



### EDCO 5300 and 5301: Counseling Students in School and Practicum

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#### Instructor Information:

**Instructor:** Mary Lynn Crow, Ph.D.      **Phone:** (817) 272-3339 (no answering service)  
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**Email:** [mlcrow@uta.edu](mailto:mlcrow@uta.edu)      \*See page 7 for University email policy  
**Office Hrs:** Before and after class and by appointment.  
**Instructor Web Site:** <http://www.uta.edu/faculty/mlcrow/>  
**Course Web Site:** <http://www.uta.edu/faculty/mlcrow/>

#### Course Information:

**Course Title:** Counseling Students in School/Practicum Semesters  
**Course Numbers:** EDCO 5300 and 5301  
**Semester:** Fall 2013 and Spring 2014  
**Course Location and Time:** EDCO 5300: Tuesdays 5:30 - 8:30 PM plus specified Friday afternoon seminars - 4:30 - 6:30 PM. Place: Trimble Hall 101; see schedule of dates on Dr. Crow's website.  
EDCO 5301: specified Friday afternoon seminars; see schedule of dates on Dr. Crow's website.

#### Course Learning Outcomes:

The student will be able to:

- ❖ Work as a part of a school guidance and counseling team, in an on-site practicum experience; a minimum of 160 hours are required by the state of Texas.
- ❖ Determine his/her preferred counseling theory along with appropriate techniques and procedures.
- ❖ Effectively counsel Pre K-12 students both individually and in groups.
- ❖ Distinguish between which types of student issues they are competent to counsel and which types of issues they are not.
- ❖ Utilize the professional literature and research to provide ongoing support for their counseling practice.
- ❖ Adhere to all legal and ethical principles as a school counselor.
- ❖ Show evidence of their ability to respect diversity and to work non-judgmentally with children and clients whose values and life choices might be inconsistent with their own.
- ❖ Provide effective guidance activities to students in classrooms.
- ❖ Effectively consult, plan, give and interpret tests etc. as required by the school guidance plan.

#### Course Requirements: (See Practicum Handbook for specific Requirements)

- ❖ Minimum of 160 clock hours counseling students and other prescribed duties along with case notes written about each of your counseling sessions.
- ❖ Attendance at designated Friday afternoon seminars on issues and topics of value to practicum.
- ❖ Journal of Practicum duties performed and activities attended. Also include lessons learned.
- ❖ Theory paper (including appropriate techniques and procedures).

- ❖ Portfolio including best work from all 5 Counseling courses, copies of research articles that support your work, theory position paper, guidance projects, artifacts from practicum experience, list of useful websites, ethical standards etc.
- ❖ Delivery of guidance activities and lessons to students.

Prior to Beginning EDCO 5300:

- ❖ Completed all required 9 hours of previous counseling courses with no less than a 3.25 GPA.
- ❖ Proof of Liability Insurance (ACA suggested).
- ❖ Selection of or placement in an accredited school or schools with appropriate approval including the Principal, onsite Mentor Counselor or LPC; and District Guidance Directors (if needed.)
- ❖ Clear criminal Background check. (CBC)
- ❖ Written statement of commitment to respect for diversity and adherence to humanitarian values and to working non-judgmentally with children and clients whose values and life choices might be inconsistent with your own.
- ❖ Proof of 5 previous or ongoing individual or group counseling sessions (talk therapy) with an LPC, Clinical Social Worker, Psychiatrist, or Psychologist. (Three of these must be individual sessions!) These sessions must not be more than 3 years old!

Required Text and Materials:

1. Practicum Handbook Available at Bird's Copy Center, 208 South East Street, Arlington. 817-459-1688. 1 copy for you and 1 copy for each Mentor Counselor.
  2. Erford, B.T. et al (2010) [paper] Merrill/Pearson, 35 Techniques Every Counselor Should Know. ISBN: 13;978-0-13-170282-02.
  3. Henderson, D.A. & Thomson, C.L. (2011). Counseling Children. 8E. [paper]. Brooks/Cole, Cengage Learning, ISBN: 13-978-0-495-90338-3
  4. APA, DSM 5 in paper/pocket size version (if available).
- Optional Textbooks and Materials recommended (for reading and/or purchase) Note - all are also available in Dr. Crow's office.

