

**WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**Virtual Campus**

**Tentative Schedule – Subject to Change**

Wayland Mission Statement:Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Course Title, Number, and Section: CNSL 5363 VC01 - Practicum in School Counseling

Term:Fall 2018

Instructor:Dr. Judy Jarratt

Office Phone Number and WBU Email Address: Phone: 806-742-9519 Email: jarrattj@wbu.edu

Office Hours, Building, and Location:Lubbock campus – 801 N. Quaker, Lubbock, TX 79416

Office hours: Daily from 10:30 am – 4:30 pm

Class Meeting Time and Location: Virtual course

Catalog Description: Supervised experience (minimum 160 hours) in an educational setting leading toward school counseling certification; students’ counseling skills will be observed while leading a small group, an individual session and a classroom activity. Course Fee: $100 + Mileage fee for teaching sites more than 30 miles from their home campus.

Prerequisites:CNSL 5307, a minimum of 24 credit hours in the counseling program, and a passing score on Texas Counseling exam.

Required Textbook(s) and/or Required Material(s) :

Scott, J., Boylan, J.C., & Jungers, C.M. (2015) Practicum & internship: Textbook and resource guide for counseling and Psychotherapy (5th ed.) New York: Routledge Publishers

 ISBN 978-1-138-79651-5

Author (2018). The Texas model for comprehensive school counseling programs (5th ed.) Austin, TX: Texas Counseling Association (TCA) <https://www.txca.org>

ISBN 978- 1-7320003-0-8 *The Texas Model outlines a process for tailoring school counseling programs to meet the varying needs of students in school districts across Texas. With new organization, competencies, domains, strategies and tools, the 5th Edition of the Texas Model for Comprehensive School Counseling Programs has been updated to reflect best practices and statutory requirements for school counseling programs. Whether you are a new or seasoned school counselor, a director of guidance, a campus administrator, or a counselor educator, this publication will help you implement the new domains and competencies for student success across all grade levels as well as identify ways to appropriately engage parents, administrators, teachers and your local community to support your school counseling program.****Purchase orders are not accepted*.**

***Requirements in Technology***

**Access to the internet** on a regular basis is a requirement for this course; we will use Blackboard as the learning system. The delivery system for the course will consist of internet supported instruction utilizing Blackboard interactions. Class materials are distributed online (lecture notes). All assignments are located online (assignments). All assignments will be collected via the assignments icon in each week’s folder. . Independent study and reading are essential elements of this course in promoting skills of analysis and synthesis critical to completion of a graduate course of study.

Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)

Course Outcome Competencies:Upon completion of this course, students will be able to:

* Accept and use supervisory feedback to improve counseling effectiveness.
* Actively and constructively participate in peer group supervision.
* Demonstrate appropriate use of core counseling skills (e.g., attending, empathy, respect, concreteness, genuineness, and confrontation.)
* Demonstrate ability to prepare support and guidance for students in personal, curriculum, and college/career areas in the school setting
* Use counseling skills and competencies
* Conduct initial client assessments and make recommendations for counseling services.
* Demonstrate ability to appropriately prepare clinical documentation.
* Learn to integrate theory with practice.
* Continue to develop a coherent personalized counseling approach that is adequately based on accepted counseling theory and research.
* Critically evaluate their in-session counseling behaviors.
* Accurately assess their own counseling strengths and weaknesses.
* Engage in professional and ethical conduct at all times.
* Demonstrate awareness, knowledge and skills in counseling clients who are culturally different, including racial, ethnic, gender, sexual orientation and socioeconomic differences.

Attendance Requirements:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

Statement on Plagiarism and Academic Dishonesty:Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement:In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

Course Requirements and Grading Criteria:

1. The site for the school counseling practicum must be in a PK-12 school counseling setting through the school counseling program at the school. The site supervisor must be a certified school counselor with a minimum of 2 years professional school counseling experience. The student will have an opportunity to demonstrate individual and group counseling approaches to enhance the personal, academic, and career success of K-12 students as well as demonstrate competence in consultation with parents and school staff, and coordination the school counseling program.
2. Within the first 3 weeks of placement Site Supervisors must submit:
	1. Memorandum of Agreement
	2. Verification of Mentor Training
	3. Evaluation of student intern
3. A minimum of 160 hours must be accumulated for certification.
	1. 60 % of the contact hours should include individual and group counseling of students, classroom guidance presentations, consultation services to parents and teachers.
	2. The student should log a minimum of 160 hours: 96 hours direct client, 64 hours indirect.
4. **Portfolio - Student Log Review, Accrual of minimum required internship hours, and turning in evaluation forms as scheduled:** (70% of final grade) The site supervisor should sign off on the student’s hours on a weekly basis. Much of your grade in this class is determined by your ability to complete the required 160 hours of supervised practicum hours (including the minimum number of both direct and indirect client contact hours) as well as your ability to turn in your log book for review. Your site supervisor’s comments will also be considered as well. You cannot take an “incomplete” for this course because this will prevent you from being able to sign up for the advanced internship course. Therefore, in some unforeseen instance that you will not be able to accrue the required minimum hours, please consult with your professor and/or division chair on how best to address your situation.
	1. The student will prepare a notebook (portfolio) which must include:
		1. Course syllabus
		2. WBU MAC Student Handbook
		3. TCA Code of Ethics, TSCA Code of Ethics, ACA Code of Ethics
		4. Log of your hours signed by the site supervisor. Log must indicate direct, indirect, and total hours.
		5. Intern Activity Sheet(s)
		6. Copies of evaluations you received
		7. Certificate of completion for Suicide/Crisis Prevention

In addition, you may include:

* + 1. Description of counseling services (brochures, forms, handouts, descriptions of counseling activities, etc.)
		2. Description of any presentation or workshop you planned – presented
		3. Documentation of any professional development you attended.
		4. Documentation of membership in professional organization.
1. **Reading quizzes** (20% of grade) Reading quizzes over the assigned material from the textbook and the Texas Model for the Comprehensive School Counseling Program.
2. **Collaborate Sessions** (10% of grade) – Periodic collaborate sessions to address ideas/concerns and discuss relevant issues. Dates and times will be announced.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Tentative Schedule: **Available soon**

Additional Information:

***School Counselor Certification***

According to **TAC Chapters 228 -229**, all candidates for school counselor certification must:

Complete **160 hours** in a practicum, internship, or advanced internship in a TEA accredited school setting. Students in the MAC who are seeking school counselor certification primarily or only school counselor certification usually do two of the three field experiences in a school setting and the remaining course in a community setting. The 160 hour total does not have to be earned in one field experience course but may include hours in a practicum and internship.

Be observed by both the University Field supervisor and the Site Supervisor.

\*Observations must be at least 45 minutes in duration and conducted by the field supervisor (TAC 228.35). For Wayland, the field supervisor is Dr. Judy Jarratt (jarrattj@wbu.edu).

\*Minimum of three 45-minute observations must be conducted and written feedback must be given to administrator within 5 days; a signature from the school and/or a READ receipt if feedback is emailed. Document this as well for audit purposes. First observation must occur within the first 6 weeks of starting.

\*Observations must be conducted for everyone and logs kept (again for audit purposes).

\*Observations must be documented on the TEA website for all on a probationary certificate (Documentation must be retained in our files for everyone else).

\*Field supervisor may shadow and observe the work of the candidate for 45 minutes; an interactive conference (feedback/supervision) with intern must take place within 5 days

\*45 minute observation session may include pre- observation conference to review purpose and planning of activity to be observed.

\*The written feedback to the principal must be sent within five days after the observation (228.35); Copy of written feedback only required for the campus administrator, however, it is advisable to include the mentor in the feedback loop.

\*The university must train the site (field) supervisors

* Candidates for school counselor certification must also:

 Apply for and be approved into the Teacher Education Program prior to their practicum, internship, and advanced internship courses. Applications may be obtained from Ms. Debbie Fikes, Don Williams School of Education for Plainview and the Ft. Sill campus or Nicole Stout on the San Antonio campus.

Questions should be addressed to: Dr. Judy Jarratt, LPC 806-742-9519 (jarrattj@wbu.edu)

[**http://catalog.wbu.edu**](http://catalog.wbu.edu)