiting inappropriate, disruptive or offensive behavior during class will be dismissed immediately from class and may not return until remediation has been successfully completed.

Cell phones and other digital equipment (including laptops/lpads) are not allowed and/or must be turned off or silenced during class. In essence, texting, non-emergency phone calls, computer use, and/or use of social media not directly related to in-class work is prohibited and will result in a loss of points to be determined solely by the course instructor.

Learning: You are encouraged to use a variety of materials and resources to help you learn (ie: other texts on program organization and information management, informational and research articles, the Internet, other counselors, etc.) Assignments should be considered only a part of what you will need to master in order to have a thorough knowledge of program organization.

The amount of time you devote to the class may not necessarily be the same as others in the class. Individual motivation, background in counseling topics, level of anxiety, amount of time willing to dedicate to the class, natural ability to learn, amount of time available to dedicate to the class, mindset, level of confidence, ability to focus, level of interest, and study habits are among the many variables that will influence how much knowledge you acquire in this class.

Guest Speakers: Throughout the program, guest speakers will be invited to speak to the class. We are fortunate to have counselors willing to give their time to share their expertise. Adjustments will be made to the schedule, when necessary, to accommodate speakers.

Inclement Weather:

In the event of inclement weather (snow, ice, hail, torrential rains, lightening, tornado, etc), check your e-mail and my voice mail for individual class instruction. Class is automatically canceled when UA is closed. Please use common sense and good judgment all other times.

Academic Contingency Plan: In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, the course will continue without face-to-face meetings. I will use your university e-mail to notify you of any changes and modifications to the course requirements, policies, due dates, and schedule. I will provide guidance on alternative methods of delivering course content and completing class

assessment activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK e-mail and your contact information on UAConnect is up-to-date.

Accommodations:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures). The CEA is located in the Arkansas Union, room 209 and on the web at: <http://cea.uark.edu/>.

Inclement Weather:

In the event of inclement weather or other conditions that make attending class potentially unsafe for the majority, class may be cancelled. However, check your email and Blackboard notifications for confirmation as conditions may change throughout the day. Class is automatically cancelled when the UA is closed. RazALERT will contact you if such is the case. Please use common sense and good judgment all other times.

Syllabus Change:

The instructor reserves the flexibility to make changes as necessary to information in the syllabus in order to better meet perceived student learning needs and in response to unplanned changes. If changes are made, advance notification will be given to the class. Please note that when changes become necessary, class information will take precedent over syllabus information as a revised syllabus will not be distributed. An updated syllabus will be uploaded to Blackboard following any changes.

Important Notes:

- Syllabus subject to change.
- Any student's name that does not appear on the official class roster will not be permitted to attend class or take exams without first showing proof of registration.
- Any student who is having difficulty with APA writing style or graduate-level writing may receive assistance at the Writing Clinic.
- Students are responsible to seek clarification of any assignment or activity in this course prior to due date.
- Students may request re-evaluation of objective assessment **within one week** of grade posting. Please come prepared with documentation to support your answer (i.e., text from class).

Course Outline

| | | |
|--------|------------------|---|
| Aug 28 | Intro, Syllabus, | HOMEWORK: Watch YouTube and read articles under "History" |
|--------|------------------|---|

