

The University of Southern California
Rossier School of Education
Course Syllabus
Spring 2012

Dr. David Balok
Clinical Assistant Professor
Rossier School of Education
Waite Phillips Hall 1005
Los Angeles, CA 90089-4031
Cell 323 868-6956
E-mail: balok@usc.edu

EDCO 574 - SCHOOL COUNSELING: Practicum in Counseling (School Counseling Specialization)

Supervised practice in individual counseling with children, adolescents and families. (Prerequisite: EDCO 503, EDCO 541, and department approval.) This course provides exploratory opportunities for counseling students to practice basic counseling skills under close supervision. Students will apply the knowledge and techniques learned in previous course work to the resolution of individual, group and systems level problems. A minimum of 100 hours of fieldwork in an approved public school or agency setting is required. EDCO 574: 1 unit = 50 hours, 2 units = 100 hrs.

Parameters

Class size is limited. The fieldwork portion of this class must be done at school or agency sites approved by the department. Sites approved must:

1. Provide daily individual or group supervision from a credentialed school counselor.
2. Provide experiences with a student population of diverse ethnic backgrounds and abilities.
3. Provide adequate experiences in the areas identified in course goals.

Course Goals

Study units, class activities, and school-site assignments will permit students to:

1. Learn the organization of schools, including the structure of regular and special education programs, and state standards for promotion, graduation, and college admissions.
2. Learn how to develop, implement, and evaluate comprehensive guidance systems.
3. Interview individual pupils for the purposes of academic advisement, career counseling, personal/social counseling, or crisis intervention. Specifically, students will practice:
 - A. Using non-evaluative listening skills, including attending, observing nonverbal behavior, asking open-ended questions, summarizing, and paraphrasing.
 - B. Establishing clients' needs and goals.
 - C. Assisting clients of different ethnic backgrounds and ability levels to develop well-formed goals.
 - D. Giving end-of-session feedback and homework tasks.
4. Organize, implement, and evaluate group counseling and guidance activities.

5. Understand the organization and operation of intervention assistance programs, including Student Study Teams and other collaborative problem-solving processes.
6. Learn to identify and access school-based and community resources and services.

TEXT

Optional but recommended: Metcalf, Linda (2008) Counseling Towards Solutions. (2nd Edition) San Francisco. Jossey-Bass Teacher. ISBN 9780787998066

Instructional Strategies

1. Students will participate in a minimum of 100 hours of supervised fieldwork under the supervision of an experienced school counselor. Consultations will be scheduled as appropriate. The fieldwork portion of this class must be done at school or agency sites approved by the department. Sites approved must:
 - A. Provide daily individual or group supervision from a credentialed school counselor.
 - B. Provide experiences with a student population of diverse ethnic backgrounds and abilities.
 - C. Provide adequate experiences in the areas identified in course goals.
2. Field-based activities should include:
 - A. Referral of children and adolescents for specialized help.
 - B. Familiarization with school-based and community resources available to both regular and special education students.
 - C. Planning and presenting guidance-related educational programs to school personnel and parents.
 - D. Using surveys, interviews, and needs assessments to design, implement, and evaluate school counseling programs.
 - E. Observation of classroom instruction in a variety of regular and special education settings.
 - F. Observation and participation in Student Study Teams, IEP teams and other collaborative problem-solving processes.
 - G. Consultation with teachers and parents.
 - H. Review of student records.
 - I. Interviews of students, parents and teachers.
 - J. Structured observations of individual students
 - K. Individual and group counseling activities related to students' personal, academic, and career concerns.
3. University Class time will be conducted in a seminar format. Significant written assignments (frequent short reflective papers of 3-4 pages in length) will be required. Special emphasis should be placed on the development of an ethical decision-making process.
4. A final paper and presentation will be required.

Methods of Evaluation

1. Class attendance and participation.
2. Documentation of successful completion of fieldwork, including written evaluations by both the student and site supervisor.
3. Quality of final paper and presentation.
4. Quality of other written assignments.

