American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC 696
Counseling Practicum
Credit Hours = 6
Length of Course = 16 weeks
CACREP REQUIREMENT = 100 CLOCK HOURS
Prerequisites: This course is required for graduation.
Candidates must complete the entire M.Ed. in Guidance and Counseling course curriculum prior to their practicum.
A background check is required, as is proof of liability insurance

Course Description (Catalog)
This 16-week course will offer the candidate an opportunity to observe and experience 100 hours of counseling activities in the school setting under direct supervision of an experienced school counselor. Candidates are required to complete specialized assignments that enhance their understanding of the role of the counselor in the school environment. Candidates observe and engage in activities with experienced school counselors which may include classroom guidance, group counseling, and individual counseling in addition to other school counseling related activities. Candidates are required to participate in synchronous group supervision sessions and complete weekly journals that document their on-site experiences and theoretical knowledge. Discussions include ethics, working with diverse populations, and practical issues in delivering a comprehensive school counseling program. All coursework must be completed prior to registration. Pre-Service candidates are required to contact the Coordinator of Field Experience when they have finished 50% of their program coursework prior to the Practicum course in order to discuss the Readiness Audit process. Upon receipt of candidate notification of 50% program completion, the School of Education will provide the candidate with a formal application for the Practicum (EDUC696) and Internship (EDUC699) courses. Careful attention needs to be paid to submission deadlines which require that all Readiness Audit documentation be submitted no later than 30 days prior to the Practicum start. NOTE: If you intend to complete your Practicum and Internship consecutively, without break, it is strongly recommended to begin the Practicum experience during August, September, or October to facilitate a smooth transition into the school setting during the regular academic school year. Practicum courses are not offered in the following months: April, May, June, and July. NO LATE REGISTRATIONS ALLOWED.

Course Scope
The first week of the class will be spent as an orientation in the APUS online classroom experience to include dialog with your site supervisor(s). As a part of this course the candidate is required to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by school counselors, actively participate in the full range of school functions, and to keep a journal of counseling-related activities.

Note: Candidates are encouraged to initiate the process of locating a practicum site early on in their program. While APUS is available to assist the candidate, the responsibility for locating a suitable practicum site ultimately rests with the candidate.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Standards
State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- **CACREP** – Council for the Accreditation of Counseling and Related Educational Programs
- **Praxis II** – Standards for School Counselors (Test #0421)
- **West Virginia Professional School Counselor Standards** (WVDE Policy 5100, Appendix A–6)

**CACREP** – Council for the Accreditation of Counseling and Related Educational Programs
This course meets the following General Standards for Counseling Programs:

**II.G.1 – Professional Orientation and Ethical Practice** – studies that provide an understanding of all of the following aspects of professional functioning:
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

**II.G.2. – Social and Cultural Diversity** – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster candidates' understanding of self and culturally diverse clients
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies
e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination

**II.G.3 – Human Growth and Development** – studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
e. a general framework for understanding exceptional abilities and strategies for differentiated interventions

**II.G.5 – Helping Relationships** – studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
c. essential interviewing and counseling skills

**II.G.6 – Group Work** – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The course assignments also require each candidate to demonstrate that he/she meets the following School Counseling Program Standards:

**Foundations**
A. Knowledge
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on candidate learning and development.

**Counseling, Prevention and Interventions**
D. Skills/Practices
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of candidates.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on candidate learning and development.
4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

**Diversity and Advocacy**
E. Knowledge
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of candidate learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of candidates.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of candidates and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on candidate achievement.

F. Skills/Practice
1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in candidate learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of candidates.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural candidate populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of candidates.

**Assessment**
G. Knowledge
1. 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 candidates.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

H. Skills/Practice
5. Assesses barriers that impede candidates’ academic, career, and personal/social development.

Collaboration and Consultation
M. Knowledge
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

N. Skills/Practice
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect candidate success in school.

Leadership
O. Knowledge
4. Understands the important role of the school counselor as a system change agent.

