Adler Graduate School
Richfield, Minnesota

AGS Course 977

School Counseling Practicum

1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number 977
1.3 School Counseling Practicum
1.4 One Credit
1.5 Prerequisites: 511, 513, 525, 571 (if possible), & 570

2. **Course Description**

The School Counseling Practicum provides an opportunity for students to observe and begin performing a variety of counseling and related activities that are typical of a professional school counselor.

Students complete 100 hours of practicum in a high school setting.

Class discussions include a review of the observations and experiences in the educational setting and a discussion of current issues in the school counseling field.

3. **Texts, Materials, Resources**

3.1 Required texts:


4. **Competencies and Learning Outcomes**

Students completing this course will:

4.1 Understand ethical and legal considerations specifically related to the practice of school counseling [SC- A2]

4.2 Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school; [SC- A3]
4.3 Understand current models of school counseling programs (e.g., ASCA National Model) and their integral relationship to the total educational program; [SC- A5]

4.4 Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-related events. [SC- A7]

4.5 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling [SC-B1]

4.6 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program; [SC- B2]

4.7 Understand group dynamics – including counseling, psychoeducational, task, and peer helping groups – and the facilitation of teams to enable students, educators, and schools, and knows the skills needed for crisis intervention [SC- A5]

4.8 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. [SC- D1]

4.9 Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. [SC- E3]

4.10 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. [SC- F1]

4.11 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. [SC- F2]

4.12 Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. [SC- G1]

4.13 Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. [SC- H1]

4.14 Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). [SC- I3]

4.15 Understands the outcome research data and best practices identified in the school counseling research literature. [SC- I5]

4.16 Applies relevant research findings to inform the practice of school counseling. [SC- J1]

4.17 Understands the relationship of the school counseling program to the academic mission of the school. [SC- K1]

4.18 Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. [SC- K3]

4.19 Knows school and community collaboration models for crisis/disaster preparedness and response. [SC-M7]

4.20 Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. [SC- M6]
4.21 Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. [SC- O3]

4.22 Understands the important role of the school counselor as a system change agent. [SC- O4]

4.23 Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings. [SC- O5]

5. **Course Outline**
   This course is an educational and supervisory class with a special emphasis on processing a student’s 100 hour experience at a local traditional high school. Students will study topics related to current education and school counseling trends and research. Students will learn from and give feedback to peers via 1 Student Case Review and 1 Program Case Review.

5.1 **Class Format**
   - Check-in Circle
   - Individual check in process related to school site work
   - Apply and Review the Adlerian Counseling Principal of 4 Mistaken Goals as it relates to the goal of student and adult behavior in your high school setting.
   - Formal case reviews (2)
   - Informal case consultation

6. **Special Project Time (SPT)**
   Does not apply to this field experience class

7. **Writing Guidelines including APA Format**

   For this course, case reviews do not need to follow current APA guidelines but must be written with an eye to the professionalism required of a Licensed School Counselor.

8. **Assessment/Evaluation Procedures**

   8.1 Present a formal case review for each level (total of two case reviews)
      - (1) Student Case Review
      - (1) Program Case Review

   8.4 Attend 15 hours of on campus supervision with an AGS faculty member and SC peers. This course is offered Spring Term and Fall Term only.

   8.5 Complete all required documentation for experiences prior to, during, and after work at a practicum site.

   8.6 Grading:

   Pass/Retake-Student passes class when all assignments are completed successfully.

   If the student receives an unsatisfactory evaluation from a site supervisor, the student MAY receive a grade of “R” and the practicum, or portion thereof, must be repeated.
The assignment of the final grade is the responsibility of the AGS supervisor.

9. **Attendance Policy**

Students must attend ten 3-hour sessions in order to complete the course.

10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components of Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not
well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

Jimmie Heags, MA, LSC  
jheagsjr@hotmail.com  
jLHeags@District287.org  
Cell: 763-232-7165

** Please review the Appendix’s below.
Appendix A:
Student Case Review (1 required)

Identify a student that is experiencing struggles in school. Areas include, but are not limited to, at-risk, chronic discipline, chemical use, post-secondary confusion, grief and loss, divorce, etc. Use no identifying information (first or last name, initials, school name, city, etc). Instead, speak in terms of generic descriptive statements (gender, age, urban, suburban, rural, etc.)

Describe the student’s situation and identify several areas of strength and several areas of concern. Address all areas of development, i.e., Academic, career, personal/social. Is the student demonstrating typical development for the age group?