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| | | on Blackboard (except Counseling 2050) and write a 1 pg. reaction to history to submit under assignments on blackboard. |
| Sept 4 | Understand History & Development of School Counseling: 1.a | Guest Speaker: Jena Anderson Discuss History and complete Game/Quiz HOMEWORK: Join ASCA Scene & ARASCA list serve; Review ASCA, ARSCA, and NWA ARSCA and APT websites and address next week's standard in 2 pg. reflection; Read Counseling 2050 & Future of School Counseling and write a 1 pg reflection. |
| Sept 11 | Understand Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.G.2.1 | Review reflections and discuss School Counseling 2050. HOMEWORK: Print and Read: Standards for Accreditation of Arkansas Public Schools (2 sections that apply to school counselors), ADE School Counseling Endorsement, & ADE School Counselor Competencies. Print membership card for notebook. SAVE FOR NOTEBOOK! Read Legislative Affairs, State School Core Mandates, & Legislation from ASCA website. Print the following and review: Arkansas Act 1275 of 1997 (amend public school student services), Ark Act 603 of 2003 (parental involvement plan), Arkansas Act 681 of 2003 (anti-bullying) and Mckinney-vento Homeless Assistance Act (just portion related to counselors). Review, print and be prepared to discuss ASCA 2016 Code of Ethics. SAVE FOR NOTEBOOK! Write 1 pg. reflection addressing legislation standard. |
| Sept 18 | Understand legislation and government policy relevant to school counseling. G.2.m | Discuss legislation reflection; Guest Speaker: Myra Haulmark; AR School Counselor Licensure; Dr. Perryman; LPC and RPT |

| | | |
|---------|---|--|
| | | <p>HOMEWORK: Read ASCA pp.1-20 and write 1 pg reflection.</p> <p>Print and Read: Role of Professional School Counselor, Effectiveness of School Counseling, Why Elementary Counselors, Why Middle., Why Secondary, Why School Counseling Directors. Add to notebook and be prepared to discuss how these relate to advocacy. Fill out Leadership Development Profile and bring to class.</p> |
| Sept 25 | <p>Understand school counselors' roles as leaders, advocates, and systems change agents in P-12 schools.G.2.a; Qualities and styles of effective leadership in schools. G.2.j;</p> <p>Understand competencies to advocate for school counseling roles. G.2.d;</p> | <p>Discuss Notebooks and relationship to advocacy for the profession and systems change agents. Watch Michelle Obama address school counselors and discuss. Discuss Complete Leadership Development Activity in class.</p> <p>Time Task Analysis Review</p> <p>HOMEWORK: Read ASCA pp. 21-83; 1 pg. reflection and Ch. 1 in Ethics book and write on pg. ethics reflection.</p> |
| Oct 2 | <p>Understands approaches to increase promotion and graduation rates; Understand interventions to promote academic development.</p> <p>G.3.d</p> | <p>Review Professionalism, Ethical Codes and STEPS model:</p> <p>HOMEWORK: Read ASCA pp.84-99; Write 1 pg. Reflection of programs and interventions to promote higher graduation rates and academic development. Read Ch. 2 in Ethics book and write 1 pg reflection.</p> |
| Oct 9 | <p>Understands techniques to foster collaboration and teamwork within schools, G.31; Understands models of school based collaboration and consultation.</p> <p>G.1.d</p> | <p>Discuss direct services, Consultation and Collaboration and Professionalism.</p> <p>Class Activity,</p> <p>Collaboration Speaker: Sarah Gheen</p> <p>HOMEWORK: Read ASCA pp.100-160; 1 pg. reflection and Read Ethics Ch, 3 in Ethics book and write 1 pg reflection.</p> |
| Oct 16 | <p>Understands strategies to promote equity in student achievement and college access. G.3.k</p> | <p>Review strategies for closing the gap and Cyberspace.</p> <p>HOMEWORK: Read Ethics Ch. 4 and review</p> |

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| | | https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html Write 1 pg. reflection. |
| Oct 23 | Understands school counselor roles in school leadership and multidisciplinary teams.G.2.d Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. G.2.c | Guest Speaker: Review multidisciplinary teams and school counselors role with families and FERPA. HOMEWORK: Read Ethics Ch. 5 and 6 Write 1 pg. reflection for each chapter. |
| Oct 30 | Understands legal and ethical considerations specific to school counseling. G.2.n | Review Negligence and Obligations of the Courts: Guest Speaker: HOMEWORK: Read Ethics Ch. 7, write a 1 pg reflection |
| Nov 6 | | Review Child Abuse. HOMEWORK: Complete STEPS Assignment and Read Ethics, Ch. 8 and write a 1 pg reflection. |
| Nov 13 | | Discuss Child Abuse. Interviews Due: Discuss with group. Read Ch. 9 and 10, Write 1 pg. reflection per chapter |
| Nov 20 | | Discuss sexually active and LGBTQ students. Finish Discussing Interviews. Read Ethics ch. 14 ethics and write 1 pg. reflection |
| Nov 27 | No Class | Thanksgiving Holiday |
| Dec 4 | | Discuss Advocacy and NOTEBOOKS ARE DUE- Attend Poster Presentations (3:30-5:30) in lieu of Nov. 26 class. |
| Dec 11 | | Final Exam |
| Dec. 18 | | Pick up Notebooks |

