Course Syllabus  
Counselor Education CE 981  
School Counseling Practicum  

Course Location: LIVE Online as scheduled

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Office Hours: By Appointment

Course Description: The goal of this course is to facilitate the Development of the student’s counseling skills in the school context of the larger school counseling program.

Rationale: The purpose of this course is to provide the student with the necessary theoretical knowledge and experience bases to prepare them for counseling students and clients in the areas of career choice, career planning and career adjustment. A concomitant purpose of the course is to assist students in understanding the central role of work in life-style and in one’s developmental processes.

Program Statement  
The Counselor Education program prepares counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if his or her academic performance, interpersonal or emotional wellbeing interferes with learning or the operation of the program.
Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable. If at any time during the group process you feel discomfort or unable to continue, you can request to stop any group activity. This applies for the class groups and the Titan Traverse. However, if you find yourself very uncomfortable with the nature and activities required by this course as well as the counseling practice and issues one must face, you may prefer to drop this course.

**Course Requirements**

1. **Faculty Supervisor - Site Supervisor Meeting** – I will meet with your site supervisor to discuss course requirements, examine the evaluation process and review and complete the Practicum Training Agreement. I plan to do this within a week of the first course meeting. If you are able to join us, I encourage you to join us. If you are unable to do so, your first responsibility in the school will be to review the training agreement and the requirements. Additional school visits with you and your supervisor will occur throughout the semester at scheduled and unplanned times.

2. **Clearances** – If you are a school employee, you have already been cleared to work in the school setting and will not need to provide documentation of clearances. If you are not a school employee, you must have the appropriate clearances.

3. **Private Liability Insurance** – You are required to maintain private professional liability insurance throughout the duration of the practicum and internship. This is true even if you are covered by your district’s insurance policy as a teacher. A copy of the insurance contract is required by the first class meeting. You can get free liability insurance if you get a student membership in ASCA. You can also purchase a student policy at cphins.com at a reasonable rate.

4. **Class Attendance and Supervision Meetings**: Students must attend all scheduled class and supervision meetings unless there is a contractual obligation, illness or family emergency. Inform the instructor prior to any absence. **Please notify instructor of anything that would affect your attendance or your work at the school.**

5. **School Based Supervision** – You and your supervisor **must meet at least once a week for supervision** that focuses on your development as a counselor.

6.

7. **Direct Service Activities**: The School Counseling Practicum is a 100-hour field placement that requires a minimum of **40% (40 clock hours)** of direct counseling contact with students or parents and family members.
8. **Individual, Dyadic and Triadic Supervision** – Regular supervision meetings that are separate from class meetings will be scheduled on campus throughout the term. We may be able to do this via Skype.

**Written and Other Assignments**

1. **Practicum Plan** – You will describe a general plan for your practicum that you will make in cooperation with your supervisor that will include the following items. This is a plan, and as such it is amenable to modification. The purpose of the plan is to stimulate goal directed dialogue between you and your supervisor that will result in the identification of learning goals and the activities that your supervisor will be able to make available to you. Additionally, it will serve as a guide to inform your instructor of your activities at the site. The following is what should be included in the plan (IN A TABLE FORM DENOTING POINTS a - j):

<p>| A | Times and days of the week that you plan to work on the practicum. |
| B | The types of student “problems” or “issues” that you hope to learn about and address in counseling. |
| C | The school counseling activities you will be engaged in during the practicum experience. Be as specific as possible; identify the domains that your activities fall under (academic, career, personal/social). |
| D | School counselor job description. You may scan this document to post if needed, if one exists. |
| E | School counseling program description. NOTE: Use an official description if one is available. Otherwise, describe it yourself. |
| F | Departmental mission statement if one exists (you may post a link if needed; scan the document, cut/paste, etc.) |</p>
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<thead>
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<tbody>
<tr>
<td><strong>G</strong></td>
<td>School counseling program goals.</td>
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| **H** | List pertinent policies and procedures of the school counseling program. This will require a summary of the policies and procedures based on your review:   
  a. building and district   
  b. those related to suicide, homicide, harming self, threats to others   
  c. intruders,   
  d. releasing information |
| **I** | Days/times of the week that you plan to work on the practicum. |
| **J** | The types of student “problems or issues” that you hope to learn about and address in counseling. |

