

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

Term: Fall 2022	Meeting Time: Tues. 4:30-7:30	Room #: CL 302
Credit Hours: 3	Instructor: Dr. Eva Gibson she/her/hers	E-mail address: gibsone@apsu.edu
Telephone: (931) 221-6224	Student Hours: Mon - Wed: 2:00 – 4:00	Office: CL 303B Schedule an appointment: https://calendly.com/gibsone/30min

REQUIRED TEXT

Rausch, M.A., & Gallo, L.L. (Eds.).(2021). *Strengthening school counselor advocacy and practice for important populations and difficult topics*. IGI Global. <https://doi.org/10.4018/978-1-7998-7319-8>

Studer, J. (2015). *A Guide to Practicum and Internship for School Counselors-in-Training* (2nd ed.). Routledge.

APSU Practicum and Internship Handbook

REQUIRED READINGS

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

American School Counselor Association. (2017). *The school counselor and career development*. Retrieved from
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_CareerDevelopment.pdf

Bedford, W., Gibson, E.M., & Cook Sandifer, M. (2022). Creating a beloved community for Black male students: A unified approach. In S. Brant-Rajahn, E. Gibson, & M. Cook Sandifer (Eds.), *Developing, Delivering, and Sustaining School Counseling Practices Through a Culturally Affirming Lens* (pp. 192-211). IGI Global. <https://doi.org/10.4018/978-1-7998-9514-5.ch010>

Gibson, E. M. (2020). *Supporting students and stakeholders through COVID-19* [Issue Brief]. American Counseling Association, School Counselor Connection. [https://www.counseling.org/docs/default-source/default-documentlibrary/supportingstudentscovid_scconnection-\(1\).pdf?sfvrsn=f056212c_0](https://www.counseling.org/docs/default-source/default-documentlibrary/supportingstudentscovid_scconnection-(1).pdf?sfvrsn=f056212c_0)

Gibson, E.M., Cook Sandifer, M., & Bedford, W. (2019). A sense of mattering: A group intervention for African American boys. *Professional School Counseling, 21*(1), 1-9. <https://doi.org/10.1177/2156759X19867336>

SUPPLEMENTAL READINGS

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

American School Counselor Association. (2018). *The school counselor and equity for all students*. Retrieved from
https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Equity.pdf

COURSE DESCRIPTION

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

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

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

COURSE POLICIES

STUDENTS WITH DISABILITIES

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: disabilityservices@apsu.edu)

CAMPUS RESOURCES

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

COUNSELING SERVICES

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

ACADEMIC AND CLASSROOM MISCONDUCT

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

PLAGIARISM POLICY

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

WRITING QUALITY AND ACADEMIC HONESTY

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever

material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

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

POLICY ON MINORS

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

SERVICE ANIMALS IN THE CLASSROOM

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

CONFIDENTIALITY

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

CHANGES TO COURSE SYLLABUS

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

LIFE HAPPENS POLICY

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

EMAIL POLICY

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

REQUESTING ASSISTANCE

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

Curricular Materials:

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

DEMONSTRATING RESPECT

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

DIVERSITY STATEMENT

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

COVID-19 STATEMENT & GUIDELINES

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

- 1. You are experiencing COVID-19 related symptoms, or**
- 2. You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

COURSE OBJECTIVES AND REQUIREMENTS

Knowledge and Skill Outcomes: The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understanding the role of counseling supervision, professional standards, & relevant policies to the profession	SC G.2.l SC G.2.n SC G.2.m	Readings, discussion, orientation, define activity
Designing and evaluating anti-racist and culturally-affirming school counseling programs	SC G.1.b SC G.2.f SC G.3.a SC G.3.b	Readings, discussion, website presentation, programming planning (pt. 1), needs assessment, program focus activity,
Exhibiting knowledge of assessments	SC G.1.e	Readings, discussion, needs assessments
Knowing school counselor roles as leaders, advocates, and systems change agents, and consultants	SC G.1.d SC G.2.a SC G.2.b SC G.2.d SC G.2.j SC G.3.l	Readings, discussion, site experiences, counselor intro, counseling center intro, website define components, newsletter activity
Understanding strategies and resources to support student academic, career, and social/emotional development	SC G.2.c SC G.2.e SC G.2.g SC G.2.k SC G.3.e SC G.3.g SC G.3.j SC G.3.f SC G.3.i SC G.3.h	Readings, discussion, site experiences, case conceptualization, reflective response, small group outline, resource activity, program planning activity, define component
Demonstrating the ability to create school counseling core curriculum and apply differentiated instructional strategies	SC G.3.c	Readings, discussion, site experiences, lesson plan
Utilizing accountability data to inform decision making and advocate for programs and students	SC G.3.n SC G.3.o	Readings, discussion, needs assessment, program planning activity

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives.)