1. Schmidt, J.J. (2010) The Elementary/Middle School Counselor's Survival Guide, 3E, Jossey-Bass Teacher, for grades K-8, Paper.
2. Nystul, M.S. (2011) Introduction to Counseling, An Art and Science Perspective. 4E, The Merrill Counseling Series. Chapter 12 is the recommended chapter.
3. Mendaglio, S. & Peterson, J.S., Editors, (2007) Models of Counseling Gifted Children, Adolescents, and Young Adults. Paper.
4. Seligman, L. (2001) Systems, Strategies, and Skills of Counseling and Psychotherapy, Merrill Prentice Hall.
5. Stevens, P. & Smith, R.L. (2001) Substance Abuse Counseling, Theory and Practice. 2E, Merrill Prentice Hall, Paper.
6. Fitzpatrick, C. & Costantini, K. (2011) Counseling 21st Century Students for Optimal College and Career Readiness, A 9th - 12th Grade Curriculum. Routledge. Paper.
7. Drewes, A.A. & Schaefer C.E., Editors (2010) School-Based Play Therapy. 2E. Wiley.
8. Homeyer, L.E. & Sweeney, D.S., (2011) Sandtray Therapy, A Practical Manual. 2E, Routledge Paper.
9. Baruth, L.G. & Manning, M.L. (2012) Multicultural Counseling and Psychotherapy, A Lifespan Approach. 5 E. Pearson: The Merrill Counseling Series.

10. Gladding, S.T. (2012) Groups, A Counseling Specialty, 6E, Pearson: The Merrill Counseling Series. Chapters 11 and 12 recommended.
11. Dollahide, C.T. & Saginak, K.A. (2012) Comprehensive School Counseling Program, K-12 Delivery Systems in Action. 2E, Pearson: The Merrill Counseling Series.

#### College Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

#### Core Values:

Diversity	Learner Centered
Collaboration	Research Based
Field Experience	Life Long Learning
Excellence	Technology

#### Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

## GRADE CALCULATION

* Theory Position Paper.....	20
* End of course Portfolio.....	15
* Successful counseling sessions observed, critiqued and with case progress notes.....	50
* Journal of duties performed at on-site location.....	10
Weekly assigned readings and classroom role-play activities .....	5

Total 100

\* Note: Rubrics available in Practicum Handbook

90 - 100 points	A
80 - 89 points	B
70 - 79 points	C
60 - 69 points	D
59 or below	F

### Attendance and Drop Policy:

#### **Class Attendance**

The once-a-week class meeting makes it necessary to require attendance! Absences will, therefore, be carefully monitored. Two (2) absences will result in a ceiling grade of B (or of a one-letter grade reduction). Three (3) absences will result in a ceiling grade of C (or a two-letter grade reduction). Four (4) absences will result in failure of the course. Three tardies will constitute one absence. Please plan to be present and on time at all class sessions. If you must miss a class, it is your responsibility to obtain the information and any assignments from a classmate or from the Course Calendar, and to notify your Professor. It is the student's responsibility to keep up with deadlines, dates, and assignments.

#### **Adds and Drops**

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the

University.

**Policies:**

Please turn off all cell phones, pagers, and other electronic equipment during class.

**Assignments/Late Work:** Assignments and tests must be turned in/taken according to the Class Schedule. Late work will be penalized points for each day late. Make-up examinations, if available, must be scheduled only for true emergencies.

**Library Information:**

Andy Herzog is the Education Librarian. He can be reached at 817-272-7517 or <http://libguides.uta.edu/content.php?pid=3765> and by email at [amherzog@uta.edu](mailto:amherzog@uta.edu). You will find online databases for education at: <http://library.uta.edu/bySubject/browseEducationKinesiology.jsp>

**Email Communication:**

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

You are responsible if you do not receive information because you do not regularly check your UTA email.

**American with Disabilities Act (ADA):**

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Student Support Services:**

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals. Also send a message to: [resources@uta.edu](mailto:resources@uta.edu).