University of Arkansas
College of Education and Health Professions
Department of Rehabilitation, Human Resources, and Communication Disorders
Counselor Education Program
CNED 574V – School Counseling Internship
Spring, 2020

Instructor David D. Christian, Ph.D., LPC, Licensed School Counselor
Office: 136 Graduate Education Building
Phone: (479) 575-3023 (cell: 214-316-3274 – emergencies only)
E-mail: ddchrist@uark.edu

Meeting Time GRAD 115; Mondays 5:15-8:00pm

Office Hours Mondays 11:00AM-2:00PM; Tuesdays 12:00-3:00PM; By Appointment

Required Texts

1. American School Counselor Association (2019). *The ASCA national model: A framework for school counseling programs (4th Ed)*. Alexandria, VCA: Author.
2. Folan, N. (2012). *The hundredth monkey: Activities that inspire playful learning*. Beverly, MA: Project Adventure, Inc.
3. 2016 ASCA Ethical Standards
4. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th Ed.)*. Washington, D.C: Author.
5. Additional readings as assigned

Suggested Texts

1. Zyromski, B., & Mariani, M. (2016). *Facilitating evidence-based, data-driven school counseling: A manual for practice*. Thousand Oaks, CA: Corwin Press.
2. Stone, C. (2017). *School counseling principals: Ethics and law (4th ed.)*. American School Counselor Association: Alexandria, VA.
3. Dimmit, C., Carey, J.C., & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
4. Hatch, T. (2014). *The use of data in school counseling: Hatching results for students, programs, and the profession*. Thousand Oaks, CA: Corwin Press.
5. Salkind, N. J. (2015). *Excel statistics: A quick guide*. Thousand Oaks, CA: Sage.

Recommended Journals

Professional School Counseling
Journal of School Counseling
Journal of Counseling & Development
Counseling Outcome Research and Evaluation

Course Resources

Mullins Library
CNED Lab

Professional Journals
Video

World Wide Web
Career Development Center

Catalogue Description

A 600-clock hour field placement in an approved setting (300 clock hours over the course of two continuous semesters). Students in the master's degree program must enroll for three (3) credit hours each in two semesters of field placement, for a total of (6) credit hours. Prerequisite: CNED 5203 Foundations of the Counseling Profession; CNED 5323 Counseling Theory; CNED 5333 Basic Counseling Techniques; CNED 5303 Individual Appraisal; CNED 5363 Dynamics of Group Counseling; CNED 5373 Ethical & Legal Issues in Counseling; CNED 5403 Case Management & Counseling; CNED 5343 Counseling Practicum; CNED 5513 Counseling & Human Diversity; **AND** consent of Counselor Education faculty.

Relationship to Knowledge Base:

ADVANCED LEVEL: General goals of internship in counseling are: refinement of basic/advanced counseling competencies; integration of chosen counseling theories into one's personality, values, and counseling practice; and development of professional identity as a counselor. Through individual and group supervision, interns will be able to critique and analyze specific cases and models of counseling.

Knowledge and Skill Outcomes:

- To refine and develop basic and advanced individual and small group counseling competencies.
- To explore, under supervision, theories and practices appropriate to effective counseling in the intern's setting.
- To gain exposure to and experience in the integration of technology into the professional internship experience and to develop technological competence and computer literacy.
- To develop competencies in case review, analysis, and discussion.
- To develop consultation competencies appropriate to working with referral sources, parents, teachers, and administrators.
- To provide opportunity for demonstration of ethical and professional behavior appropriate to the counseling profession consistent with the ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.
- To develop an understanding of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

Attendance Policy

Students will not pass the class if they miss **more than two class sessions**. **ANY missed class will need to be made up due to the missed group supervision**. **Repeated Tardiness will be counted towards absences (3 tardies = 1 absence)**.

