Instructor and Teacher Assistant Contact Information:

**Sandra Ameel**, M.Ed. in School Counseling - Instructor  
Outside of classroom hours, to communicate with instructor, use ameelsandra370@gmail.com  
OR, if you cannot reach her via gmail, try Canvas Inbox. As a third attempt, if necessary, try this cell phone: 801-403-7696 (text is preferred).

Be advised that instructor and/or TA will make every effort to respond to emails/texts/telephone calls ASAP. It may take up to 48 hours for a response. Please plan accordingly.

**Courtney Milner** - Teaching Assistant  
Use Canvas Inbox OR cmilner@tooeleschools.org.  
Inbox contact through Canvas is the preferred method of communication. If Canvas Inbox and Courtney’s email are not available: Phone or text 801-468-8247 (text preferred).

**LeAnne Berlin** – Teaching Assistant  
leanne.k.berlin@gmail.com OR use Canvas Inbox.  
Email address is preferred over Canvas Inbox. OR, if Canvas Inbox or email are not available: Phone or text 719-304-1768 (text is preferred).

**Loryn Hills** – Teaching Assistant  
Loryn.anderson@yahoo.com (email preferred over Canvas Inbox). If necessary, you may reach Loryn by cell phone, text is preferred @ 435-659-8827.
**Class Meeting Times:** Tuesdays, 5:15 – 7:30 p.m.; January 19 – April 27, 2021

**Course Goals:**

This course is a supervised practicum experience in a public-school setting, under the direction of a licensed school counselor. Students will spend an average of 10 hours per week in their school counseling setting learning about the varied roles of school counselors. Possible activities in the school setting will include the following:

1. Utah Model Component: Collaborative Classroom Instruction: Classroom Instruction; Interdisciplinary Curriculum; Group Activities; Parent Workshops
2. Utah Model Component: Plan for College and Career Readiness Process – Individual or small-group appraisal; Individual or small-group advisement (including individual and/or small-group CCRs, age-appropriate career development activities)
3. Utah Model Component: Systemic Approach to Dropout Prevention – Consultation; Individual and small-group counseling; Crisis counseling/response; Referrals; Peer facilitation
4. Utah Model Component: Systemic Program Management – Professional development; Consultation, collaboration and teaming; Program management and operation

By the beginning of this course, students will have located a practicum placement in a school setting and negotiated a contract with the school counselor/supervisor. Students will be provided a letter of introduction for their supervisor, a contract form, an hourly time log, a cover sheet for the log (to be completed at the end of the semester), and a student evaluation form for the school site supervisor to complete at the end of the semester. Students need to discuss with their supervisor and/or other appropriate school administrators what the goals and purposes of this Practicum experience are before actually beginning in the school setting. More specifically, students must inform the school site supervisor that your USU supervisors expect you to spend an average of 10 hours per week in the school setting. It should be noted here that the school site supervisor must be a Licensed School Counselor.

**Course Objectives:**

1. Competencies to advocate for school counseling roles
2. Systemic dropout prevention
3. Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
4. The role and process of the professional school counselor advocating on behalf of the profession
5. Strategies for personal and professional self-evaluation and implications for practice
6. Self-care strategies appropriate to the counselor role
7. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
8. Counselor characteristics and behaviors that influence the counseling process
9. Essential interviewing, counseling, and case conceptualization skills
10. Suicide prevention models and strategies
11. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
12. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
13. Development of professional school counseling resume and professional school counseling career interview skills

Course Requirements are as follows:

1. Completion of the required clock-hours within the school setting placement.
2. Completion of the Practicum Contract.
3. Completion of the monthly Practicum Log of Hours and Log Cover Sheet at the end of the Practicum experience.
4. Completion by the school site supervisor of the standardized evaluation of the student’s performance while at the school site.
5. Weekly attendance in evening class.
6. Completion of in-class or out-of-class weekly quizzes or assignments.
7. Classroom group facilitators will complete a standardized evaluation of the student’s in-class performance in weekly case study sessions during class.
8. Completion by the student of a videotaped brief counseling session. The student’s small group will review this counseling session during one of the class sessions. The videotaped session will demonstrate all of the major listening and action skills introduced in Psychology 6350 as well as Solution-Focused Brief Counseling or Motivational Interviewing skills (discussed during class). All of these skills should also be practiced on a daily basis in the practicum school site setting as well.