Note: This is a brief written description of how you and your supervisor plan for your gradual movement from observing school counseling that is conducted by your supervisor and other counselors in the department to more independent activities. ALSO: this does not preclude ongoing observation, co-counseling, etc. that form valuable learning experiences throughout the practicum. Remember, that it is unlikely that you will be working with students on your own until you and your supervisor develop sufficient mutual trust and this only occurs with time with one another.


2. **Practicum Log:** Students will maintain a log of activities that will be submitted for review. Record your hours in quarter hour increments (e.g., 15 minutes = .25, half an hour = .5, three quarters of an hour = .75, one hour = 1.0, etc.).

3. **Site Supervision Meeting Notes:** You will maintain supervision documentation that tracks your supervision/experience. These brief notes will include details regarding your weekly site supervisor meetings; they will also document if supervision is not taking place that week. This is an opportunity also for you to keep a log of intentions or plans you have for your school counseling activities or future plans for when you are employed as a school counselor! **THIS CONTENT WILL BE USED FOR THE DISCUSSION BOARD.**
4. Explorations and Examinations: You will be assigned exploration and examination assignments throughout the practicum. These structured activities are designed to assist you in developing skills and understanding that are necessary for the professional school counselor to succeed in twenty first century. These are mostly articles to be read and reflected upon.

End of the Semester Documentation

1. **Practicum Outcome Report:** Each student will write a report at the end of the semester describing the knowledge gained, the skills developed during the practicum. The report should consist of a minimum of 2-3 pages. Some of this information was previously provided in the practicum plan. A general description of the following areas should be provided:

   a. Date, place, supervisor and principal, number of hours completed
   b. General description of student body and community characteristics.
   c. The student/school needs that you addressed throughout your practicum. Your log will provide a clear reference for the content for the report.
   d. A listing of the skills developed, knowledge gained and student issues addressed.

2. **Practicum Performance Evaluation:** Your supervisor will be asked to provide ongoing formative assessment and feedback throughout the semester regarding your performance in your supervision meetings. Your supervisor should complete an end of the semester summative evaluation and review this with you to before submitting to the instructor. Inform your site supervisor well in advance of the necessity to complete this form to permit sufficient time for completion and review with you. Make sure that both of you sign the completed form.

Other Critical Issues Related to Your Work as a Practicum Student

**Informed Consent:** All students, parents, colleagues or others must be informed of your counselor trainee status and the title “School Counselor Intern” or “School Counselor Trainee” should be used with all documentation and verbal communication with anyone.

**Professionalism and Ethical Practice:** Students are required to follow ASCA Code for Ethical Practice (schoolcounselor.org) and the Code of Professional Conduct for Pennsylvania Educators (www.westminster.edu/grad) at the practicum site, on campus and in your public life. Professionalism includes, but is not limited to, promptness, collegiality, follow through on assignments, appropriate dress and presentation of self, willingness to receive and respond to feedback, respectful interactions with school and campus based supervisors and administrators, checking in/communicating as planned with the school counseling supervisor, practicing within the scope of one’s training, etc.. The codes of ethics noted above, may be accessed via the graduate program webpage at www.westminster.edu/grad.
Breaches in ethics will be addressed immediately. Consequences will range from remediation to flunking the course and expulsion.

**Problems at the Internship Site**

Any problem with the practicum including getting appropriate work to complete, difficulties with the supervisor or any other school personnel or problems in your personal life which affects your ability to complete the hours or the quality of the experience must be immediately reported to your instructor.

Student-related problems, especially those relating to student safety, should be discussed with school counseling supervisor immediately. After you have resolved the incident with your supervisor, you must your instructor after having received supervision from your supervisor.