CACREP Standards (2016):

Standards Covered: Curricular experiences will provide an understanding of the following:

| CACREP Standard | ASCA Standard | TESS | ADE Standard |
|--|-----------------|------------|---------------------|
| 5.G.3.c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies | 4.1, 4.4 | 1a, 1b, 1c | 2.1, 2.4, 3.8, 7.4 |
| 5.G.3.d. Interventions to promote academic development | 3.2-3 | 1a, 1d | 2.3, 3.6, 7.2 |
| 5.G.3.e. Use of developmentally appropriate career counseling interventions and assessments | 4.3, 5.3 | 1a, 1d | 2.3, 6.2 |
| 5.G.3.f. Techniques of personal/social counseling in school settings | 2.2-3 | 1a | 3.2-4, 3.6 |
| 5.G.3.g. Strategies to facilitate school and postsecondary transitions | 4.3, 5.3 | 1c, 1d | 1.5, 5.4 |
| 5.G.3.i. Approaches to increase promotion and graduation rates | 4.2 | 1c | 7.2 |
| 5.G.3.k. Strategies to promote equity in student achievement and college access | 4.2-3, 5.3 | 1c | 2.7, 3.5, 7.2 |
| 5.G.3.n. Use of accountability data to inform decision making | 3.1, 3.3, 5.1-3 | | 4.3, 5.2-5.5 |
| 5.G.3.o. Use of data to advocate for programs and students | 3.1, 3.3, 5.1-3 | 1e | 1.3, 4.1-2, 5.3-5.5 |

Key Performance Indicator (KPI) Assessed:

The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her completion of Key Performance Indicators (KPIs) in this course. KPI(s) for this course are as follows:

| Social and Cultural Diversity | CACREP | Evaluation |
|---|-----------------|--------------------------------------|
| Students will demonstrate culturally competent counseling to clients/students/consumers of diverse backgrounds while recognizing the effects of power | 2.F.2. a,c,e,h. | Practicum and Internship Evaluations |

| | | |
|---|----------------------|--|
| and privilege as well as strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | | |
| Human Growth and Development | CACREP | Evaluation |
| Students will demonstrate knowledge of lifespan development theory as it pertains to human nature, behavior, and learning and be able to articulate human ecological forces that further or impede human development. | 2.F.3. a,b,c,e,f. | Practicum and Internship Evaluations |

Direct and Indirect Hour Requirement

- Experience of 300 (each semester) clock hours of time at a designated and approved counseling internship site. Of the internship hours, **120** (each semester) will be hours of **direct contact time** defined as individual or group counseling, individual planning with a student present, guidance lesson delivery, and consultation with parents. Of the internship hours, **180** (each semester) will be hours of **indirect contact time** defined as professional development, record keeping, consultation, staffing and supervision. *These are minimums only.* If you reach your minimum number of hours prior to the end of the semester (and your internship agreement) you must continue with your commitment to your site.
- Develop counseling cases and participate in discussion about these cases in weekly individual/triadic and group supervision.
- Integration of reading and/or other assignments from supervisors to augment casework at the site.
- Application of the American School Counseling Association Ethical Standards (2016) to all internship activities, including professional behavior and counseling activities.
- Read and discuss various assigned articles pertinent to counseling issues.
- All students will continue work at the school site **through the LAST week of the semester**. Students should adjust schedules accordingly if it appears that this may result in extra hours. This schedule adjustment should be done in consultation and collaboration with site supervisor.

