

PRAIRIE VIEW A & M UNIVERSITY

CNSL 5063

Counseling Practicum I

Dept. of Educational Leadership & Counseling

College of Education

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OFFICE HOURS

DAYS	HOURS
Tuesday / Wednesday	9:00AM-1:00 PM
Thursday/ Friday	9AM-12:30PM

Other times by appointment

SCHEDULE OF CLASSES

SPRING 2013

CNSL 5063 Practicum I PO1	Saturday 2:00 PM	Delco
CNSL 5073 Appraisal Tech	Saturday 11:00AM	Delco
CNSL 5073 Practicum II PO2	Friday 5:30 PM	Delco
CNSL 5173 Intell Testing PO1	Saturday 8:00 AM	Delco

Catalog Description:

5063. Counseling Practicum L (3-0) Credit 3 Laboratory and supervised practical experiences in individual/group counseling and related functions in a public school, a university, or a community agency setting. A minimum of 160 clock hours required. Prerequisites: CNSL 5013, 5023, 5123, 5113 and or consent of Advisor.

Recommended Reference: *Baird, B.N. (2007) The Internship Practicum and Field Placement Handbook. Upper Saddle River, N.J.: Prentice Hall.*
Additional Reading *The Present* ISBN 978-0-307-71954-6

Access to Learning Resources: PVAMU Library

Phone: (936) 261-1500;

Web:

<http://www.tamu.edu/pvamu/library>

University Bookstore:

Phone: (936) 261-1990;

Web: <http://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals and Overview

Through the ages and across culture, novice in many crafts, arts, and science have sought to expand and cultivate their knowledge by serving as apprentices to seasoned practitioners. Such arrangements allow teaching to be tailored to the needs of the individual, so learning is maximized. The relationships are mutually beneficial and represent a unique method of instruction that contributes to the continuity of the entire field of work. In counseling, the notion of fieldwork is valued as a means of providing students a laboratory in which to practice skills and integrate theoretical concepts. Students function alongside staff members, accessing practical information as they begin to develop their own identity as professionals. The supervisor-intern relationship is at the center of the practicum experience.

Practicum students must become acclimated to the practicum setting. There are rules and regulations to learn, operational policies to digest, and hierarchical matrices to comprehend. Remember that although you may not select the person who will be your supervisor, you can significantly influence the quality and content of the supervision you receive. Before meeting with your supervisor, or very early in the process, think about specific goals that you have for the practicum. Ask your supervisor about the range of activities available for you to explore, and do not be afraid to use some creativity in constructing the learning plan. Many supervisors are busy professionals who will welcome your input. Keep in mind that the entire internship experience is dependent on you taking an active rather than a passive stance as a learner.

Ethical guidelines exist to protect the well-being of client, practitioners, and the professional, as a practicum student, it is incumbent upon you to be well versed in principles established by ACA and within your work setting.

Course Learning Outcomes	Competencies (T,R,I)		
	T Competency is taught utilized/	R Competency is reinforced	I Competency is integrated
Complete at least 100 clock hours of direct services that leads to the development of counseling skills.		R	

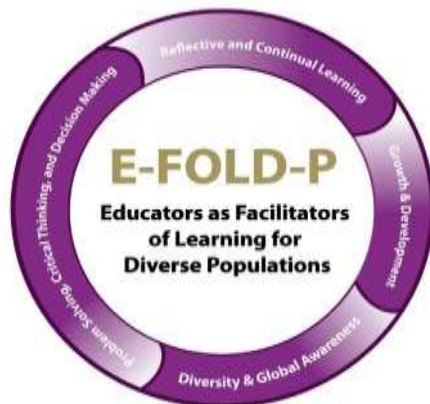
Provide the opportunity for the student to develop program-appropriate audio/video recordings for use in supervision, and/or to receive live supervision of the student's interactions with clients.			I
Engage in the evaluation of the student's counseling performance throughout the practicum including documentation of a formal evaluation after the student completes the practicum.			I

E-FOLD-P

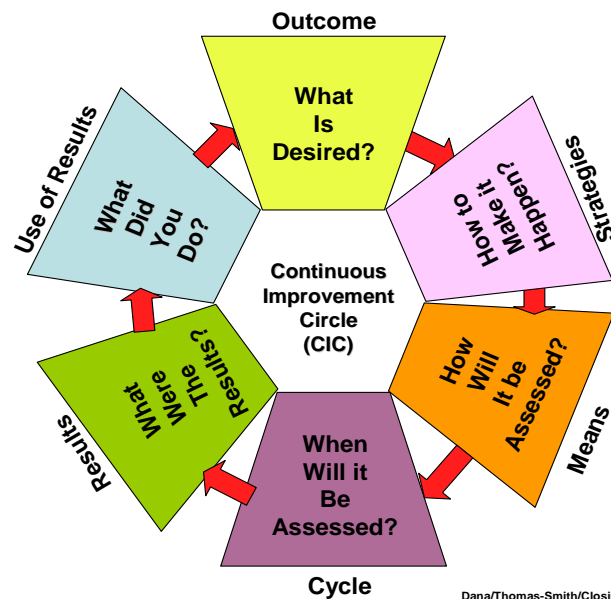
The conceptual framework model, the Educator as Facilitator of Learning for Diverse Population (E-Fold-P), supports the major goals of the teacher education unit. (E-FOLD-P) guides the design and implementation of the teacher education programs located in the College of Education. This conceptual framework constitutes a commitment by the unit to develop and prepared candidates:

- As a problem solvers, critical thinker, and decision maker;
- As reflective and a continual learner who utilize effective teaching practices;
- As facilitators of student growth and development, by precept and examples; and
- As educators with understanding and appreciation of human diversity and global awareness.

E-Fold-P also represents The Unit's dedication to the preparation of candidates who are technologically literate themselves and who can integrate technology into the learning environments of their students.



**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**



Certification Students ONLY

All student pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

All student pursuing Principal and School Counselor certification are required to devote time each week studying for the certification exam utilizing the study material on the website CertifyTeacher.

WWW.CERTIFYTEACHER.COM

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

OBJECTIVES

The objectives of supervised practicum are to enable the student-counselor to:

1. Gain insight and experience from real “on the job training”
2. Further his/her personal growth under the tutelage of a supervisor.
3. Work with a variety of client and problems
4. Work with other personnel in a collaborative or consultative manner.
5. Further develop and improve the skills needed to function as an effective counselor.

EXPECTATIONS OF STUDENT- COUNSELORS

Each student-counselor is expected to participate in scheduled seminar. The seminar will provide the student-counselor an opportunity to:

1. Share experience, concerns and problems occurring in practicum
2. Review, analyze and evaluate individual/group counseling tapes, reports and related activities.

3. Receive feedback/input concerning work and performance from peers and supervisors.
4. Participate in microskill/training refresher sessions.
5. Function as counselors/client in role-play and simulated interview/counseling sessions.

COMMUNITY COUNSELING

Areas of experience recommended for students in this program include:

1. Exploring the roles of community counselors in a variety of practice settings and relationships between counselors and other professionals in these settings;
2. Learning about organizational, fiscal, and legal dimensions of the institutions and settings in which community counselors practice;
3. Understanding the theories and techniques of conducting a community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems;
4. Experiencing general principle of community intervention, consultation, education, and outreach; characteristics of human service programs and networks(public, private, and volunteer) in local communities;
5. Learning about client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, sexual orientation, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence;
6. Understanding the principles of program development and service delivery for a clientele based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation, training, parent education, career information and counseling, an encouragement of self-help;
7. Exploring effective strategies for promoting client understanding of and access to community resources;
8. Learning the principles of conducting an intake interview and mental health history for planning counseling interventions;
9. Practicing effective strategies for client advocate in public policy and government-relations issues.

A plan to meet these goals will be developed jointly with the site supervisor and the Community counseling student, with the assistance of the faculty supervisor as necessary. The plan will include

1. Opportunities for individual and group counseling under supervision with a

- diverse client pool that represents the demographic diversity of the community;
2. Opportunities to observe and participate in case presentations and discussions;
 3. Opportunities to interact with site professional concerning helping people, the profession and the operation of a community agency;
 4. Opportunities to participate in learning seminars and workshops that provided for site personnel;
 5. Opportunities to learn about the support, management, and operation of a community agency.

School Counseling

Areas of experience recommended for students in this program include:

1. Counseling Curriculum: “structured developmental experiences presented systematically through classroom and group activities kindergarten through grade twelve;”
2. Individual Planning: “activities that help all students plan, monitor, and manage their own learning as well as their personal and career development;”
3. Responsive Services: “activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information;”
4. Systems support: “management activities that establish, maintain, and enhance the total guidance program”

A plan to meet these goals will be developed jointly with the site supervisor and school counseling students, with the assistance of the faculty supervisor as necessary. It will include such activities as:

1. Teaching or assisting in teaching the curriculum in the classroom, addressing the content areas of career development and exploration; knowledge of self and others; and educational career/technical development;
2. Developing educational/employability plans, interpreting test and inventory results, and assisting students with school to work transition planning
3. Conducting individual counseling sessions with students representing of the ethnic, lifestyle, and demographic diversity of the schooling community;
4. Being involved in service training activities, counseling, staff meetings, case conference, and consultation with teachers.

Counseling Log

Please keep a log of your counseling experience and related activities. You will be required to classify each log directly related to the delivery of service to clients in one of several categories.

1. Information
2. Individual Counseling
3. Placement & Follow-through
4. Consultation (Faculty, parents, administrators, others)
5. Crises Intervention
6. Liaison with community
7. Program Management
8. Appraisal
9. Group Counseling`
10. Research (Action)
11. Orientation Activities
12. Program Evaluation
13. Professional Development
14. Counseling Curriculum
15. Individual Planning
16. Others(Please List)

Practicum Log (School Counselor)

The School Counselor's practicum log should reflect evidence of the following:

Competencies:

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students' success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

[Sign on to ecourse WEEKLY for faculty generated messages](#)

Disability Statement: (ADA)

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) or Office of Disability Services at (936) 857-2610/2620, early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

University Rules and Procedures

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*
Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*
Institution: *Prairie View A&M University*
Office of Student Affairs & Institutional Relations
Address: *P.O. Box 519: MS 1107*
A.I. Thomas Building, St 013
Prairie View, Texas 77446

Telephone: 936-261-2123
Fax: 936-261-2138
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University

House Bill 2504

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students **are** required and held accountable to complete all assignments as noted in the syllabus.

TRUEOUTCOMES

TrueOutcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from Trueoutcomes to another assessment tool for students. The new assessment tool and artifacts for Spring 2013 will be announced during the course of the semester.

Course Evaluation

The following instruments will be utilized in course evaluation

1. Counseling Log- Students submit a log reflecting at least 160 clock hours of counseling experience and related activities. At least 100 hours must be direct contact hours.
2. Three recording of counseling sessions are required.
3. Intern Evaluation- This evaluation is completed by the site supervisor
4. Supervisor Evaluation- Interns provide feedback about the supervision they received during their internship
5. Reaction paper to the book (IRead).
The Reaction Paper must not exceed one page and must be written in the AFFECTIVE DOMAIN
The student must list a feeling term or terms that described how you felt after reading the book and the content of the book that caused the feeling

GRADING MATRIX

COURSE REQUIREMENTS AND GRADING

Your final grades will be assessed base on the following scores:

Counseling logs with at least 160 clock hours	150 points
Recordings of three COUNSELING SESSIONS	100
Site supervisor evaluation	15
Intern evaluation of Supervisor	25 points
Reaction Paper of the Book designated for IRead Assignment	<u>25 points</u>
	315 points
Bonus points for reading an Approved Book	15
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The **Final Grade** resulting from the sum of the above components will be converted into letter grades according to the following scale.

A = 308 -315 B = 276 – 307 C = 243 - 275

Two “C” Rule

Please Note: Continual matriculation at PVAMU requires that no more than two C’s shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of “C” or below will be accepted toward certification

The Academic Calendar for Prairie View A&M University is subject to change.

Academic Calendar – Spring 2013

January 9, Wednesday

New Student Orientation

January 10 - 11, Thursday – Friday

Regular Registration for Returning Students

January 12, Saturday

Regular Registration for Graduate Students (**UG students if advised and issued alternate pin**)

January 14, Monday

Instruction **Begins**

Late Registration and Drop/Add **Begins**

January 18, Friday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change
Ends for Undergraduate Students – **Student Web Registration Access Closed**

January 19, Saturday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change
Ends for Graduate Students – **Student Web Registration Access Closed**

January 21, Monday

Dr. Martin Luther King Jr. Day (**University Closed**)

January 24, Thursday

General Student Assembly-**All Students Attend**

January 30, Wednesday

12th Class Day (Census Date)

Last Day to Withdraw from Course(s) **without Academic Record**

Late Deadline to apply for Spring 2013 graduation

January 31, Thursday

Withdrawal from courses **with Academic record ("W") Begins**

February 11, Monday

20th Class Day

March 7 – 9, Thursday – Saturday

Mid-Semester Examination Period

March 11 - 16, Monday – Saturday

Spring Break

March 12, Tuesday

Mid-Semester Grades Due

March 15, Friday

Spring Break (University Closed)

March 18, Monday

Instruction Resumes

The Academic Calendar for Prairie View A&M University is subject to change.

March 27, Wednesday

Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday

Good Friday/Easter (**Student Holiday**)

April 1, Monday

Withdrawal from Course(s) **with Academic record ("W") Ends**

April 9, Tuesday

Priority Registration **Begins** for Summer/Fall 2013

April 12, Friday

Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday

Course Review Day [Classes **must** convene and instructors will prepare students for Final Exams]

April 30, Tuesday

Last Class Day for Spring Semester

Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday

Final Examination Period

May 7, Tuesday

Final Grades due for Graduating Candidates

May 11, Saturday

Commencement

May 14, Tuesday

Final Grades Due for All