Group Supervision Structure:

At the beginning of each class, the course instructor or a guest will present a 60 to 90-minute lesson about issues regarding school counseling and/or case problems. Students should always bring a laptop to class due to the format of small groups.

After the lesson, the class will break into small group supervision at each site for 1 - 1.5 hours. Each small group will have a facilitator who is a practicing licensed school counselor. Each week beginning the third week of class all students will come prepared with TWO case problems that have occurred in their school site setting. Each student will present to his/her small group at least one of the cases for group discussion and feedback. Please remember that your group facilitator will be assisting you in these discussions and that they will also be evaluating your performance in the group setting, both as a case presenter and as a group participant.

Weekly Case Study Format:

The format of the weekly case studies is as follows:
a. Using the form provided on Canvas, write a 1 – 2 paragraph description of the details of the problem situation.

b. Write a list of essential questions associated with this situation that proved challenging. The questions should stay focused on such issues as ethical/legal concerns, associated points of curiosity about the case, feedback you received from your school site supervisor about the case, etc.

c. Summarize your answers to the questions you have asked in b. as above.

d. Every week email a copy of Parts a. and b. to your group facilitator. Keep an electronic copy of Parts a., b., AND c which will be turned in for grading via Canvas so that the instructor or TA can evaluate these case studies. In completing these case studies, students should refer to ethical guidelines, the Utah Model, the opinions of other school counselors consulted, district policies, state board rules, state laws, etc. as appropriate.

e. Before you turn in Parts a., b., and c., ADD any additional notes, ideas, different perspectives or insights that you have learned from the feedback of other group members and/or your group facilitator. Adding these notes demonstrates that you have considered the wisdom of your peers and your facilitator and that you are open to their feedback. In addition, you need to remember that part of being a professional school counselor includes collaborating effectively with other professionals when necessary.

f. **Be sure to change the names of all individuals involved in the case and/or disguise any other identifying information. Confidentiality is of utmost importance here.**

Students should come to class prepared with TWO case studies on hand, in the event that time permits discussion of a second case. Before the student presents the case, they should give have emailed a copy of Parts a. and b. to the group facilitator. The student then will lead the group through Parts a. and b. After the group discusses the case (with the student taking notes on feedback given), the student should share with the group how he/she handled the situation or how they intend to handle the situation. The group facilitator will assist with group discussion, sharing with the group the wisdom of his/her experience and perhaps offering some recommendations as well. Throughout the course, you will be required to submit 5 case studies on Canvas which will be graded.

Case problems are not limited to just student-counselor situations. Any other situations encountered while in the school setting (as a school counselor) are “fair game” for case studies. For example, situations involving other counselors, teachers, administrators, parents/guardians and their need for resolution should also be considered.

**Predetermined Case Studies**

It is possible that several times throughout the course there will be small group discussion on Predetermined Case Studies. You will be provided with questions for discussion about these case studies. It is expected that you read the case studies and answer the questions prior to in-class discussion in your groups. Please come prepared with some notes so as to be an active participant in the discussions. These will not be turned in or graded. All of these case studies are included in the Canvas Assignments tab.
Videotaped Counseling Demonstration:

Students will submit a (new) 15-minute videotape demonstrating the basic counseling skills learned in Psychology 6350 as well as skills taught in class on Solution-Focused Brief Counseling. Students should begin planning for this early on in the course. These demonstration videos need to be in standardized format so that they can be played during class. The demonstration video will be due towards the end of the course. Each student will take turns presenting their demonstration to the group for their review, comments, and feedback. There will be a videotape demonstration evaluation form that supervisors and students alike will use to evaluate each demonstration. Further information about this assignment are on Canvas. **THIS ASSIGNMENT IS REQUIRED IN ORDER TO PASS THIS COURSE!**

Weekly Assignments and Mini-lessons:

As the course schedule indicates, there will be a wide range of training and information topics presented throughout the semester. The focus of all will be on subject matter that often must be addressed by school counselors. There is no textbook required for this course. Students will sometimes be required to do assignments or quizzes related to the lectures.