SPECIFIC REQUIREMENTS:

1. 240 on-site hours (16 hours per week X 15 weeks = 240 hours) Minimum of 120 DIRECT (8 hours per week X 15 weeks = 120 Direct hours/ 120 Indirect hours)
2. 45 hours of in-class indirect hours 1.5 group supervision and 1.5 other indirect (3 hours per week X 15 weeks = 45 Indirect hours)
3. 15 hours of individual/triadic supervision from U of A doc student (15 Indirect hours)

- 12+ (Indirect) additional off-site hours. For this you can choose to shadow school counselors in another school district or campus. You can also attend professional developments outside of the school day, attend a professional conference, or choose a book related to the mental/emotional health and development of students. If you choose to read a related book, you must include it in your Off-Site Hours Form for your instructor to approve. You should also be prepared to offer a verbal summary of the book as well as utilize your new knowledge gleaned from the book during class discussions.

TOTAL Possible = 312 hours (120 Direct/192 Indirect)

Note: Intern students are expected to attend as many faculty meetings as possible by scheduling internship hours on days when faculty meetings are held. The Intern is also expected to attend school-related afternoon and evening school activities that the site supervisor attends; including PTA meetings, professional learning/development days/workshops, and other school related events. These activities may also be included in one's indirect internship hours.

Evaluation

| Assignment | Points |
|---|------------|
| Case Presentation | 100 |
| Classroom Guidance Lesson | 150 |
| PRoBE Poster Presentation/Small Group Project | 150 |
| Bag of Tricks | 100 |
| U of A Supervision Videos | 100 |
| Total | 600 |

A=90%-100%; B=80%-89%; C=70%-79%; D=60%-69%

Course Assignments and Additional Class Information:

- Case Presentation (100):** Students will present a minimum of one case study in class. Videotapes must be cued to specific areas that you will be presenting that demonstrate skills and challenge areas. Videotapes (15-20 minutes) must be clear and audible throughout the entire portion presented. Do not show a video where we cannot both hear and see you and the student. Students will complete the Counseling Session Feedback Form for the video they plan to show in class. Students will give a brief introduction to the video and then show the 15-20 minute clip, using the Counseling Session Feedback Form to guide discuss during/following viewing the video. Fellow students will offer verbal and written feedback after viewing the video. The instructor will compile the written feedback and email it to the student. Students must then take their Counseling Session Feedback Form and compiled written feedback to their doc supervision session and review both documents as well as the 15-20 minute clip with their supervisor. Students may count this as one of the Tape Reviews. Thus, this assignment is worth up to 110 points.

2. **Classroom Guidance Lesson (150 pts):** Throughout the semester, students should present multiple guidance lessons at their site. For this assignment you will need to complete an ASCA Lesson Plan Template and submit it to your instructor for feedback prior to delivering the lesson. After receiving feedback from your instructor, you will need to have your site supervisor observe you deliver the lesson and complete the Lesson Observation Rubric to evaluate your guidance lesson. As a best practice, you should create a pre and post survey to determine if you accomplished your goal(s). Take some time after your lesson (preferably during site supervision) to review feedback from your site supervisor. Turn the Lesson Observation Rubric into your instructor for credit. This lesson must be one that you create from scratch but can and should align with the school's guidance curriculum/topic/theme. You are not allowed to use Missouri Guidance lessons or any other pre-made lesson for this assignment. If you need help creating this guidance lesson, please discuss it with peers, instructor, site supervisor, or any other creative individual you trust. Also, be sure to clearly line out how you GANAGED your lesson! Additional observations/videos may be required upon instructor request.
3. **PRoBE Poster Presentation (150 pts; First Semester Interns):** Each student will prepare a PRoBE presentation for the end of the semester project (see PRoBE Rubric). These will be presented as professional poster presentations for other students. Specific guidelines will be discussed in class.

