



Psychology 6370: Practicum in School Counseling

3 credits

Spring 2023

Professional School Counselor Education Program

Utah State University

Revised 1/9/23

Class Meeting Times Tuesdays, 5:30 – 7:30 p.m.; January 10 – April 25, 2023

Course Overview

This course is a supervised practicum experience in a school setting, under the direction of a school counselor with a minimum of two years of experience as a licensed school counselor. Students will spend an average of 10 hours per week for 150 hours total in their school counseling setting, learning about the various roles of a school counselor.

Contact Information

Dr. Jessica Koltz, Ph.D., NCC, NCSC, LSC, ACMHC

Assistant Professor and Program Director

Instructor of record for PSY 6370 and secondary supervisor for the Logan supervision group

To communicate with Dr. Koltz, please use:

1. Canvas Inbox
2. Jessica.Koltz@usu.edu
3. Office phone: 435-797-1250

Dr. Koltz's office hours: 3-5pm and 7:30-8pm on Tuesdays (Please schedule via [Calendly](#)).

**Be advised the instructor of record and/or secondary supervisor will make every effort to respond to communication ASAP. It may take up to 48 hours for a response. Please plan accordingly.

Utah Model Components

1. **Collaborative Classroom Instruction:** Classroom instruction; interdisciplinary curriculum; group activities; parent workshops
2. **Plan for College and Career Readiness Process:** Individual or small-group appraisal; individual or small-group advisement (including individual and/or small-group CCRs (College and Career Readiness), age-appropriate career development activities)
3. **Systemic Approach to Dropout Prevention:** Consultation; individual and small-group counseling; crisis counseling/response; referrals; peer facilitation
4. **Systemic Program Management:** Professional development; consultation, collaboration, and teaming; program management and operation

At the start of this course, students should have found a practicum placement in a school setting and started discussing their negotiated contract with their school counselor/supervisor. Students will be provided a letter of introduction for their supervisor, a contract form, an hourly time log (to be completed daily with your site supervisor and discussed monthly during your secondary supervision group), 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 the goals and purposes of this practicum experience before beginning in the school setting.** More specifically, students must inform the school site supervisor that your USU (Utah State University) supervisors expect you to spend an average of 10 hours per week in the school setting. Please note that the school site supervisor must be a Licensed School Counselor with at least two years of experience.

Student Learning Objectives/Standards

Upon completion of this course, students will be able to demonstrate understanding of:

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

Course Requirements

1. The practicum student completes a supervised counseling practicum experience with the required 150 practicum clock hours within a K-12 school setting placement.
2. Practicum students complete at least **40 clock hours of direct service** with actual students that contribute to the development of counseling skills.
3. The practicum student has weekly interaction with their site supervisor that averages **one hour per week of individual** supervision throughout the practicum by a site supervisor with minimum of two years of school counseling experience as a licensed school counselor
4. The practicum student participates in an average of **1½ hours per week of group supervision** on a regular schedule throughout the practicum.
5. The practicum student must also complete the following to be able to fulfill *minimum requirements for their practicum experience*:

1. Completion of the **Practicum Contract: Practicum Contract** due 1/17 on Canvas by 12pm
2. **Site Supervisor Training** due 1/17 on Canvas by 12pm
Students will not be able to continue accruing practicum hours until both the contract and site supervisor training are completed, documentation is turned in, and both are discussed with your site supervisor
3. Completion of monthly **Practicum Log of Hours**.
4. Completion of final (containing all months and final totals) **Practicum Log of Hours and Log Cover Sheet** at the end of the Practicum experience.
5. Completion of the **mid- and end-of-term evaluations** by the **school site supervisor and the group secondary supervisor**, evaluating the student's performance while at the school site.
 - i. **Mid-term meeting** with the practicum student, their site supervisor, and their secondary supervisor during the week of February 27 to March 3. These will be scheduled with your secondary supervisor.
 - ii. **End of term meeting with the practicum student, their site supervisor, and their secondary supervisor from April 24 to April 28**. These will be scheduled with your secondary supervisor.
6. Completion by the **secondary group supervisor's evaluation** of the student's weekly in-class performance.
7. Weekly **attendance in-person during evening class and supervision times. Participation in group supervision – inclusive of weekly attendance.**
8. Completion of in-class or out-of-class **weekly readings, podcasts, surveys and/or assignments**.
9. Completion of all **recorded counseling sessions identified in the syllabus**.

Group Supervision Structure

At the beginning of each class, the course instructor or a guest will present for 30-minutes prior to group supervision about issues regarding school counseling, discuss items due during supervision group times, discuss common case conceptualizations, and discuss housekeeping information that is important for students to remember. It is recommended that students bring a laptop to access class information.