P. Skills/Practice
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school—counseling—related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

<table>
<thead>
<tr>
<th>PRAXIS II – Standards for School Counselors (Test #0421)</th>
</tr>
</thead>
</table>
These standards will be addressed:

I. Foundations
A. History and Role of the Professional School Counselor
B. Human Growth and Development
C. Ethics
D. Legal Issues

II. Delivery of Services
A. Guidance and Counseling
B. Consultation and Collaboration

III. Management

IV. Accountability

<table>
<thead>
<tr>
<th>West Virginia Professional Standards for Candidate Support Services (WVDE Policy 5100, Appendix A-3)</th>
</tr>
</thead>
</table>
These standards will be addressed:

Standard 1 – Program Planning, Design and Management
Standard 2 – Program Delivery
Standard 3 – Data Driven Accountability and Program Evaluation
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Standard 4 – Leadership and Advocacy
Standard 5- Professional Growth and Responsibilities

Course Objectives
Upon successful completion of the course, candidates will be able to:

1. Apply ethical and legal considerations consistent with standards in the field of school counseling to all practicum work (WVDE Standard 5).
2. Demonstrate a clear school counselor identity including the role as change agent while working as practicum candidate (WVDE Standard 4).
3. Demonstrate cross-cultural competencies (awareness, knowledge, and skills) needed to work with diverse individuals, groups, and classrooms (WVDE Standard 4).
4. Recognize personal/professional limitations and when to seek supervision (WVDE Standard 5).
5. Develop individual and group counseling skills to promote academic, career, and personal/social development of students (WVDE Standard 2).
6. Advocate for learning and academic experiences necessary to promote academic, career, and personal/social needs of students (WVDE Standard 4).
7. Advocate for school policies, programs, and services that enhance school climate and are equitable and responsive to a diverse student population (WVDE Standard 4).
8. Analyze outcome data of school counseling programs, interventions, and activities (WVDE Standard 3).
9. Conduct programs to enhance student academic development (WVDE Standard 2).
10. Use best practices in consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (WVDE Standards 2 & 4).
11. Use best practices in consultation with parents, guardians, and families to address problems that affect student success in school (WVDE Standards 2 & 4).
12. Demonstrates ability to plan, design, and manage a comprehensive school counseling program (WVDE Standard 1).

Course Requirements
NOTE: This is an overview of the requirements to be met during your practicum. You should download and carefully read the Practicum Handbook for specific requirements.

Candidates in the M.Ed. program in School Counseling will have taken part in various activities in a local K–12 school setting throughout the degree program; the same site(s) can be used for the practicum and internship courses. Specific requirements from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are listed below.

PRACTICUM
Candidates must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. The candidate’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a candidate
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

The specific timeline and the assumption of responsibilities should be determined jointly by the site supervisors, the APUS supervisor, and the practicum candidate. Typically, the candidate will begin assuming responsibilities by the start of the second week of placement, and gradually assume more responsibilities. This may vary depending on the circumstances. A variety of substantial school counseling experiences should be performed by the practicum candidate.

Practicum candidate responsibilities during the practicum

1. Work on–site for 100 hours at the school approved by the Coordinator of Field Experience; the required hours must be completed during the 16-week academic term. Complete at least 40 hours of direct service and document the time in your activity log. CACREP defines direct service as “interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship candidates working directly with clients.”

2. Engage in all group supervision sessions. Missing group supervision may result in failing the course.

3. Adhere to ethical and legal standards for school counselors in addition to School of Education expectations of professional dispositions/behaviors.

4. Complete required activities and assignments listed on the course syllabus.

5. Submit log of hours at the end of the course to the Coordinator of Field Placement.

Course Delivery Method

This course is delivered in a field setting under the supervision of a site supervisor and an APUS university supervisor. Components of this course are delivered via distance learning and will enable candidates to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each candidate. Candidates should respond to Forum questions (accomplished in groups through a threaded Forum) by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the candidates throughout this sixteen-week course.

Course Materials


Evaluation Procedures

Group Supervision
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

During your practicum, you will be required to attend and participate in group supervision for approximately 1.5 hours weekly with your faculty supervisor. At the end of the term, you will be assigned a grade for your participation and attendance. You must be in attendance for all group sessions unless given permission from your university supervisor. Missing group supervision sessions can result in failing the course. Note: If you miss one group supervision session, you will be required to attend an alternate group or to complete an alternate assignment. If you miss more than one group supervision session, a conference will be held with the program director.