PRoBE Training

- PRoBE training will be provided during class.
 - Select 6-8 students
 - Gather attendance, grades, or discipline data BEFORE intervention by completing School Data Profile Analysis Project
 - Complete 6+ week intervention (group or individual intervention)
 - Gather attendance, grades, or discipline data AFTER intervention
 - Gather data through another formal assessment (discuss options with instructor)
4. **Small Group Project (150; pts; Second Semester Interns):** Internship students will be required to create and implement a group at their site this semester. Follow the outline below to create and implement your group:
- Work with your site supervisor to review school's accountability data and identify a need that you can address through group counseling
 - Identify a type of group that you can implement to help address that problem.
 - Write a 2-3 page proposal including the information below:
 - i. Problem
 - ii. Type of group you plan to run (be specific and provide research/evidence that supports your approach; 2-3 scholarly resources required).
 - iii. Number of students you will work with
 - iv. How you plan to identify these students
 - v. The actual permission form you will send home

vi. A mini-outline for each of your groups (you don't have to be super specific. A general idea of what you are expecting the topic to be and what you think you will be doing. It's ok to change this when it comes to that week if the group needs something else.)

vii. How you plan to measure progress

- After you have submitted the proposal, the instructor will review it and either give you permission to begin or request that you edit your group proposal.
- After you have received permission, you can begin recruiting and sending letters home. Do not send letters home or start your group until you have received permission from the instructor.
- You will need to write a brief summary after each group meeting that you will submit to your instructor during the class immediately following the group meeting. You may email these to the instructor as long as identifying information of students is not included.
- For a final product, turn in your original proposal, session summaries, and analyzed data organized in a 3 ring binder or folder.

5. **Bag of Tricks (100 pts):** Relationship is a key part of being a school counselor. It is important that you build relationships with students, faculty, and other stakeholders. One great way to do that is by engaging in FUNN (functional understanding not necessary) activities. For this assignment, you need to identify an activity that will help you build relationships with a specific stakeholder (students, teachers, admin, parents, etc.). Before implementing your activity, you need to provide a brief proposal that includes the identified group, activity, rationale, and game plan. After receiving approval from your instructor, you will implement the activity and then provide a 1 page synopsis/critique of how it went. In this synopsis, you should provide a summary of the process and the outcome as well as suggestions for how you could improve your facilitation skills in the future.

6. **Tape Review Forms (100 pts):** Students must attend 1 hour weekly face to face supervision with a doctoral student. Students should complete the Values Clarification (bring your supervisor a copy) as well as the Initial Supervision Checklist with their doctoral supervisor at their first meeting. Students must come prepared with queued videos and a completed Counselor Session Feedback Form. Students will also need to have their supervisors complete the Supervisor Session Feedback Form (bring this form to each session) for each video shown. Each week, these 2 completed forms should be stapled and put in the internship folder. Each completed pair is worth 10 points. Students can earn a total of 100 points. Students should plan to bring one video at a time for feedback. Turning in numerous tapes at the end of the semester will not allow time for them to be reviewed and graded. Please do not do this to your supervisor. Plus, the purpose is to receive ongoing feedback regarding your skill development. Students must reschedule any missed supervisions.

Expectations and Requirements

Time and Task Analysis/Weekly Progress Reports

Time and Task Analysis: The student must document the school counseling internship activities using the Time and Task Analysis. These logs must be up-to-date, signed by the site supervisor (in the form of CC), and turned in to the instructor via email by the start of class each week. Remember to CC your site supervisor when emailing your Time and Task Analysis to your instructor. Also, be sure review your Time and Task Analysis each week with your site supervisor and put them all in your electronic portfolio.

Weekly Progress Reports: Students must turn in a completed Weekly Progress Report to the instructor **each week**. Simply transfer the daily data you have been tracking using the Time and Task Analysis to this form and have your supervisor sign it. All weekly progress reports will be kept in the student's permanent CNED file. After you have placed these forms in your folder, the instructor or instructor's assistant must verify that they are in place by initialing the Course Requirement Log Sheet every week. Failure to turn in your weekly progress reports each week may result in being pulled from your site.

Supervision

Site Supervision: The student is required to receive one hour per week of face-to-face supervision with the site supervisor. During this meeting student and supervisor should complete the Site Supervisor Weekly Review Form. These are due weekly in class.