Review the student’s home and community influences and their effect on the student’s current performance. Describe the influence of cultural factors on this student’s situation.

Write a plan for the steps a school counselor might take to positively influence this student. Include comments for each of the following: individual planning, guidance curriculum, responsive services and system support.

Research support resources that are available in the community for this student, their family, and the teaching staff working with this student. Collect brochures, visit websites, make phone calls, or visit in person to learn more about these agencies.

Using Dreikurs’ *Maintaining Sanity in the Classroom*, 1) use Adlerian principles to explain the student’s behavior and 2) discuss the approach an Adlerian school counselor would take to help this student be more successful in school. In this section, make sure you cite specific Adlerian techniques, not general counseling techniques, and generously reference *Maintaining Sanity in the Classroom*. 
Appendix B:  
Program Case Review (1 required)

Using the ASCA National Model as your guide (and citing it generously!):

1) Describe the current role of the school counselor at your practicum site. List the activities of the counselor and whether they are appropriate or inappropriate roles for a 21st century professional school counselor.

2) What components of a comprehensive guidance program are in place?
   a. Foundation: Vision & Mission Statement of the Program as well as Program Goals
   b. Management: What assessment tools are in place to measure any or all of the following; how are the following 4 assessed and measured?:
       1. Strengths of program and or areas of needed program improvement;
       2. Program goals
       3. Use-of-Time tool used to measure how much time is spend in direct vs indirect student services and;
       4. Use of School Data such as enrollment, dropout rate, graduate rate, attendance, school safety, and achievement data to determine student needs
   c. Delivery: What school counseling curriculum is delivered in large group, classroom, small group or individual meetings in any or all of the three content areas: academic achievement, career development and personal/social growth? How much time is spent on direct vs. indirect services?

3) List two examples of how this program employs the ASCA National Standards (not ASCA National Model) for School Counseling Programs?

4) To what degree does this program enhance the success of all students?

5) To what degree does this program enhance the success of special populations?

6) What evaluation tools/techniques does this school use to determine the effectiveness of the school counselor program?

7) What other ways might you use to evaluate the effectiveness of this particular program?
   a. How might you use evaluation tools related to ASCA National Model?
   b. What concrete data would you use?
   c. How would you access this data?

8) Other thoughts?
Appendix C:

Checklist of Required Paperwork to be uploaded in 977 Moodle Page.
Once registered for 977 on Sonis please email Amy to create you a Moodle Page for 977. All of these required forms are in the Program Manual as well as on the Moodle Page.

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeline</th>
<th>SC Manual Reference</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Practicum Documentation</strong></td>
<td>Prior to first day at practicum site</td>
<td>Pg. 32</td>
<td></td>
</tr>
<tr>
<td>Turn in the completed “Practicum Site Selection” form</td>
<td>Prior to first day at practicum site</td>
<td>Pg. 43</td>
<td></td>
</tr>
<tr>
<td>Review the Practicum Responsibilities/Experiences Sheet</td>
<td>Prior to first day at practicum site</td>
<td>Pg. 43</td>
<td></td>
</tr>
<tr>
<td><strong>100 hour Practicum requirement</strong></td>
<td>By the completion of the 5 Practicum Supervision Classes</td>
<td>Pg. 35</td>
<td></td>
</tr>
<tr>
<td>Turn in “Practicum-Internship Term Log Sheet” to the AGS supervisor</td>
<td>By the completion of the 5 Practicum Supervision Classes</td>
<td>Pg. 50</td>
<td></td>
</tr>
<tr>
<td>Facilitate completion of “Practicum- Student Evaluation of Site”</td>
<td>By the completion of the 5 Practicum Supervision Classes</td>
<td>Pg. 50</td>
<td></td>
</tr>
<tr>
<td>Facilitate completion of “Practicum-Supervisor Evaluation of Student “</td>
<td>By the completion of the 5 Practicum Supervision Classes</td>
<td>Pg. 33</td>
<td></td>
</tr>
<tr>
<td><strong>Group Supervision at AGS</strong></td>
<td>To be written and presented during the 5 required Supervision Classes</td>
<td>Syllabus pages 6 and 7</td>
<td></td>
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<tr>
<td>Present a formal case reviews:</td>
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<tr>
<td>-1 student case review (format on p. 6 syllabus )</td>
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<tr>
<td>-1 program case reviews (format on p. 7 syllabus)</td>
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<td></td>
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<tr>
<td>Present informal cases</td>
<td>As needed</td>
<td></td>
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