Recorded Individual Counseling Session and Response Paper
During your practicum, you are required to audio/videotape one counseling session with a candidate at one of your sites. This recording will be submitted to your APUS supervisor for the purpose of providing feedback on your counseling skills. The recorded session should be 15–30 minutes in length. You will also submit a 2–page response describing the counseling experience (due at the same time as the video). Your response should discuss your use of counseling skills and techniques during the session, whether you adhered to a theoretical orientation(s) in your counseling, what you would do differently, your “next steps” with the candidate, and your comfort level when providing counseling. This assignment is required and must be completed to pass this course.

You must have a signed permission form to record BEFORE taping the candidate. Return a copy of this form with the recording and response.

The recorded session and response paper are due by Midnight on 11:55 p.m. ET of Week 10. The session may be recorded and submitted any time prior to the due date. For example, you may record the session at your elementary practicum site.

Change Agent Project (** E–portfolio item in Internship course)
You will create a plan to better meet the needs of an underserved population in your school setting (elementary setting, secondary setting, or both). You will identify the student population (e.g., a racial/ethnic minority, exceptional learners, English language learners, candidates of lower socio-economic status, etc.) and identify the current support they receive in your setting. You will also identify additional needs and ways to meet them.

Examples of plans the school counselor could develop are: a small group for a certain population, a training session for staff on the needs of a certain population, a program to better inform non–English speaking parents, etc. Discuss your potential topics with your site supervisor to determine what would best fit the needs of the school’s demographics.

Your paper should be 10–12 pages in length and include:

- Introduction including school counselor’s role in advocacy and social justice and rationale for choosing the underserved group at your site
- Information about the needs identified among the underserved group of your choice (based on your observations and interview with the school counselor and/or other educational professionals in the school, may also use a needs assessment if approved by site supervisor and school site)
- Analysis of current support being provided to underserved group.
- What barriers are present in research and also barriers specific to your site that might be challenging to overcome?
- A clear, detailed description of your plan for better serving this population, including:
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- How the plan supports the mission and vision of the school and the school counseling program
- Specific elements of the plan (e.g., if the plan involves small group counseling, describe the topics covered and number of sessions; if the plan involves staff training, describe the topics and amount of time for the training)
- Collaboration with other stakeholders (e.g., parents, teachers, administrators, community members, etc.)
- Method of evaluation (include surveys or other evaluation instruments in the appendix). The evaluation section should include identifying measurable outcomes for the plan, analyzing and using data to identify effectiveness of interventions, providing recommendations for improvement, and reporting findings.

Your paper should be presented in APA format with a title page, abstract, and reference page. The Change Agent Project is due by 11:55 p.m. ET on Sunday of week 12. Please save this Key Assessment to upload in your Internship e-portfolio.

Parent Topic Presentation
You will create a PowerPoint presentation that you could present to parents in your school setting (elementary setting, secondary setting, or both). Your presentation is on a topic of your choice, but should be relevant to the needs of the school. The audience must include parents (it may include staff, candidates, and/or community members as well), and must relate to meeting the academic, career, and/or personal/social needs of candidates.

Examples of appropriate presentations would be: community resources and how to access them, post-secondary options for your child, preparing your child for middle school, keeping your children safe online, etc. Discuss your potential topics with your site supervisor to determine what would best fit the needs of the school’s demographics. You will be able to view your classmates’ PowerPoint presentations online, so you will receive an overview of many different topics.

Your project should include:
- A 1–2 page description of the topic, intended audience, method for sharing the information (e.g., parent support group, after-school presentation, etc.), and why you chose this topic
- A flyer advertising the presentation with details about the topic, presenter(s), intended audience, time, and location
- Any handouts you would give at your presentation
- A satisfaction survey or other means for evaluating the presentation
- The PowerPoint presentation you would present to the parents, which should include
  - Essential information about the topic
  - Why this information is important for parents
  - Additional resources (such as Web sites) on the topic

The completed presentation should be designed to take approximately 30 minutes to present. All work should be presented in APA format. The project is due by 11:55 p.m. ET on Sunday of Week 14. You will be required to respond to at least three of your classmates’ presentations by 11:55 p.m. ET on Sunday of Week 14.