University Supervision: Students must attend 1 hour weekly face to face supervision with a doctoral student. Students must come prepared with queued videos and a completed Counselor Session Feedback Form. Students will also need to have their supervisors complete the Supervisor Session Feedback Form for each video shown. Each week, these 2 completed forms should be stapled and put in the internship folder. Each completed pair is worth 10 points. Students can earn a total of 100 points. Students should plan to bring one video at a time for feedback. Turning in numerous tapes at the end of the semester will not allow time for them to be reviewed and graded. Please do not do this to your supervisor. Plus, the purpose is to receive ongoing feedback regarding your skill development. Students must reschedule any missed supervisions.

Class Supervision: Students **must** attend each class session in order to complete the required group supervision hours and in turn, receive a passing grade for the course. In case of emergency, the student must contact the course instructor to make up the missed class. Active participation in class discussion is expected and should reflect knowledge of personal thought related to the field experience as well as assigned readings.

Evaluations

Evaluation by Site and Doctoral Supervisors: You will be evaluated at least twice (Midterm and Final) during the course on your skills, professional, and personal qualities. Your site supervisors will evaluate you using the UARK School Counseling Site Supervisor Evaluation Form and doctoral level student supervisors will use one from Appendix G in the manual. The student must receive satisfactory evaluations from the site and doctoral supervisors in order to receive a passing grade for the course. Failure to procure these forms on time from site and doctoral level supervisors will indicate that you are not making satisfactory progress in all areas and result in a failed evaluation from your faculty/instructor supervisor. The evaluations will be turned in to the course instructor and kept in the student's permanent CNED file.

Evaluation by Course Instructor: Faculty supervisors/instructors will issue feedback and a written evaluation in the form of the Professional Counseling Performance Evaluation (PCPE) after receiving the feedback from your site and doctoral level supervisors. Faculty supervisor/instructor will not complete the PCPE until feedback is received from site and doctoral level supervisors. The course instructor will evaluate student performance on carrying out the counselor responsibilities as evidenced by feedback from the site supervisor and participation in the class supervision meetings. A student with questions and/or concerns regarding her or his progress should contact the course instructor immediately. Each student must receive a satisfactory evaluation from the course instructor in order to receive a passing grade in the field experience. Students are responsible for scheduling a meeting with the instructor either during the final week of classes or during finals week to review final evaluation. Remember, site and doctoral level supervisor evals must be completed and submitted before instructor will complete the final PCPE and you cannot schedule your time to review PCPE until it is completed. So be punctual.

Ethical and Professional Behavior

Students are expected to behave in accordance with the American School Counseling Association Ethical Standards for School Counselors (2016). In addition, personal characteristics and/or problems should not interfere with the student's ability to be an effective helping professional. In instances where the ethical code is violated or personal issues interfere with effective helping, the student will not receive a passing grade for the field experience. In some instances dismissal from the program may be initiated. All students must have completed background checks and submit their child maltreatment form to the instructor at the beginning of class. Students cannot start at their site until both of these tasks have been completed.

Academic Integrity:

The application of the University Honesty Policy, as stated in the STUDENT HANDBOOK, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware that dishonesty involves acts which may subvert or compromise the integrity of the education process. "As a

core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the university's 'Academic Integrity Policy' at <http://provost.uark.edu/academicintegrity>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**Plagiarism may result in a failing grade or dismissal from the graduate school. Please familiarize yourself with the University Honesty Policy.*

***Any completed assignment that appears to have violated the academic honesty policy will be immediately turned in to the Student Conduct Board for review.*

****Any assignment plagiarized will automatically receive a grade of 0 (zero).*

The APA Publication Manual (7th ed.) defines plagiarism as claiming "the words and ideas of another" as your own. You can avoid plagiarizing by giving credit where credit is due. Students are strongly encouraged to review section 8.2 on pages 255 and 256 of the APA Publication Manual (7th ed.) for more details regarding plagiarism and how to avoid it. Please note that plagiarism is both an academic integrity issue and a violation of our professional ethics.