**Important!**

*Every instance of violence, suspicion or actual threats of violence toward self or others, or issues related to your safety or student safety should immediately be reported to your school counseling supervisor* or his/her designee. Your instructor must also be notified after you have dealt with the issue with your supervisor. A thorough understanding of your district’s policies and procedures and your compliance with them is essential to your success as a School Counseling Practicum student.

**Professional Development Policy**

The Counselor Education program prepares school counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate professional and interpersonal manner and be open to opportunities for personal exploration and growth. If you find that you are unable or unwilling to do this, you may wish to withdraw from the class. If, however, the nature of self-exploration and discovery in a confidential setting is disturbing to you, you may wish to reconsider your reasons for entering into this profession.

A student’s continuation in the program may be delayed or ended if his or her academic or fieldwork performance, ethical decision making, interpersonal or emotional functioning interferes with learning or the operation of the program.

**Time Requirements**

Fieldwork places considerable time demands on a student. If you do not believe that you will have sufficient time to dedicate to this class, you may wish to take it at another time. Remaining in class implies your understanding of these conditions and your consent to engage in this process.
**Textbooks:**


ISBN: 9781929289325


ACA Code of Ethics at [www.counseling.org](http://www.counseling.org)

Pennsylvania's Code of Professional Practice and Conduct for Educators.

**Academic Integrity**

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code is not justifiable excuses. All written work will be electronically submitted to *Turnitin.com*, a plagiarism detection service. Details about this service will be described in class.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

**Electronic Devices and Class Disruption**

The operation of cell phones, pagers, text messaging, etc., are not permitted unless advanced permission is given by the instructor for emergency situations. The Academic Integrity Policy will serve as a guide for instructor response.

**Disability Policy**

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will
depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.

Grading

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<tr>
<th>96-100</th>
<th>Of all possible points= A+</th>
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<tr>
<td>94-95</td>
<td>= A</td>
<td>80-81</td>
<td>= C+</td>
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<tr>
<td>92-93</td>
<td>= A-</td>
<td>74-79</td>
<td>= C</td>
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<tr>
<td>90-91</td>
<td>= B+</td>
<td>72-73</td>
<td>= C-</td>
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<tr>
<td>84-89</td>
<td>= B</td>
<td>65-71</td>
<td>Of all possible points= D</td>
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<tr>
<td>82-83</td>
<td>= B-</td>
<td>Below 65=</td>
<td>Failure of course</td>
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## Practicum Course Schedule

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<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>WEEKLY ASSIGNMENTS - see D2L</th>
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<tbody>
<tr>
<td><strong>Class One</strong> 8/23/18</td>
<td>Beginning Fieldwork</td>
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<td>WEEKLY ASSIGNMENTS - see D2L</td>
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<td><strong>Class Two</strong> 9/6/18</td>
<td>First Experiences</td>
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<td>*Practicum Plan Due *</td>
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<td>*Site Visits Scheduled</td>
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<td>WEEKLY ASSIGNMENTS - see D2L</td>
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<td><strong>Class Three</strong> 9/20/18</td>
<td>Processes of School Counseling</td>
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<td>WEEKLY ASSIGNMENTS - see D2L</td>
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<td><strong>Class Four</strong> 10/4/18</td>
<td>Social and Cultural Issues in School Counseling</td>
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<td>• Practicum Outcome Report Due</td>
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<td>• Practicum Evaluation by Supervisor Due</td>
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<td>• All Logs</td>
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<td>WEEKLY ASSIGNMENTS - see D2L</td>
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<tr>
<td><strong>Class Five</strong> 10/11/18</td>
<td>WRAP UP</td>
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<td>DUE:</td>
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### PDE Standards

I.B. ~ Physiological and psychological growth and development of individuals with emphasis on adolescents and young adults  
I.C. ~ Social and cultural influences on adolescent development  
I.D. ~ Theories, models and processes of counseling and consultation  
I.F. ~ Assessment techniques  
I.J. ~ Characteristics and identification of the range of exceptional students  
I.K. ~ Identification and provision of services for at-risk youth and special needs students  
I.~ Technology for information management and processing, program management and communication  
C. ~ Social and cultural influences on adolescent and development