**Academic Honesty:**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22). All students are expected to adhere to the following UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Electronic communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events as well as to transact university-related business regarding tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Go to: <http://www.uta.edu/oit/cs/email/mavmail.php>.

Expectations for Out-Of-Class Study: A general rule of thumb is that for every credit hour earned, a student should spend 3 hours per week working outside the class. Hence, a three-credit hour course would have a minimum expectation of 9 hours of reading, studying, preparing assignments, etc.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit which is located just outside the hall in front of our classroom and then to the right. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals. In case of a severe weather alert, the tornado shelter is in the basement of this building, Trimble Hall.

Notice regarding skills you will learn to perform in Practicum: One of your ethical mandates is that you do not attempt something in your school that you have not been trained to do. This means that until you learn to do group counseling, for example, you may not begin doing group counseling in your practicum. (see course calendar for dates this will occur). If you do need to begin group counseling earlier, however, you may read material I will provide you with and affirm that you have read it in order to begin group counseling before we cover it in EDCO 5300. This is just an example; the policy will be true regarding every skill or theoretical technique you will be learning in practicum.

## Course Calendar

Week	Topics/Activities	“Counseling Children”	“35 Techniques” or other books/sources
<b>Tuesday Week 1 8/27</b>	Course overview; Definitions  Counseling vs Therapy  Prevention vs remediation  Developmental vs remedial   Assertiveness Training	pp. 15 - 22        p. 269	        Aggressive-Assertive-Passive
<b>Tuesday Week 2 9/3</b>	Abnormal Psychology: Mental and Emotional Disorders   Review Developmental Stages   For Homework: Read pp. 122-139 and pp. 157-158 in the School Counselor’s Study Guide for Credentialing Exams by Schellenberg	    pp. 27 - 42	DSM 5 ODD, ADHD, Learning Disabilities, Depression, GAD, Phobias, Panic Attacks, OCD, Conduct Disorders, etc.
<b>Tuesday Week 3 9/10</b>	Preferred Theory vs Eclecticism  <b>AFFECTIVE/FEELINGS</b> <ul style="list-style-type: none"><li>Person-centered/Client-centered</li></ul>  (Rogers, Carkhuff)	Chap 6   pp. 188-215	

## Course Calendar

Week	Topics/Activities	“Counseling Children”	“35 Techniques” or other books/sources
Tuesday Week 4 9/17	<ul style="list-style-type: none"> <li>Gestalt (Perls)</li> <li>Positive Psychology or Mindfulness</li> <li>Maslow</li> </ul> <p>COGNITIVE/THINKING</p> <ul style="list-style-type: none"> <li>Psychoanalytic (Freud)</li> </ul>	<p>Chap. 7</p> <p>P. 27-28, 165</p> <p>Chap. 5</p>	<p>Chap 11 - 13</p>
Tuesday Week 5 9/24	<ul style="list-style-type: none"> <li>Rational Emotive Behavioral or REBT (Ellis)</li> <li>Cognitive - Behavioral (Beck) or CBT</li> <li>Transactional Analysis (Berne)</li> <li>Bibliotherapy</li> </ul>	<p>Chap. 12</p> <p>Chap 13</p> <p>Chap. 14</p>	<p>Chap. 17 - 21, 30, 32 - 35</p> <p>[TA in the classroom]</p> <p>Chap. 31, pp. 178-181</p>
Tuesday Week 6 10/11	<p>BEHAVIORAL/ACTIONS</p> <ul style="list-style-type: none"> <li>Behavioral (Skinner)</li> <li>Brief or Solution - Focused Counseling (deShazer, Berg, etc.)</li> </ul>	<p>Chap. 8</p> <p>Chap 10</p>	<p>Chap. 22 -29</p> <p>Chap 1 - 5</p>
8   Page	<ul style="list-style-type: none"> <li>Reality Therapy (Glasser)</li> </ul>	<p>Chap 9</p>	<p>[Classroom Meeting Model]</p>