Statement of Expectations:

The counseling program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with being able to provide ethical services to clients. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, and accept personal responsibility, and be able to express feelings effectively and appropriately. Any student deemed by the instructor to be exhibiting inappropriate, disruptive or offensive behavior during class will be dismissed immediately from class and may not return until remediation has been successfully completed.

Accommodations:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit cea.uark.edu for more information on registration procedures). The CEA is located in the Arkansas Union, room 209 and on the web at: <http://cea.uark.edu/>.

Inclement Weather:

In the event of inclement weather or other conditions that make attending class potentially unsafe for the majority, class may be cancelled. However, check your email and Blackboard notifications for confirmation as conditions may change throughout the day. Class is automatically cancelled when the UA is closed. RazALERT will contact you if such is the case. Please use common sense and good judgment all other times.

Syllabus Change:

The instructor reserves the flexibility to make changes as necessary to information in the syllabus in order to better meet perceived student learning needs and in response to unplanned changes. If changes are made, advance notification will be given to the class. Please note that when changes become necessary, class information will take precedent over syllabus information as a revised syllabus will not be distributed. An updated syllabus will be uploaded to Blackboard following any changes.

Course Communication:

All official communication and notifications for this course will occur through Blackboard. Students are responsible for checking Blackboard on a regular basis for course announcements and information. Students are responsible for all information shared on Blackboard. Missing an announcement or notification due to failure to check Blackboard does not release students from their responsibility pertaining to the content of the message.

Important Notes:

- Syllabus subject to change at instructor's discretion.
- Any student who is having difficulty with APA writing style or graduate-level writing may receive assistance at the Class+ writing center (class.uark.edu).
- Students are responsible to seek clarification of any assignment or activity in this course prior to due date.

Academic Contingency

In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, the course will continue without face-to-face meetings. I will use your university e-mail to notify you of any changes and modifications to the course requirements, policies, due dates, and schedule. I will provide guidance on alternative methods of delivering course content and completing class assessment activities in the absence of face-to-face meetings. Please make sure that you are checking your UARK e-mail and your contact information on UAConnect is up-to-date.

Course Calendar

| Timeline | Readings | Presenter | Due |
|----------|--|-----------|-----|
| 1/13 | Syllabus / Introduction to School Counseling / Intro to Each Other | | |
| 1/20 | No Class – MLK Day | | |

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|------|--|--|-----------------------|
| 1/27 | Group Supervision ASCA Model Review Videos https://www.schoolcounselor.org/school-counselors/asca-national-model/learn-about-the-new-edition | | Insurance |
| 2/3 | Group Supervision Using Data in School Counseling / 21 Day Data Challenge <i>See Blackboard – Data folder</i> | | Off-Site Hrs Form |
| 2/10 | Group Supervision / Case Presentation PRoBE Training | | |
| 2/17 | Group Supervision /Case Presentation | | |
| 2/24 | Group Supervision / Case Presentation | | |
| 3/2 | Group Supervision / Case Presentation Developing Guidance Lessons / Lesson Planning <i>See Blackboard – Guidance folder</i> | | 21 Day Data Challenge |
| 3/9 | Group Supervision / Case Presentation | | Midterm Eval |
| 3/16 | Group Supervision / Case Presentation Licensure and Job Search with Kailee Stonebarger | | |
| 3/23 | Spring Break – NO CLASS! | | |
| 3/30 | Group Supervision / Case Presentation Analyzing Data | | |
| 4/6 | Group Supervision / Case Presentation PRoBE Data Night (Groups Completed) | | |
| 4/13 | Group Supervision / Case Presentation PRoBE Prep (Groups Completed – All Data Collected) | | |
| 4/20 | PRoBE Poster Presentations or (Time?) | | PRoBE Posters |
| 4/27 | Final Class – Wrap Things Up Paperwork Party (All assignments due by class-time) | | Final Eval Paperwork |
| 5/4 | All Paperwork | | Everything |

Note: Calendar subject to change at instructor's discretion.