Grading of this Course:

The grade for this course will be either Pass or Fail. There will be three components to each student’s final grade in this course: 34% will be determined by the school site supervisor’s evaluation of the student’s work at the school site; 33% will be determined by the group facilitator’s evaluation of the student’s performance in class; and 33% will be determined by in-class and out-of-class quizzes and assignments (including case studies and the demonstration DVD/tape). **If a student fails any one or more of the three components listed above, the student will receive a grade of Fail for the course.**

Regarding Course Attendance:

If you cannot attend a class session, arrangements cannot be made to make up any material missed during the class, except in what the university defines as “extenuating circumstances”. These circumstances lie outside the control of the student, e.g.: doctor-ordered absences, death in the immediate family, etc. Vacations, attendance at weddings (except your own, for your children and those of siblings, of course) are NOT acceptable absences. If students miss class, the consequence will be a missed opportunity for learning as well as the absence will have an impact on their grade if quizzes or assignments are missed.

Ethical Considerations:

As stated previously, confidentiality is of utmost concern in your daily practice at your school setting as well as within the context of your group discussions. Failure to maintain such confidentiality can cause personal, ethical and possibly legal problems not only for the Practicum student, but also the supervising counselor, the course instructor, the group facilitator, and certainly for the individual whose confidence was broken. Discussing the cases outside of the weekly group supervision setting is both inappropriate and unethical. If a student fails to maintain confidentiality, this is basis for an automatic failure of the course. It is also considered unethical
and unprofessional for the student to fabricate cases to bring to the class for discussion. Fabrication of cases is a waste of valuable class time and results in missed opportunity for learning for every member of the group. If a student fabricates cases, this will also result in automatic failure of this course.

Disabled Student Accommodations:

In cooperation with the Disability Resource Center, reasonable accommodations will be provided for qualified students with disabilities. Please inform the instructor during the first week of class to make arrangements for necessary accommodations. Alternative format print materials (large print, audio, CD, or Braille) will be available through the Disability Resource Center, if requested and as appropriate.

GRADING OF CLASSROOM EXPERIENCE

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Case Studies (4 at 40 points each)</td>
<td>160 points</td>
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<tr>
<td>Self-Reflection Assignment</td>
<td>40 points</td>
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<tr>
<td>Quizzes (10 quizzes; 8 at 10 points each; 2 at 20 points each)</td>
<td>120 points</td>
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<tr>
<td>SFBT/Motivational Interviewing Demonstration Videotape</td>
<td>80 points</td>
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<td>Total points possible for classroom experience</td>
<td>400 points</td>
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Minimum # of points required to Pass Classroom experience = 280 points (70%)

Weekly Course Schedule:

All assignments or assessments outside of class will also be located on Canvas under the Assignments or Quizzes modules. Students should note that there are deadlines for each out-of-class assignment or assessment. Students should pay close attention to Announcements and Inbox on Canvas by checking it every few days as that will be a primary way for the instructor to communicate with them.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>In-class Lecture Topic</th>
<th>Discussions &amp; Assignments</th>
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<tbody>
<tr>
<td>Week One</td>
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<tr>
<td>1/19</td>
<td>1st Class - Course Orientation</td>
<td>Review Course Syllabus; course requirements; and Canvas course site.</td>
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</table>
No student small groups. Instead, instructor meets with facilitators after lecture. First Class/Contract Discussion Questions (ungraded) – due on Canvas 1/26. 

**Objectives covered:** 1; 4; 5; 6

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**Week Two**

1/26  
FERPA and PPRA

Meet in small groups to discuss First Class/Contract Discussion Questions. 
Prepare Practice Case Study for discussion in small groups on 2/2. 
Read Resume/Interview Booklet (will be emailed to students) and complete your resume by 2/2. Practicum Contract due on Canvas on 2/2. 
FERPA/PPRA Quiz due 2/2 - 20 pts. 
**Objectives covered:** 3; 5; 9; 12

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**Week Three**

2/2  
Resumes and Interviews
Guest Presenter from USU Career Services

Practice Case Study Discussion (ungraded) in small groups. 
**Objectives covered:** 1; 4; 5; 13

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**Week Four**

2/9  
School Counselors as Mental Health Professionals

Case Study #1 discussed and due 2/16 – 40 pts*. Camille Odell visits class to discuss Internships (7:15 – 8:15)? 
Quiz on School Counselors as MH Professionals due 2/16 – 10 pts. 
**Objectives covered:** 1; 3, 7; 9; 10; 11; 12