- A. **Website: Counselor Intro (10 points):** Students will add a professional introduction and picture to their website.
- B. **Counseling Center Intro (25 points):** Using Screencast-o-Matic (or a similar recording program), students will complete a mock Counseling Center Intro for parents (**an example is provided online**). Be sure to include an image of the ASCA National Model (4th ed.).
- C. **Website: Program Planning (Pt. 1) components (25 points):** Based on current school placement information and the ASCA Awareness Calendar, students will create a sample calendar for the academic year.
- D. **Website: Needs Assessments (50 points):** Students will add a student and parent needs assessment to their website (examples are provided online).
- E. **Website: Program Planning (Pt. 2) components (20 points):** Based on current school placement information, students will create a student outcome goal for the academic year.
- F. **Newsletter (25 points):** Students will create a newsletter for one of the following stakeholder groups: students, guardians, or faculty/staff (an example is provided online).
- G. **Website: Lesson Plan (50 points):** Students will create a lesson plan suitable for the career, academic, or social/emotional domain. Students should utilize the ASCA lesson plan template and include all components as noted therein.
- H. **Website: Small Group outline (15 points):** Students will add a 6-session small group outline to their website.
- I. **Website: Define components (10 points):** Students will add student and professional standards to their website.

- J. **Website: Program Focus components (20 points):** Students will add their professional Beliefs, Vision, and Mission statements to their website.
- K. **Website: Resource list (15 points):** Students will add community resources to their website.
- L. **Reflective Responses (7 @10 points each):** Students will submit a written response to a prompt based on the week's readings. Responses should be submitted on a word document and must adhere to the unique guidelines posted for each submission.
- M. **Case Conceptualization (25 points):** After obtaining signed consent for taping, students will present a portion of a taped counseling session and provide a case conceptualization during class.
- N. **Fieldwork Forms (100 points):** Students will complete all required fieldwork forms as outlined in the program handbook. Students should pay close attention to all instructions and guidelines noted within the forms.
- O. **Participation (14@ 10 points each):** Students will arrive to class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Each** missed class results in the loss of **10** participation points. **If you miss a class, you are responsible for the information presented or the assignments due that day.** Students have the opportunity to earn 140 points at the conclusion of the semester. Three times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Attendance will be taken at the beginning of each class period. Cell phone usage AND computer usage is prohibited. Social distancing is recommended (in addition to masks).

ASSIGNMENT DUE DATES

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

LATE ASSIGNMENTS

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

STUDENT WORK ARCHIVES

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

MINIMAL TECHNOLOGY REQUIREMENTS

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

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

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

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

METHODS OF INSTRUCTION:

- Field experience
- Supervision sessions
- Readings/class discussions/assignments

Assignment	Points	Percent	Due Date	Week
Website: Counselor Intro	10	2	8/28	1
Counseling Center intro	25	4	8/28	1
Website: Program planning (Pt. 1) components	25	4	9/4	2
Website: Needs Assessments	50	8	9/4	2
Website: Program planning (Pt. 2) components	20	3	9/11	3
Newsletter	25	4	9/11	3
Website: LP	50	8	9/18	4
Website: SG outline	15	3	9/25	5
Website: Define components	10	2	10/2	6
Website: Program focus components	20	3	10/2	6
Website: Resource list	15	3	10/9	7
Case Conceptualization	25	4	10/25	10
Fieldwork Forms	100	16	11/29	15
Reflective Response (7)	70	12	per schedule	per schedule
Participation (14)	140	24	weekly	weekly
TOTAL	600	100		

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

FIELDWORK REQUIREMENTS

Activity	Hours	Time
Direct Student Services <ul style="list-style-type: none"> • Instruction • Appraisal & Advisement • Counseling 	48 total <i>(16 hours per site)</i>	80% 120 total <i>(40 hours per site)</i>
Indirect Student Services <ul style="list-style-type: none"> • Referrals • Consultation • Collaboration 		
Program Management and School Support <ul style="list-style-type: none"> • Program Foundation, Management, and Accountability • Fair-share responsibility 		20%