After the 30-minute discussion, the class will break into small groups for secondary supervision for 1.5 hours. Each group will have a secondary supervisor who is either a faculty member or who is a practicing licensed school counselor to lead their group. Each week, beginning the second week of class, students will come prepared with a case study to conceptualize from their practicum experience that has occurred within their school setting. Each student will discuss their case with their supervision group to gain insight and gather feedback to support next steps. Please remember that your group supervisor will be assisting you in these discussions **and** they will also be evaluating your performance in the group setting, as a presenter, a counselor-in-training, and as a group participant.

Assignments and Mini Lessons

As the course schedule indicates, there will be a wide range of training and informational topics presented throughout the semester. The focus will be on subject matter often addressed by school counselors. Students will be required to do several assignments including turning in four case studies, recording peer-to-peer role-play experiences, recording practicum experiences with insight from their site supervisor, and reflecting on the self as a counselor throughout their time in practicum. Additionally,

there will be optional surveys related to information from the podcasts and weekly discussion topics that will support student learning and preparation for the Praxis School Counseling Examination.

Textbook and Readings

The textbook identified here will support students with further information for their practicum experience.

Title: SCHOOL COUNSELING PRACTICUM AND INTERNSHIP

Author: Helen S Hamlet

ISBN: 9781793526939

Publisher: Cognella Academic Publishing

Publication Date: October 25, 2021

There will be additional articles provided by the instructor to support students with learning, such as:

1. [EthicalStandards.pdf \(schoolcounselor.org\)](#)
2. [SC-Competencies.pdf \(schoolcounselor.org\)](#)
3. [College and Career Readiness School Counseling Program Model Third Edition \(utah.gov\)](#)
4. [Elementary Utah College and Career Readiness School Counseling Program Implementation Guide](#)

The following text can help with common case studies that could come up within a school setting.

Title: CONTEMPORARY CASE STUDIES IN SCHOOL COUNSELING

Authors: Marguerite Ohrtman and Erika Heltner

ISBN: 9781538118047

Publisher: Rowman & Littlefield Publishers

Publication Date: July 17, 2019

Regarding Course Attendance

If you cannot attend a class or secondary supervision 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. If students miss class or supervision, the consequence will be a missed opportunity for learning as well as the absence having an impact on their grade if presentations, peer-to-peer recordings, or others in-person assignments are missed. Vacations, attendance at weddings (except your own, for your children and those of siblings) are **NOT** acceptable absences. Please see the University’s website relating to the [excused absence policy](#).

Unexcused absences, where the student is requesting to not be in attendance for non-Covid, family emergency, or other reasons not identified in the university’s excused absence policy above, will not exceed 20% (or 3 classes) over the semester. If a student does miss more than 3 unexcused class meetings, they would need to re-take the class and their grade will be an “F.” Participation and attendance are key to supporting your journey in your practicum experience this semester so when students are not ill, it is imperative to be engaged in class discussions and collaborating with your site supervisor or supervision group to learn all you can.

Ethical Considerations

Confidentiality is of utmost concern in your daily practice in your school setting as well as within the context of your group discussions. Failure to maintain such confidentiality can cause personal, ethical,

and possible legal problems not only for the practicum student, but also the supervising counselor, the course instructor, the group facilitator, and most importantly, 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 the basis for an automatic failure of the course.

Disabled Student Accommodations

In cooperation with the Disability Resource Center (DRC), reasonable accommodations will be provided for qualified students with disabilities. Please tell the instructor in the first week of class about the arrangements for necessary accommodation. 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 this Course

The grade for this course will be Pass or Fail. Students must pass practicum before they are eligible to enroll in the internship placement. There are three components to a student's final grade:

- (1) 34% will be determined by the site supervisor's evaluation of the student at the school site,
- (2) 33% will be determined by supervision group attendance and weekly class preparation in the group supervisor's evaluation of the student's performance; and
- (3) 33% will be determined by in-class and out-of-class recordings and assignments (student course requirements and submissions)

If a student fails any one or more of the three components listed, the student will receive a grade of 'Fail' for the course.

Grading of the Class and Supervision Experience

All assignments are due in Canvas on the date identified by 11:59pm

Weekly SKATES Journals are optional but encouraged during primary site supervision; please see the layout of SKATES journal entries below.

Skills; S = What did you learn to DO this week?

Knowledge; K = What did you learn ABOUT this week?

Attitude; A = How has your experience this week ADDED to your view of being a professional counselor?

Thoughts; T = What is your PLAN for next week in terms of skills, knowledge, and attitude?

Ethics; E = What ETHICAL ISSUES did you encounter this week, and how were they handled?

