

California Lutheran University

Graduate School of Education
Department of Counselor Education

EDCG528 Practicum for PPS

Summer 2015 3 Semester Credits

Humanities, Room 107

Monday 7-9:50

Instructor: Office Hours: By appointment

Phone:

Email:

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

In accordance with the mission of CLU, the School of Education seeks to develop **reflective, principled** educators who **strive** to:

- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower individuals to participate in educational growth and change

Accommodations for Students with Disabilities

California Lutheran University is committed to providing reasonable aids and services to CLU students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and ADA of 1990 with its Amendments. Students can request needed accommodations for this course, or other non-classroom settings on campus, by contacting Disability Support Services (DSS). DSS is located in the Academic Services building in the Center for Student Success, and can be contacted at 805.493.3260 or DSS@callutheran.edu

Course Description

Supervised field placement in a school, postsecondary setting or community agency, college or university, with 100 field hours required for PPS candidates. Each candidate will be involved in on-site experiences and observations, which include the application of theory to practice. Candidates must be supervised by an appropriately credentialed/licensed professional on site. Permission of adviser and application required. Graded on a Pass/No Credit basis only.

***Note:** These courses, which require field hours, are to be taken at or near the end of the program.

Prerequisites

Pupil Personnel Services Students – EDCG 521, 523, 524, 526, 527, 504 and 529 (may be taken concurrently).

Course Goals

To give students field experience that will enhance their practical counseling skills and knowledge. The Practicum Handbook, which can be found on the GSOE website under “Student Services”, and then under “Counseling and Guidance”, has a detailed list of this course’s goals and outcomes.

Course Objectives

1. Use individual, group and consultation skills with diverse populations.
(S T R I V E)
2. Identify organizational patterns and ways of integrating into site setting for effective interventions that promote growth and change.
(S T R I V E)
3. Develop and implement an educational program for diverse populations, addressing academic, social or career needs.
(S T R I V E)
4. Identify and differentiate the indicators, process and resources for prevention, early intervention and crisis intervention situations.
(S T R I V E)
5. Assess personal counseling strengths and weaknesses and identify methods for continuing education and development.
(S T R I V E)
6. Demonstrate awareness of current practices, operations and diverse student issues in the field.
(S T R I V E)
7. Model ethical principles and legal requirements to specific situations.
(S T R I V E)

Statement on Academic Honesty

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of the University’s dedication to academic excellence is its commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship. Any behavior or act which might be defined as “deceitful” or “dishonest” will meet with appropriate disciplinary sanctions. Due to the serious nature of such an offense and the resulting questions regarding student ethics, graduate programs may assign sanctions including academic probation, suspension from the university or dismissal from the university after a first offense with the approval of the department chair/program director, the Dean and the Vice President for Academic Affairs. Sanctions will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach. Any form of academic dishonesty may result in dismissal from the program. Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions as determined appropriate by the Provost.

Attendance and Participation Policies and Expectations

Regular, punctual attendance, as well as active participation in class discussion, groups, and activities is expected and essential for developing a professional, scholarly community.

Attendance –

Students must attend ALL sessions for EDCG 583 Professional Development in Practice (CSP Program), EDCG 528 Practicum and EDCG 533/534 (PPS) and EDCG 535 (CSP) Field Studies classes. Vacations, weddings, concerts, trips to Disney Land, etc. are not excusable absences. The students and colleagues that you will work with in the future expect that you have received comprehensive training in your field and that you have the knowledge, skills, and dispositions to be an effective counselor/education professional. Your presence in class is necessary for this. If you are absent it is expected that you make arrangements with your peers to obtain notes and copy materials used in that class.

Participation- As graduate candidates, you are expected to come to class prepared. This includes reading the assignments and giving critical thought to what you have read so that you can ask pertinent questions, share your reactions, express your opinions, and engage with your colleagues in meaningful discussion. You are expected to be respectful of yourself, your peers, guest speakers, and your instructors. Respectful attentiveness is characteristic of ethical professionals.

The R in STRIVE stands for Respect All Individuals. You demonstrate respect for your instructor and your peers in this course by using technology for course related activities ONLY. While in class, please turn off your cell phone or set it to silent. Texting, sending or receiving instant messages (e.g. gchat, chat on FaceBook) or emails, or using computers for activities, which are not related to this course, are NOT acceptable during instruction. Please restrict the aforementioned actions to before class and the break.

Respect for diverse viewpoints and opinions, as well as acceptance of constructive feedback and being sensitive when offering such feedback is expected. As graduate candidates, it is expected that you focus on knowledge and skill mastery over a concern about points and grades. Of course, your instructors are always willing to confer with you about ways to improve your performance.

The use of **APA** style is required for all written assignments. We understand that this style may be new to some of you and we will offer support and feedback as needed. Please note that if an instructor recommends that you visit the Writing Center, you are expected to do so! Scholarly writing is not second nature to most of us, and we have people on campus to help.

Students must attend ALL sessions for EDCG 583 Professional Development in Practice (CSP Program), EDCG 528 Practicum and EDCG 533/534 (PPS) and EDCG 535 (CSP) Field Studies classes.

Students may be absent no more than two times from all other classes. If you are absent more than two times, you must repeat the course or petition to remain in the course.

CARNEGIE HOURS STATEMENT

The expectation for this course is that you will spend 3 hours per class meeting (either face to face or online). A Carnegie hour is defined as 50 minutes. You are also expected to spend at least 6 hours per week studying and completing assignments for this course.