COURSE SCHEDULE

Date	Topic	Activity
8/23 Week 1	Professional counseling orientation <i>CACREP G.1.e; G.2.a; G.2.b; G.2.d; G.2.m; G.3.g</i>	Orientation to course READ: Studer- Ch. 2; ACA Brief DUE: <ul style="list-style-type: none"> • Website link submission • Website update: Counselor intro • Counseling Center intro • Proof of insurance
8/30 Week 2	Assessments <i>CACREP G.1.b; G.1.e; G.3.b; G.3.n; G.3.o</i> Guest Speakers: Dominique Juanito, Christina Duncan, & Morgan Gill	READ: Studer- Ch. 9 & 11 DUE: <ul style="list-style-type: none"> • Website update: Program Planning (Pt. 1) components • Website update: Needs Assessment
9/6 Week 3	Professional development <i>CACREP G.1.d; G.2.b; G.3.h; G.3.o</i> Guest Speakers: Morgan Starcher & Andrew Neights	READ: Studer- Ch. 4 DUE: <ul style="list-style-type: none"> • Website update: Program Planning (Pt. 2) components • Newsletter
9/13 Week 4	Service delivery <i>CACREP G.1.b; G.1.d; G.3.c; G.3.e; G.3.h; G.3.j; G.3.l</i> Guests: Lead Counselor(s)	READ: Studer- Ch. 10 & 14; Career Development Position Statement DUE: <ul style="list-style-type: none"> • Website update: Lesson plan • Weekly log
9/20 Week 5	Group counseling <i>CACREP G.3.f; G.3.h</i>	READ: <i>Gibson, et al.</i> article DUE: <ul style="list-style-type: none"> • Website update: Small group outline • Weekly log
9/27 Week 6	Foundations <i>CACREP G.1.b; G.2.c; G.2.f; G.2.j; G.2.l; G.3.a</i>	READ: Studer- Ch. 8 DUE: <ul style="list-style-type: none"> • Website update: Program Focus components • Website update: Define components • Weekly log
10/4 Week 7	Best practices & resources <i>CACREP G.2.k; G.2.n</i> Guests: Lead Counselor(s)	PREP: Midterm Fieldsite Evaluations READ: Studer- Ch. 12 DUE: <ul style="list-style-type: none"> • Website update: Resource list • Submit Preferences for Supervisor Visit • Weekly log
10/11 Week 8	Meeting diverse needs <i>CACREP G.3.h</i> ONLINE WEEK	READ: Rausch & Gallo- Ch. 7 DUE: <ul style="list-style-type: none"> • Reflective Response 1 Optional Hours Opportunity: <i>Support Safe and Healthy Schools for LGBTQ Students Webinar (prerecorded)</i>
10/18 Week 9	Supporting students <i>CACREP G.2.b; G.3.i</i>	READ: Rausch & Gallo- Ch. 10 DUE: <ul style="list-style-type: none"> • Reflective Response 2 • Weekly log
10/25 Week 10	Fostering growth and connections <i>CACREP G.3.f</i>	CASE CONCEPTUALIZATIONS READ: Studer- Ch. 3 DUE: <ul style="list-style-type: none"> • Reflective Response 3 • Weekly log

11/1 Week 11	Culturally-affirming practices <i>CACREP G.1.d; G.2.a.</i> Guests: Lead Counselor(s)	READ: <i>Bedford, et al.</i> chapter; <i>Eliminating racism & bias in schools</i> DUE: <ul style="list-style-type: none"> • Reflective Response 4 • Weekly log
11/8 Week 12	Responsive services <i>CACREP G.3.f; G.3.g</i>	READ: Rausch & Gallo- Ch. 8 DUE: <ul style="list-style-type: none"> • Reflective Response 5 • Weekly log
11/15 Week 13	Supporting school safety <i>CACREP G.2.e.</i>	READ: Rausch & Gallo- Ch. 15 DUE: <ul style="list-style-type: none"> • Reflective Response 6 • Weekly log
11/22 Week 14	Reinforcing resiliency <i>CACREP G.2.e; G.2.g</i> ZOOM SESSION	READ: Rausch & Gallo- Ch. 17 DUE: <ul style="list-style-type: none"> • Reflective Response 7 • Weekly log
11/29 Week 15	Last Day of Classes Professional self-evaluation <i>CACREP G.1.b</i>	Reflection of progress & website peer review DUE: <ul style="list-style-type: none"> • ALL ORIGINAL FORMS FOR FIELDWORK • Cumulative Practicum Summary form