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Week	Topics/Activities	“Counseling Children”	“35 Techniques” or other books/sources
Tuesday Week 7 10/8	<ul style="list-style-type: none"><li>Individual Psychology and Birth Order (Adler, Dreikurs)</li><li>Modeling (Bandura)</li></ul>	Chap. 6	Chap. 6 - 10  Chap 14 - 16
Tuesday Week 8 10/15	Group Counseling (Crow’s small group facilitation skills)	Chap 18	[Group Counseling: Concepts and Procedures 5E]
Tuesday Week 9 10/22	Group Counseling (Crow’s Guidance Vistas tapes)	Chap 18	[Groups: A Counseling Specialty 6E]
Tuesday Week 10 10/29	Play Therapy/Sand Therapy : A Review to add to the 8 hours with Dr. Garry Landreth on August 3, 2013	Chap 17	[School-Based Play Therapy, 2E] [Sandtray Therapy 2E]
Tuesday Week 11 11/5	TBA  For Homework: Read pp. 140-152, 155 in Schellenberg Text		

## Course Calendar

Week	Topics/Activities	“Counseling Children”	“35 Techniques” or other books/sources
Tuesday Week 12 & 13 11/12 & 11/19	Career/College Counseling  Gottfredson  Savickas  Super  Krumboltz  For Homework: Read pp.159-187 in Schellenberg Text		[Counseling 21 <sup>st</sup> Century Students for Optimal College & Career Rediness, grades 9 - 12 curriculum]
Tuesday Week 14 11/26	Special Concerns	Chap 19 & pp. 42 - 66  Chap 20	[Multicultural Counseling & Psychotherapy, 5E.]  [Elementary/Middle School Counselor’s Survival Guide]
Tuesday Week 15 12/3	Family Systems, Substance Abuse & addictions  For Homework: Read pp.313-338 in Schellenberg Text	Chap 15 p. 83 (systemic interventions)	[Substance Abuse-Counseling 2E]
Tuesday Week 16 12/10	TBA		

Counseling Session Feedback from Observer/Field Supervisor

Counselor	1 <sup>st</sup> Name and Last Name Initial of Child/Client, or Group Session	Age/Grade Level
Observer	Date and Time of Session	Length of Session

A. Effective Techniques/Procedures for Beginning Session:

B. Appropriate Techniques/Procedures during the Session:

Reflective Listening Skills\_\_\_\_\_

Warmth\_\_\_\_\_

Empathy\_\_\_\_\_

Genuineness\_\_\_\_\_

Body Language/Posture\_\_\_\_\_

C. Appropriate Techniques to Conclude Session:

D. Was/were counseling goals/Objectives met? What evidence supports this conclusion?

E. Problems, Errors, Omissions, Areas needing improvement.

F. Counselor's reflections on this session. Include what worked well, what you would do differently if you could redo this session. Recommendations for the next session with this child/client if appropriate.

Signature: \_\_\_\_\_

## COUNSELING PRACTICUM FEEDBACK FORM

School Counselor Standards to be exhibited during counseling sessions:

1. The counselor applies a broad knowledge base to promote the educational, personal, social, and career development of the learner.
2. The counselor, who is an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.
3. The counselor demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents.
4. The counselor understands characteristics and needs of students who are members of special populations (e.g. gifted and talented, homeless, migrant, and special education.)
5. The counselor understands how to promote students' ability to cope with negative factors and build on positive factors and influences in their lives.
6. The counselor understands the scope of the school counselor's job, and recognizes when and how to make referrals to professionals outside the school.
7. The counselor knows how to provide effective counseling to individuals and small group interactions in various counseling situations.
8. The counselor knows how to coordinate resources for students within the school and the community.
9. The counselor understands the use of prevention approaches (e.g. respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g. substance abuse, critical incidents, anger management) to address student concerns.
10. The counselor knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs.
11. The counselor knows how to communicate assessment results to school personnel, student, and students' families.
12. The counselor knows how to use effective communication with families to support responsive interventions.
13. The counselor demonstrates an understanding of legal and ethical standards, guidelines, practices, and issues relevant to the role of the school counselor (e.g. confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions.)

The standards that need improvement are \_\_\_\_\_

Explanation:

