



EDCO 5300 and 5301: Counseling Students in School and Practicum

Instructor Information:

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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 2014 and Spring 2015
Course Location and Time: EDCO 5300: Tuesdays 5:30 - 8:30 PM plus specified Friday afternoon seminars - 4:30 - 6:30 PM. Place TBD
EDCO 5301: specified Friday afternoon seminars - times and places TBD

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). Note: This paper is due by the end of the first half of your practicum (Fall 2014)

- ❖ 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. Dollarhide, 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

	Points	
* Theory Position Paper.....	20 -	due 1st Semester
* End of course Portfolio.....	15	due 2 nd Semester
* Successful counseling sessions observed, critiqued and with case progress notes.....	50	
* Journal of duties performed at on-site location.....	10	
Assigned readings and classroom role-play activities	5	
Total	<u>100</u>	

*** 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

Course Calendar:

Week	Topics/Activities	"Counseling Children"	"35 Techniques" or other books/sources
Wk. 1 9/2	Course overview; Definitions; Counseling vs Therapy Prevention vs remediation Developmental vs remedial Preferred theory vs Eclectism	Pp 15 - 18, Chap 3	Theories overview poster
Wk. 2 9/9	Abnormal Psychology: Mental and Emotional Disorders	ODD, ADHD, Learning Disabilities, Depression, GAD, Phobias, Panic Attacks, OCD, Conduct Disorders, etc.	DSM 5
Wk. 3 9/16	Brief Counseling (solution-focused brief counseling)	Chap 10	Chap 1-5
Wks. 4+5 9/23 9/30	Person-Centered Counseling	Chap 6 (Rogers)	[Carkhuff Skills from handouts]
Wk. 6 10/7	Varieties of Behavioral Counseling	Chap 8,12,13, (Skinner, Ellis, Beck, and Bandura's Modeling)	Chap 14-16 Chap 17-21 Chap 22-25 Chap 26-29 Chap 30-35
Wk. 7 10/14	Gestalt Therapy, TA Reality Therapy, Individual Psychology, And Psychoanalytic Counseling	Chap 5 Adler Chap 6-10 Chap 7 Perls Chap 9 Glasser Chap 11 Freud Chap 14 Berne Chap 11-13	[Classroom Meeting Model] [TA in the classroom]
Wk. 8 10/21	Group Counseling (Crow's small group facilitation skills)	Chap 18	[Group Counseling: Concepts and Procedures 5E]

Course Calendar continued:

Week	Topics/Activities	"Counseling Children"	"35 Techniques" or other books/sources
Wk. 9 10/28	Group Counseling Techniques & activities	Chap 18	[Groups: A Counseling Specialty 6E]
Wk. 10 11/4	Play Therapy/Sand Therapy	Chap 17	[School-Based Play Therapy, 2E] Sandtray Therapy, 2E]
Wk. 11 11/11	Career/College Counseling		
Wks. 12+13 11/18 11/25	Career/College Counseling		[Counseling 21 st Century Students for Optimal College & Career Readiness, grades 9 - 12 curriculum]
Wk 14 12/2	Special Concerns and Special Populations: Asian American Latinos/Mexicans African Americans Gay/Lesbian Gifted/Talented, Poverty, etc.	Chap 19 & pp 45-66 Chap 20	[Multicultural Counseling & Psychotherapy, 5E.] [Elementary/Middle School Counselor's Survival Guide]
Wk 15 12/19	Family Systems, Substance Abuse	Chap 15	[Substance Abuse-Counseling 2E]

First Day of Class: August 26

Thanksgiving Break: Nov. 27 & 28

Library Information:

Andy Herzog is the Education Librarian. He can be reached 817-272-7517 or <http://libguides.uta.edu/content.php?pid=3765> and by email at 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.

Also remember that Dr. Crow's UTA answering service is not operational.

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 of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to resources for any reason, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

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).

Attendance and Drop Policy:

Class Attendance

The once-a-week class meeting makes it necessary to require attendance! Absences will, therefore, be carefully monitored.

Adds and Drops

Adds and drops may be made through late registration either on the Web at MyMav or in person by contacting their major academic department (or the University Advising Center for undeclared student). Drops may continue in person until a point in time two-thirds of the way through the semester, session, or term. Students are responsible for adhering to the following regulations concerning adds and drops.

- a. A student may not add a course after the end of the late registration period.
- b. No grade is posted if a student drops a course before 5:00 p.m. on the Census Date of that semester/term.
- c. Students who enrolled in a Texas public institution of higher education as a first-time freshman in fall 2007 or later are permitted to drop no more than six courses during their entire undergraduate career. This limit includes all transfer work taken at a Texas institution of higher education and to second baccalaureate degrees. This statute was enacted by the State of Texas in Spring 2007 (Texas Education Code 51.907, and Texas Administrative Code 4.10). Any course that a student drops is counted toward the six-course limit if:
 1. “the student was able to drop the course without receiving a grade or incurring an academic penalty;
 2. the student’s transcript indicates or will indicate that the student was enrolled in the course; and
 3. the student is not dropping the course in order to withdraw from the institution.”

A UT Arlington student affected by this statute who has attended or plans to attend another institution of higher education should become familiar with that institution’s policies on dropping courses. This statute applies across all Texas public institutions, but procedures for implementation may vary between institutions. Students affected by this policy may request at exemption to the policy by submitting a “Petition for Exemption to 6-Course Drop Policy” form. Students who enroll in coursework at more than one institution of higher education have an obligation to keep track of the number of dropped courses across all institutions and ensure that they do not exceed the six dropped course limit.

- d. A student may drop a course with a grade of “W” until the two-thirds point of the semester, session, or course offering period. A student may drop a course after that point only upon approval of the appropriate official. A student may request an exception to the late drop policy by submitting a “Petition for Late Drop or Withdraw” request.
- e. Exceptions to this policy may be entertained because of extraordinary non-academic circumstances. Under such circumstances, approval must be received from the instructor, department chair, dean, and the Office of the Provost.

Students wanting to drop all courses for which they are enrolled must withdraw from the University for that semester/term.

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.

Counseling Session Feedback from Observer/Field Supervisor

Counselor	1 st 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: