# 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.

# Contact Information

**Course**: CNSL 5363 VC01 – Practicum in School Counseling

**Campus**: WBU online

**Term/Session:** Spring 1 2021

**Instructor:** Dr. Pamela Nelson-Ray

**Office Phone Number:** 806-781-5427 (this is my cell number.  You may text this number and I will respond as soon as possible).

**WBU Email Address:** rayp@wbu.edu

**Office Hours, Building, and Location:** WBU Lubbock Campus, by appointment

**Class Meeting Time and Location:** Online

# Textbook Information

**Required Textbook(s) and/or Required Materials:** Jungers, Christin and Scott, Judith. **Practicum and Internship: Textbook and Resource Guide for Counseling and Psychotherapy.** Taylor and Francis, 2015. 6th edition. ISBN: 978-1-138-49260-8.

*The textbook for this course is part of the* ***Wayland’s Automatic eBook*** *program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore* [*Automatic eBook FAQ*](https://bookstore.wbu.edu/site_inclusive.asp) *page.*

**Additional Resource: The Texas Model for Comprehensive School Counseling Programs.** 5th Edition, 2017. This resource may be downloaded from the TEA website https: [www.tea.texas.gov](http://www.tea.texas.gov)

# Course Information

**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. Note: May be repeated once for additional credit.

Course Fee: $100 If extensive travel is required by clinical teaching supervisor, student may be charged additional fees as recommended by school dean and approved by VPAA.

**Prerequisite(s):** CNSL 5307, a minimum of 24 credit hours in the counseling program

**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
* 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

WBU online (Virtual Campus)

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 2 or more weeks of an 8-week session, 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 session 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.

# University Policies

**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 Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

**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 are 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.

WBU Catalog

# Course Requirements and Grading Criteria

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 through consultation with parents and school staff, and coordination of the school counseling program.

* Within the first 3 weeks of placement Site Supervisors must submit:
	+ Memorandum of Agreement
	+ Verification of Mentor Training
* The final week of the term, the Site Supervisor must submit the Evaluation of Student Intern document.
* A School Counselor Candidate must accumulate 160 hours (60 direct/100 indirect) under supervision for certification. These hours are to be in the various tasks of a school counselor as described in the **Texas Model** and in the Texas Education Code Section 33.006.
* The student will prepare either a notebook or electronic file with the following items that will account for 75% of the final grade.
1. Course syllabus
2. Copy of TSCA Code of Ethics
3. Log of your hours signed by the site supervisor. Log must indicate direct, indirect, and total hours
4. Copies of lesson plans for class presentations, notes from individual counseling sessions, notes on group counseling sessions, and any other planning notes and evaluation notes from the course experience
5. Copy of evaluation from Site Supervisor
6. Copy of Formal Observation Self-Evaluations
7. Copy of Field Supervisor Evaluations
* The student will participate in video or telephone consultation and collaboration with the Field Supervisor on a minimum of 4 occasions. Dates and time will be determined by student and Field Supervisor. This will account for 25% of the student's grade.

**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, within the last week of an 8-week session, 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 16-week term or 8-week session, 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.

# Tentative Schedule

January 11: Course begins

 Have Memo of Agreement signed

 Have On-site supervisor watch Mentor Training PowerPoint and email to Dr. Thomson

 Set up and begin logging school counseling hours

January 11-January 24

 First observation completed

 First phone call with Dr. Thomson

January 25-February 7

 Second observation completed

 Second phone call with Dr. Thomson

February 8-February 21

 Third observation completed

 Third phone call with Dr. Thomson

February 22-March 6

 Fourth phone call with Dr. Thomson

 Complete practicum hours

 Complete notebook/electronic file

SUBMIT ALL REQUIRED COURSEWORK FOR GRADING

# Additional Information

**Below is the Texas Administrative Code and how this course will fulfill these requirements.**

**TAC 228.35. Preparation Program Coursework and/or Training**

**(h) Ongoing educator preparation program support for certification in a**

**certification class other than classroom teacher. Supervision of each candidate shall be conducted with the structured guidance and regular ongoing support of an experienced educator who has been trained as a field supervisor. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation training. The initial contact, which may be made by telephone, email, or other electronic communication, with the assigned candidate must occur within the first quarter of the assignment. For each formal observation, the field supervisor shall participate in an individualized pre-observation conference with the candidate; document educational practices observed; provide written feedback through an individualized, synchronous, and interactive post-observation conference with the candidate; and provide a copy of the written feedback to the candidate's site supervisor. Neither the pre-observation conference nor the post-observation conference need to be onsite. Formal observations conducted through collaboration with school or district personnel can be used to meet the requirements of this subsection. Informal observations and coaching shall be provided by the field supervisor as appropriate. The field supervisor shall collaborate with the candidate and site supervisor throughout the practicum experience.**

1. **Formal observations must be at least 135 minutes in duration in total throughout the practicum and must be conducted by the field supervisor.**
2. **If a formal observation is not conducted on the candidate's site in a face-to-face setting, the formal observation may be provided by use of electronic transmission or other video or technology-based method. A formal observation that is not conducted on the candidates' site in a face-to-face setting must include a pre- and post-conference.**
3. **Regardless of the type of certificate held by a candidate during a practicum, an EPP must provide a minimum of one formal observation within the first third of the practicum, one formal observation within the second third of the practicum, and one formal observation within the final third of the practicum.**

To fulfill the requirements of 228.35(h), the candidate under the supervision of the site supervisor and the field supervisor will do the following:

* Plan and conduct three school counseling events for formal observation with the field supervisor. These should be 45 minutes in length. The formal observation may take place either face-to-face or “by use of electronic transmission or other video or technology-based method.”
* Candidate and field supervisor will have a pre-observation conference and a post-observation conference by phone, live video or face-to-face. The candidate will schedule the pre-observation conference in the week prior to the formal observation and the post-observation conference in the week following the formal observation.
* The pre-observation conference should cover purpose and planning for the event planned. The post-observation conference should consist of feedback and evaluation of the observed event.

* Each will write, exchange, and submit to the site supervisor an evaluation of the formal observation event in the week following the formal observation. These evaluations will also be included in the required course documentation.