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**Week Five**

2/16  
Solution-Focused Brief Counseling Skills

Brief Therapy/Adolescents DVD review assignment - 20 pts - due 2/23. 
Case Study #2 discussed and due 2/23 – 40 pts. 
Quiz on SFBT due 2/23 – 10 pts. 
**Objectives covered:** 2; 5; 7; 8; 9,12

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**Week Six**

2/23  
Elementary School Counseling
Courtney Milner, TA, guest lecturer

Practice school counseling interview skills in small groups. 
Quiz on Elementary Counseling due 3/2 -10 pts. 
**Objectives covered:** 1; 3; 4; 5; 6; 7; 8; 12; 13

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**Week Seven**

3/2  
504 Plans and the School Counselor

Practice SFBT skills and techniques in small groups. 
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>Week Eight</td>
<td>3/9</td>
<td>Collaborating with Special Education</td>
<td>Predetermined Case Studies #1 discussed in small groups. There is no quiz on Special Education.</td>
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<td><strong>Objectives covered:</strong> 1; 2; 3; 4; 5; 8; 9</td>
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<tr>
<td>Week Nine</td>
<td>3/16</td>
<td>Working with ESL Students</td>
<td>Case Study #3 discussed and due 3/23 – 40 pts*. The quiz on Working with ESL students will be combined with the quiz on diverse students that is due on 3/30.</td>
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<td><strong>Objectives covered:</strong> 1; 2; 3; 4; 12</td>
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<tr>
<td>Week Ten</td>
<td>3/23</td>
<td>Working with Diverse Students</td>
<td>Watch Tania Israel Ted Talk in class. Discuss Predetermined Case Studies #2 in small groups. Quiz on Diverse Students &amp; ESL (combined) due 3/30 – 10 pts.</td>
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<td><strong>Objectives covered:</strong> 2; 3; 4; 7; 9; 11</td>
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<tr>
<td>Week Eleven</td>
<td>3/30</td>
<td>Bullying and Cyberbullying</td>
<td>Case Study #4 discussed and due 4/6 – 40 pts*. Prepare Self-Reflection Worksheet to discuss in small groups on 4/6 and due same date - 30 pts. Quiz on Bullying/Cyberbullying due 4/6 – 10 pts.</td>
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<td><strong>Objectives covered:</strong> 2; 3; 4; 5; 7; 8; 9</td>
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<tr>
<td>Week Twelve</td>
<td>4/6</td>
<td>Referrals and Medical Recommendations</td>
<td>Discuss Self-Reflection worksheet in small groups. Quiz on Referrals and Medical Recommendations – due 4/13 – 20 pts.</td>
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<td><strong>Objectives covered:</strong> 1; 3; 4; 5; 7; 9; 10; 11; 12</td>
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<tr>
<td>Week Thirteen</td>
<td>4/13</td>
<td>Crisis Intervention and School Counselors</td>
<td>Case Study #5 OR selected case study from Predetermined Case Studies #2 discussed in small groups. If desired, CS#5 will be turned in on Canvas as an Extra Credit assignment only and due 4/20 – 20 pts. Quiz on Crisis Intervention due 4/20 – 10 pts.</td>
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<td><strong>Objectives covered:</strong> 2; 3; 4; 6; 7; 9; 10; 11; 12</td>
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<tr>
<td>Week Fourteen</td>
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4/20  Suicide Prevention and Intervention
Cathy Davis, Utah State Board of Education
(2-hour presentation)

Quiz on Suicide due 4/27 – 10 pts.
Objectives covered: 2; 3; 5; 6; 7; 9; 10; 11; 12

Week Fifteen
4/27  Student Videos Discussion

Videos shown and discussed in small groups - 80 pts possible (40 pts – facilitator evaluation & 40 pts – student self-evaluation – both due 4/30, 11:59 p.m.)
Practicum Logs/Coversheets and School Site Supervisor Evaluations due on Canvas by 4/30, 11:59 p.m.
Group Facilitator’s Final Student Evaluations due 4/30, 11:59 p.m.
Objectives covered: 5; 6; 7; 8; 9

* 5 Case Studies will be discussed, graded and due on Canvas by specified dates on Syllabus. Each Case Study is worth a possible 40 points.