Grading

This course is graded Credit/No Credit. To earn “Credit”, students will minimally:

1. Complete 50 or 100 hours of practicum experience.
2. Verify completion of practicum experience by submitting required documentation such as site fieldwork logs and evaluation forms.
3. Receive at least an overall rating of “Adequate” from school-site practicum supervisors.
4. Complete all assigned papers.

Recommended EDCO 574 - SCHOOL COUNSELING Practicum Experiences

Students should participate in a variety of activities that provide relevant experiences in school counseling. Examples of appropriate activities are listed below.

- Referral of children and adolescents for specialized help and familiarization with school-based and community resources available to both regular and special education students.
- Planning and presenting guidance-related educational programs to school personnel and parents
- Using surveys, interviews, and needs assessments to design, implement, and evaluate school counseling programs
- Observation of students in various instructional settings, i.e., regular education, RSP, SDC, DIS, etc.
- Observation and participation in Student Study Teams, IEP teams and other collaborative problem-solving processes
- Consultation with teachers and parents
- Review of student records
- Interviews of students, parents and teachers
- Structured observations of individual students
- Individual and group counseling activities related to students’ personal, academic, and career concerns
- Interview school site team members regarding their roles
- Attend school site staff meetings
- Attend district or SELPA meetings
- Attend parent meetings
- Participate in SST or other intervention assistance programs
- Attend IEP meetings
- Monitor interventions

- Attend parent meetings where assessment plans are developed
- Perform standardized and alternative assessments as appropriate
- Develop and lead a counseling group
- Assist in the development of a behavior intervention plan.

CTC Standards to be reviewed and included in practicum experiences as appropriate:

- 1) Program Design, Rationale and Coordination
- 2) Growth and Development
- 6) Professional Ethics and Legal Mandates
- 7) Family-School Collaboration
- 8) Self-esteem and Personal and Social Responsibility
- 9) School Safety and Violence Prevention
- 11) Learning Theory and Educational Psychology
- 12) Professional Leadership Development
- 13) Collaboration and Coordination of Pupil Support Systems
- 14) Human Relations
- 15) Technology Literacy
- 16) Supervision and Mentoring
- 17) Foundations of the School Counseling Profession
- 18) Professionalism, Ethics and Legal Mandates
- 19) Academic Development
- 20) Career Development
- 21) Personal and Social Development
- 22) Leadership
- 23) Advocacy
- 24) Learning, Achievement and Instruction
- 25) Individual Counseling
- 26) Group Counseling and Facilitation
- 27) Collaboration, Coordination and Team Building
- 30) Research, Program Evaluation and Technology
- 31) Field Experience
- 32) Determination of Candidate Competence

Tuesday meetings will be held in WPH 205 at 4:15 pm.

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| Seminar
Jan. 10, 2012 | Review University PPS School Counseling Credential program. Review practicum requirements to include experiential school assignment (site search, supervision, activities, documentation, other), seminar format and assignments, and support/consultation with professor. Assign students to smaller meeting groups A and B. |
| Paper No. 1
Feb. 7 | Prepare/discuss summary paper identifying the school you are at, the counselor you are working with, and the Email address of your counselor . Describe the counseling structure of your school assignment; including special programs, state standards for promotion and graduation, and college awareness/admissions efforts. |
| Paper No. 2
Mar. 6 | Prepare/review summary paper regarding the organization and operation of intervention programs, including Student Study Teams and other cooperative problem-solving processes. |
| Paper No. 3
April 3 | Prepare/present a paper reflecting your services to individual students in academic advisement, career counseling, personal/social counseling, or crisis intervention. Specify how important practices listed in Course Goals (3 A, B, C, & D) were incorporated in these services. |
| Paper No. 4
April 24 | Summarize and evaluate your practicum experience. What experiences would you have liked to have? Would you recommend your school and supervising counselor to future counseling students? |

Meeting Dates

4:15 pm WPH 205

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| Jan. 10 | |
| Jan. 24 | |
| Feb. 7 | Paper No. 1 Due |
| Feb. 21 | |
| Mar. 6 | Paper No. 2 Due |
| Mar. 20 | |
| Apr. 3 | Paper No. 3 Due |
| Apr. 24 | Paper No. 4 Due |
| May 8 | Last day to submit required forms in order to receive Credit for course |