Comprehensive Plan and Design
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Create a comprehensive school counseling program based on WVDE and ASCA guidelines (review the ASCA National Model and WVDE Model attached to help). The following components need to be include in your plan.

a. Philosophy & Beliefs  
b. Vision  
c. Mission  
d. Proposed Calendar of activities that demonstrates complete program and recommended use of time (direct and indirect hours)  
e. Needs Assessment & Results of Needs Assessment  
f. Delivery System components recommended based on needs assessment  
g. Example of a GRIP or DATA report used during Practicum indicating use of data to determine effectiveness and student learning

This project addresses WVDE Standards:

Standard 1 Program Planning, Design and Management

Standard 2 Program Delivery

Standard 3 Data Driven Accountability and Program Evaluation

The project is due by 11:55 p.m. ET on Sunday of Week 15. You will be required to respond to at least three of your classmates' presentations by 11:55 p.m. ET on Sunday of Week 15.

Weekly Journal and Activities Log
You will make weekly journal entries about your practicum experience, noting behavioral observations, activities, examples of counseling and leadership, and effective responses. The journal must be up to date and available for review by the university supervisor as requested. This journal will be part of your field experience notebook that will contain the following tabbed sections:

- General school information  
- Site supervisor information (name, phone number, etc.)  
- Daily activities log where you document all activities (community contacts, group work, guidance curriculum, individual counseling, supervision, indirect services, etc.).

Your logs will require you to note any experiences with diverse populations (e.g., minority racial/ethnic groups, candidates of lower socio-economic status, exceptional learners, and English language learners). You will also have discussion board prompts asking you to describe some of these experiences. You will need to also note your direct and indirect service time. Direct service is time spent in contact with candidates or parents. Indirect service includes time on site not in direct contact with candidates or parents, as well as staff or other school meetings, weekly supervision from the site supervisor and APUS supervisor, and time spent planning services.

Logs and journal entries will be uploaded into your APUS online classroom for review by your APUS supervisor by Midnight each Sunday.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

NOTE: It is crucial that you protect the identities of persons you describe or to whom you refer. Confidentiality is a keystone of the school counseling profession and you should honor it at all times. Do NOT use real names of anyone other than yourself or your host supervisor in your postings; use pseudonyms! In addition, do not provide sufficient information such that any individual (other than yourself or your host supervisor) may be specifically identified through the information you post!

Forum Participation
The Forum will be employed as a method for discussing issues of interest to the class through the web. Candidates are required to post their biography in the Forum (week 1) and participate in seven additional Forum threads (modules 1 – 8). Also, appropriate "NETIQUETTE" should be followed for all postings. Your original discussion board post is due by Midnight on Thursday of the week listed. Your responses to classmates’ postings are due by Midnight on Sunday of the week listed.

Field Experience
This is a field experience practicum course, and as such, grades are heavily based on skills and attitude displayed during field experience. Candidates must receive a grade of “B” or better to successfully complete this practicum. Additionally, you will have a midpoint review of professional dispositions. Your university supervisor will rate your performance on the School of Education professional dispositions and this item is ungraded. All assignment rubrics are placed in the Assignments area of the course.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct site supervisor observation coordinated with the APUS supervisor (includes APUS supervisor’s observations based on the video recording and response)</td>
<td>40%</td>
</tr>
<tr>
<td>Group Supervision</td>
<td>10%</td>
</tr>
<tr>
<td>Change Agent Project</td>
<td>10%</td>
</tr>
<tr>
<td>Parent Topic Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Plan and Design</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly reflective journaling</td>
<td>10%</td>
</tr>
<tr>
<td>Forum posts</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:
• demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
• critical contemplation, e.g., "grapple" with issues and topics;
• appropriate use of knowledge learned;
• imaginative thinking and responses to challenges/problems/issues;
• exploring underlying assumptions about the lifelong value of education and schooling;
• clarity of expression and logical connection among ideas expressed;
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## Course Outline