COURSE EVALUATIONS

Please note that all course evaluations are now conducted on-line. Your feedback is important to us. You will receive an e-mail message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

Required Readings and Learning Resources

Practicum Handbook

Assorted handouts provided by the instructor and classmates.

FIELD WORK

- A. Orientation to Pupil Personnel Services, Community Agency or College Student Personnel Program**
1. Interview counseling/college student personnel staff members to ascertain their role and function.
 2. Gain knowledge of the institution's policies, purpose and procedures regarding the counseling or college student personnel program.
 3. Gain knowledge of specific needs of population served by the site (include demographics and discipline procedures)
 4. Develop familiarity with special programs at site.
 5. Develop familiarity with community resources.
- B. Counseling Services**
1. Interview and counsel with students individually regarding academic, career and personal issues.
 2. Lead or co-lead an on-going counseling group and/or workshop for a minimum of six sessions.
 3. Participate in a career awareness, exploration and/or career placement event.
- C. Assessment**
1. Select, administer, and/or interpret appropriate unbiased academic or career assessment instruments.
 2. Apply professional standards when using assessment instruments.
- D. Consultation Services**
1. Provide consultation to faculty, administrators, parents, and/or others regarding college student personnel programs.
 2. Consult with faculty and/or administrators about individual students.
- E. Psychological Education**
1. Prepare and present an education/training program to small groups of students and/or in classrooms. The program should focus on areas such as self-esteem, social skills, conflict resolution, problem solving, communication skills, cross-cultural communication, career development, decision making, peer counseling, etc.
- F. Legal and Ethical Aspects**
1. Utilize procedures for implementing relevant laws and regulations.
 2. Apply codes of ethics to specific counseling situations.

Learning Activities and Assignments
(For complete description, see Practicum Handbook)

1. Due at Seminar 3- Interview of Site Supervisor

Interview site supervisor to obtain knowledge of program's purpose, policies, procedure, connections to students and community, and other significant information such as staff procedures for using and storing student records, links with other university offices, community agencies or organizations. Summarize your findings and reactions in a brief 2 to 3 page report. **15 points**

2. Due at Seminar 4 -Lesson Plan for Counseling Workshop

Design a Power Point workshop on an educational topic appropriate to the needs of your population (e.g. test anxiety, conflict resolution, stress reduction, self-esteem, etc.). Include rationale, steps/outline of the lesson, method(s) for evaluating the impact of this workshop. Implement this workshop with staff, students, or in a group class. Write a brief 3-5 page summary of your results to submit with workshop Power Point. **20 points**

3. **Due at Seminar 6 - Individualized Counseling Plan**

Write a brief (3-4 pages) case report of a plan you have used for individual counseling with one of your students. Include the reason for the referral, the counseling goals, and the theoretical foundation, techniques that were the foundation of your plan, and the evaluation of the effectiveness of the plan. **20 points**

4. **Due at Seminar 8 - Resource Binder and Visit**

Create a resource binder of at least 10 internal or community resources. Visit one of these resources and write up summary of the visit. For further details, see the handbook provided for this course.

15 points

5. **Site Visit** Prepare for a 1 hour observation of direct student counseling and interview with site supervisor regarding your knowledge of ethics, community resources, site obligations, your work ethics, and your ability to adequately counsel site population. **30 points**

6. **Completed logs and the site supervisor's evaluation form are to be turned in at the last seminar. (While it is permissible to take an "Incomplete" to finish the required hours, all assignments must have been completed on time by the last class)**

Course Schedule

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| June 22, 2015 | Overview of course and field work expectations. Review of Pupil Personnel Services Field Work Handbook. Discussion of course guidelines, observations at school sites, assignments, logs, and site supervisor evaluation forms. Confirm meeting times for seminars and due dates for papers. |
| June 29, 2015 | Due Date for Site Visit Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |
| July 6, 2015 | Oral Presentation of Site Supervisor Interview (Be prepared to discuss in class.) Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |
| July 13, 2015 | Power Point for Counseling Workshop Due. Present workshop overview to class. Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |
| July 20, 2015 | Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |
| July 27, 2015 | Individualized Counseling Plan Due -Present Case in Class. Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |
| August 3, 2015 | Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |
| August 10, 2015 | Resource Binder Due. Discuss field experiences, review current practices in the field, and explore candidates' successes and concerns |

Grading Policy

This course is Pass/Fail. Students will be evaluated based on the following criteria:

1. Attendance and participation in all seminar sessions. Students must arrive on time. **No late projects/assignments will be accepted which will result in a Fail.**
2. Completion of assigned written reports. All reports are to be written in APA style.
3. Satisfactory demonstration of counseling skills during classroom skills sessions and during site visits by university supervisor.
4. Logged and verified completion of 100 hours (PPS) of counseling and guidance and/or college student personnel services at the site.
5. Demonstrated mastery of competencies as signified on evaluation form completed by site supervisor and university supervisor.

Evaluation

This course is pass/no credit. Completion of all assignments submitted on due date, class attendance and participation, and satisfactory demonstration of counseling skills will result in a grade of "Pass".

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|--------------------------------------|--|
| Interview/Report of Site Supervisors | 15 points |
| Individualized Counseling Plans | 20 points |
| Counseling Workshop | 20 points |
| Counseling Group/Resource Binder | 15 points |
| 100 Logged Hours | (Cannot pass class without 100 hours) |
| Site Evaluation | 30 points |
| Total | 100 points |

Pass = a total of 80 to 100 points

No pass= a total of 0 to 79 points