Supervision; S = What would you like to receive SUPERVISION on this week?

Course Assignments must be completed by the student and will support them with reflections of their experiences as a practicum school counseling student. There are seven assignments, including peer-to-peer counseling video submissions and student reflection. These assignments are intended for the student to reflect on their beginning to ending experiences and counseling skills throughout their practicum (7 at 20 points each) = 140 points possible.

Due* on 1/17, 1/24, 1/31, 2/14, 3/14, 4/4, 4/11

**Students must be present in group supervision the week prior to their peer counseling video submission due date to be able to complete the video requirement during group supervision time. There will not be course time allotted for students who miss group supervision during the dates intended to support the student's completion of these four video submissions during group supervision time. If students miss*

group supervision on the following dates, the student should plan to create a video in their own time to submit on the required due date (above), along with their reflection of their counseling skills.
Supervision dates where 45-minutes is allotted for peer-to-peer video completion: 1/17, 2/7, 2/28, 3/28

Case Studies are required and will be discussed during your group supervision experience. You will be required to turn in four completed case studies following your discussion of them during secondary supervision (4 turned in at 25 points each) = 100 points possible.

Due* on 1/31, 2/28, 3/28, 4/25

**Students need to bring the presented case study to their secondary supervision group prior to turning in the identified case study monthly.*

Collaborative Assignments: (1) *Building Relationships with Administrators and Teachers* and (2) *Reflection of Classroom Guidance Lesson by a Master Teacher* are intended to support the counselor-in-training with collaborative efforts with stakeholders at their school site. These are both worth 30 points each = 60 points possible.

Due on 2/28, 3/28

Recorded Counseling Sessions must be conducted at the site where the practicum student is completing their practicum hours. Practicum students must turn in signed consent forms from the student and their guardian in accordance with their site LEA/district requirements along with the required USU School Counseling Program documentation consent forms prior to submitting videos to Box for reflection from your secondary supervisor. Three recorded sessions at 50 points each = 150 points possible.

Due on 3/3, 4/7, 4/14

Optional Comprehension Surveys

There are nine, 10 – 20 question comprehension surveys pertaining to information covered throughout your practicum experience. This is an opportunity to review essential information, concepts, and facts from your experience and test your knowledge. These are not graded.

Overview of Assignments and Due Dates

JANUARY

1/17: Introduction Assignment (shared during first group supervision) = 20 points possible

Practicum Contract Due**

Site Supervisor Training Due**

Students will not be able to continue accruing practicum hours until both are completed, documentation is turned in, and both are discussed with your site supervisor

1/24: Peer-to-Peer Counseling Video #1* with self-reflection (15 min) = 20 points possible

**Students will have time to complete during the end of group supervision on 1/17*

1/31: Self-Reflection (Reflection of Self as Counselor) Assignment = 20 points possible

January hour log due

FEBRUARY

2/7: Case Study #1 = 25 points possible

2/14: Peer-to-Peer Counseling Video #2* with self-reflection (15 min) = 20 points possible
**Students will have time to complete during the end of group supervision on 2/7*

Week of 2/27-3/3, 2023: Mid-Term Meeting with student, site supervisor, & secondary supervisor

2/28: Building Relationships with Administrators and Teachers = 30 points possible
February hour log due

MARCH

3/3: Individual Recording with student & site supervisor reflection (15-20 min)= 50 points possible

3/7: Case Study #2 = 25 points possible

3/14: Peer-to-Peer Counseling Video #3* with self-reflection (15 min) = 20 points possible
**Students will have time to complete during the end of group supervision on 2/28*

3/28: Classroom guidance lesson reviewed by an expert teacher = 30 points possible
March hour log due

APRIL

4/4: Peer-to-Peer Counseling Video #4* (15 min) = 20 points possible
**Students will have time to complete during the end of group supervision on 3/28*

Case Study #3 = 25 points possible

4/7: One Group Recording of 3-students (K-12) (15-20 minutes) = 50 points possible

4/11: Self-Reflection Assignment = 20 points possible

4/14: One Classroom Lesson Recording (30-min) psychoeducational lesson = 50 points possible
 to a class of at least 15 (K-12) students (any grade)

4/25: **Final Day of group supervision**
 Case Study #4 = 25 points possible

Points possible for practicum experience from student submissions = 450 points
Minimum points required to pass classroom/skills experience (75%) = 337.5 points

4/30: End of semester documents due on Canvas by student no later than 4/30/23 @ 12pm

1. Practicum Hour Log Coversheet
2. Final practicum hour log (This includes all months and your final YTD totals page)
3. School (primary) site supervisor evaluation
4. Group (secondary) supervisor evaluation
5. Evaluation of supervisors from student