### 16 Week Course

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Introduction to school counseling practicum</td>
<td>Understand key aspects of the practicum.  Understand the requirements to complete the school practicum. Describe the structure and demographics of the placement site schools. Understand the expectations of the site supervisor and the school site procedures. Observe the daily responsibilities and tasks performed by elementary school counselors. Develop knowledge of the school climate and culture. Research school setting in relation to academic performance, number of candidates, different types of candidates served, available resources, extra curricula activities provided, socio-economic status, and other relevant information that affects the school environment. Describe responsibilities and experiences at the practicum site in weekly journal entries.</td>
<td>Review Practicum Handbook ASCA National Model p. x-xiv</td>
<td>Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week. Week 1 – Discuss questions with your site supervisor. In addition to your preparations, you should reflect carefully on your work. You should begin your field experience no later than Week 2. Week 2 – Group supervision from APUS supervisor begins. Forum Week #1 – Post your bio and describe the elementary or secondary practicum site you have arranged, noting basic information about the schools’ demographics. Submit by Midnight on Thursday of Week 1. Respond to at least two classmates’ posts by Midnight on Sunday of Week 1.</td>
</tr>
</tbody>
</table>
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<p>| 3-4 Setting Goals; ASCA National Model Themes | Discuss school counseling experiences and professional development through site supervision and university supervision. Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development. | ASCA National Model p. 1-10; 75-82 | Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week. Week 3 – Teleconference between you, your cooperating site supervisor and your APUS supervisor. Forum Week #3 – List three or four goals you have for yourself in this practicum experience. Write them as clearly as possible and tell how you will know when you have accomplished the goals. The goals should focus on the areas of counseling skills, leadership skills, self-awareness, and professional growth. Submit by Midnight on Thursday of Week 3. Respond to at least two classmates’ posts by Midnight on Sunday of Week 3. Forum Week 4: List three or four goals you have for yourself in this practicum experience. Write them |</p>
<table>
<thead>
<tr>
<th>5-6</th>
<th>Socioeconomic Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observe and participate in the full range of duties of the elementary school counselor.</td>
</tr>
<tr>
<td></td>
<td>Describe the effects of socioeconomic status on school climate and candidate performance at the practicum site.</td>
</tr>
<tr>
<td></td>
<td>Analyze how a candidate’s socioeconomic status impacts the counseling experience.</td>
</tr>
<tr>
<td></td>
<td>Describe responsibilities and experiences at the practicum site in weekly journal entries.</td>
</tr>
<tr>
<td></td>
<td>Discuss school counseling experiences and professional development through site supervision and university supervision.</td>
</tr>
<tr>
<td></td>
<td>Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development.</td>
</tr>
<tr>
<td></td>
<td>ASCA National Model p. 21-31</td>
</tr>
<tr>
<td></td>
<td>Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week.</td>
</tr>
<tr>
<td></td>
<td>Forum Week #5: Using the opportunities for change that you identified in Week Four, create a smart goal for each of the examples you identified (You should have one for the academic, career, and personal/social area you identified.). Submit your original post no later than Thursday at midnight EST and respond to at least two classmates by Sunday at midnight EST.</td>
</tr>
</tbody>
</table>
|     | Forum Week #6 – Briefly discuss the socioeconomic strata at your elementary placement site. How do class differences affect school climate and/or
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<p>| 7-8 | School Counseling Certification and School Counseling Core Curriculum | Participate in the full range of duties of the elementary school counselor. Evaluate one’s abilities as an elementary school counselor. Describe responsibilities and experiences at the practicum site in weekly journal entries. Review end-of-practicum evaluation with one’s elementary site supervisor. Discuss school counseling experiences and professional development through site supervision and university supervision. Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development. | candidate success? Do socioeconomic differences have any affect on your counseling experiences? Submit by Midnight on Thursday of Week 5. Respond to at least two classmates’ posts by Midnight on Sunday of Week 5. | Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week. | ASCA National Model p. 83-88, p. 55-56 | Forum Week #7 – Provide an outlined description of the requirements you need in order to meet school counseling certification requirements in your state. Depending on your state, there are various exams, course requirements, etc. that you need to know prior to completing the program. Share which requirements you have already met and your plans for completing the remaining requirements. Submit by Midnight on Thursday of Week 7. Respond to at least two classmates’ posts by Midnight on Sunday of Week 7. Forum Week #8: Creating and implementing guidance lessons is a vital component in comprehensive school counseling programs. Create an ORIGINAL lesson plan. Be sure to consider and document national and district standards and competencies when... |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 9-10 | Cross-Cultural Counseling | - Develop knowledge of the secondary school climate and culture.  
- Describe a school counseling experience with a candidate of a different racial/ethnic group.  
- Analyze how race/ethnicity affects the counseling experience.  
- Describe responsibilities and experiences at the practicum site in weekly journal entries.  
- Discuss school counseling experiences and professional development through site supervision and university supervision.  
- Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development. | ASCA National Model p. 34-39  
Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week.  
Forum Week #9 – Describe an experience you have had in your practicum setting with a candidate of a different racial/ethnic group. How did this cultural difference affect your interaction? Submit by Midnight on Thursday of Week 9. Respond to at least two classmates’ posts by Midnight on Sunday of Week 9.  
Week 10 – Submit a recorded individual counseling session and 2-page response paper. Include a signed the signed permission form to record. Submit by Midnight on Sunday of Week 10. |
| 11-12 | Special Education | - Describe a school counseling experience with a special education candidate.  
- Analyze how candidates’ special needs affect the counseling experience. | None  
Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week. |
| 13-14 | English Language Learners | Describe a school counseling experience with an English language learner.  
Analyze how language barriers affect the counseling experience.  
Evaluate the needs of various populations at one’s practicum site.  
Develop a plan for addressing unmet needs of a special population at one’s practicum site. | None | Forum Week #13 – Describe an experience you have had in your practicum setting with an English language learner. How did this cultural difference affect your interaction? Submit by Midnight on Thursday of Week 13. Respond to at least two classmates’ posts by Midnight on Sunday of Week 13.  
Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week.  
Week 12 – Submit Change Agent Project by Midnight on Sunday of Week 12. |
|---|---|---|---|---|
| | | Discuss how school counselors can meet the needs of special education candidates.  
Involve parents in candidate success.  
Create a presentation intended to inform parents and meet the developmental needs of the candidate population.  
Describe responsibilities and experiences at the practicum site in weekly journal entries.  
Discuss school counseling experiences and professional development through site supervision and university supervision.  
Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development. | Forum Week #11 – Describe an experience you have had in your practicum setting with a special education candidate. Was your counseling experience different in any way with this candidate? Discuss working with special education candidates with your site supervisor and how he/she may tailor counseling to fit a candidate’s needs. Share any valuable information from this discussion in your post. Submit by Midnight on Thursday of Week 11. Respond to at least two classmates’ posts by Midnight on Sunday of Week 11.  
Week 12 – Submit Change Agent Project by Midnight on Sunday of Week 12. |
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advocate for the needs of a special candidate population.</td>
<td>classmates’ posts by Midnight on Sunday of Week 13.</td>
</tr>
<tr>
<td></td>
<td>Analyze the school counselor’s role as a change agent.</td>
<td>Week 14 – Submit Parent Topic Presentation by Midnight on Sunday of Week 14. View classmates’ uploaded presentations and respond to at least three of them by Midnight on Sunday of Week 14.</td>
</tr>
<tr>
<td></td>
<td>Describe responsibilities and experiences at the practicum site in weekly journal entries.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss school counseling experiences and professional development through site supervision and university supervision.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development.</td>
<td></td>
</tr>
<tr>
<td>15-16</td>
<td>Practicum Closure</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Describe responsibilities and experiences at the practicum site in weekly journal entries.</td>
<td>Weekly – Upload your journal entry into your classroom. Be sure to include observed differences between theory and practice and conclusions that go beyond your prior learning. Submit journal and activity log for each week by Midnight on Sunday of each week.</td>
</tr>
<tr>
<td></td>
<td>Discuss school counseling experiences and professional development through site supervision and university supervision.</td>
<td>Week 15 – Teleconference between you, your cooperating site supervisor, and your APUS supervisor.</td>
</tr>
<tr>
<td></td>
<td>Evaluate one’s abilities as a secondary school counselor.</td>
<td>Forum Week #15 – Give your final impressions of the practicum school counseling experience. What are your strengths and weaknesses at the level in which you worked? Submit by Midnight on</td>
</tr>
<tr>
<td></td>
<td>Evaluate one’s overall skills as a school counselor, including areas of strength and areas for improvement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review end-of-practicum evaluation with one’s</td>
<td></td>
</tr>
</tbody>
</table>
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

| Secondary Site Supervisor | Thursday of Week 15. Respond to at least two classmates’ posts by Midnight on Sunday of Week 15.  
Comprehensive Program Plan and Design Due on Sunday of Week 15  
Forum Week #16: Review your forum post for week 5. Using the SMART goal you set, create an accountability measure (GRIP or DATA) to evaluate your progress toward attaining the SMART goal. Your original response should be posted no later than midnight EST on Thursday. You should respond to at least 2 classmates before midnight EST on Sunday.  
Week 16 – Have cooperating site supervisor complete end-of-practicum evaluation and review his/her evaluation with you.  
Week 16 – Submit your Evaluation of Practicum Site forms (one for each site) by Midnight on Sunday of Week 16. |
|--------------------------|--------------------------------------------------------------------------------------------------|
| Engage in self-reflection about one’s school counseling skills, areas for growth, and professional development.  
Evaluate the practicum experience at the elementary and secondary levels. |                                                                                                                                                 |
Selected Bibliography


STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th></th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Accomplished (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance (50%)</strong></td>
<td>Very unclear that relevant information was understood by incorporation into postings. Does not explain relevant course concepts, theories, or materials.</td>
<td>Somewhat unclear that relevant information was understood by incorporation into postings. Explains relevant course concepts, theories, or materials.</td>
<td>Somewhat clear that relevant information was understood by incorporation into postings. Applies relevant course concepts, theories, or materials correctly, but only uses required readings from textbook in post (no additional research used).</td>
<td>Very clear that relevant information was understood by incorporation into postings. Analyzes course concepts, theories or materials correctly, using examples or supporting evidence from required readings and additional research.</td>
</tr>
<tr>
<td><strong>31 points</strong></td>
<td><strong>37.5 points</strong></td>
<td><strong>42.5 points</strong></td>
<td><strong>50 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration (25%)</strong></td>
<td>No new ideas or insight added to the discussion. No questions asked. Reiterated peer’s thoughts.</td>
<td>Provided one new idea or item to the discussion. No additional insight. Reiterated some of peer’s thoughts.</td>
<td>Provided a few new ideas and information to the discussion. Provided some additional insight. No questions asked.</td>
<td>Added several innovative ideas and information to the discussion. Provided considerable additional insight. Asked relevant questions to classmates.</td>
</tr>
<tr>
<td><strong>12.4 points</strong></td>
<td><strong>15 points</strong></td>
<td><strong>17 points</strong></td>
<td><strong>20 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Posting timeliness (10%)</strong></td>
<td>Initial submission more than one day late. Responses to classmates do not meet posting deadline, or are not submitted.</td>
<td>Initial submission one day later than deadline. Responses to classmates do not meet posting deadline.</td>
<td>Initial submission meets posting deadline. Responses to classmates do not meet posting deadline.</td>
<td>Initial submission and responses meet posting deadlines.</td>
</tr>
<tr>
<td><strong>6.2 points</strong></td>
<td><strong>7.5 points</strong></td>
<td><strong>8.5 points</strong></td>
<td><strong>10 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Posting quantity (10%)</strong></td>
<td>No posts</td>
<td>Original posting only.</td>
<td>Fewer than the minimum number of required postings (original post and at least two replies, unless otherwise defined) OR posts do not meet minimum word requirements.</td>
<td>Minimum number of postings (original post and replies) that follow all word requirements.</td>
</tr>
<tr>
<td><strong>6.2 points</strong></td>
<td><strong>7.5 points</strong></td>
<td><strong>8.5 points</strong></td>
<td><strong>10 points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing mechanics and format (5%)</strong></td>
<td>Fewer than 7, but more than 5, spelling, punctuation or grammar errors. Does not use APA</td>
<td>Between 2 and 5 spelling, punctuation or grammar errors and/or errors in APA formatting</td>
<td>Fewer than 2 spelling, punctuation or grammar errors and/or errors in APA formatting</td>
<td>No spelling, punctuation or grammar errors and follows APA style formatting</td>
</tr>
</tbody>
</table>

Revised: 1/12/2016
**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>conventions and APA style</th>
<th>format.</th>
<th>6.2 points</th>
<th>7.5 points</th>
<th>8.5 points</th>
<th>10 points</th>
</tr>
</thead>
</table>

Revised 1/12/2016
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.