Case Studies & Case Study Format (100 pts possible)

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

The format of the weekly case studies are as follows:

1. Using the form provided on Canvas, write a 1 – 2 paragraph detailed description of the case.
2. **List some questions** associated with this situation that proved challenging. The questions should be focused on issues such as ethical/legal concerns, curiosity about the case, feedback you received from your school site supervisor, etc.
3. **Summarize the answers** to your questions. Students should refer to ethical guidelines found in the [ASCA \(American School Counselor Association\) National Model](#), [the Utah School Counseling Model](#), the opinions of other school counselors consulted, district policies, state board rules, state laws, etc. as appropriate.
4. Each week **print off a copy to share with your group supervisor**.
5. **Keep an electronic copy to submit** for grading (via Canvas). The secondary supervisor and/or course instructor of record will evaluate these case studies.
6. **ADD additional notes, ideas, perspectives, or insights you learned from the feedback of other group members and/or your group facilitator**. Adding these notes demonstrates you have considered the wisdom of your peers and your facilitator and are open to their feedback. In addition, remember part of being a professional school counselor includes collaborating effectively with other professionals when necessary.

Students need to email a copy to their group members and supervisor before the supervision group they are planning to discuss these. The week's presenting practicum student will go through parts (a) and (b) with the group. Groups should plan to have between 3-4 cases presented each week. After the group discusses the case and the student takes notes on feedback, the student will share with the group how they handled or intended to handle the situation. The group supervisor will assist with group discussion, share wisdom of their experience, and offer any recommendations. **You will submit FOUR case studies on Canvas to be graded. Each must be presented to your group before they can be submitted to Canvas. Step 6, mentioned above, cannot be completed without the case study being presented to the group.**

It is recommended that you have a drive folder on your laptop or a physical journal or binder to keep your supervision group case studies in. You are asked to prepare **one case study per week to be discussed (you can keep a library of cases to support your supervision groups if they have not been addressed yet)** and choose your most difficult case study to present to the group first. You are expected to bring a hard copy of each case study for your supervisor each week. You will submit four of your case studies on Canvas for grading throughout the semester.

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

Introduction Assignment

This Introduction Assignment is intended to be discussed during the first Secondary Supervision Group on Tuesday January 10, 2023, and is worth 20 pts, due by 11:59pm on 1/17 via Canvas. This will help

you and your group get to know each other and provide an opportunity to communicate your goals and questions relating to practicum.

Peer-to-Peer Counseling Videos with self-reflection

Each student will be required to submit four 15-minute counseling skills videos each. All four videos will be turned in on the following dates and reviewed by your group supervisor prior to your next video recording. Each of these will be worth 20 points each and due by 11:59pm on:

1/24, 2/14, 3/14, 4/4

Students will have time to complete these peer-to-peer videos during the end of group supervision the week prior to submission to ensure the student can watch their own recording and reflect with their own self-evaluation. The dates that the students will be recording their peer-to-peer videos on their own devices (via their USU Zoom account) are on:

1/17, 2/7, 2/38, 3/28

The practicum student's Video Self-Evaluation & Reflection is due when turning in their video for their Secondary Supervisor Review. The student's self-evaluations and reflections are worth 10 points each. The recording needs to be uploaded via a Zoom recording for your group supervisor to view. The Secondary Supervisor Evaluation of the student's Video will be due the week after the due date before group supervision to give time for the students to review the feedback and support their next video submission. These are also worth 10 points each.

The skills students are being taught and reflecting on are inclusive of the following:

Primary Counseling Skill(s)	Specific Counseling Descriptors
Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of Silence, etc. (matches client)
Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"
Questions	Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)
Reflecting, paraphrasing	Basic Reflection of Content – Paraphrasing
Reflecting, reflection of meaning	Reflection of Feelings
Reflecting, summarizing	Summarizing content, feelings, behaviors, & future plans

Self-Reflection Assignments

These two assignments are due at the beginning and end of your practicum experience. These are intended for you (the student) to reflect on your own journey towards your career as a school counselor, reflecting on your self-identity and growth throughout your semester and your practicum experience.

1. Reflection of Self as Counselor due 1/27 (20 pts): not to turn in any later than January 31st
2. Self-Reflection Assignment due 4/11 (20 pts): not to turn in any earlier than April 1st

Collaborative Assignments

These two assignments are intended to support the counselor-in-training with collaborative efforts with stakeholders at their school site. These are both worth 30 points each = 60 points possible.

1. Building Relationships with Administrators and Teachers: ***Due on 2/28***
2. Reflection of Classroom Guidance Lesson by a Master Teacher: ***Due on 3/28***

Recordings of Counseling Services

Consent must be provided by the child's guardian prior to scheduling the recorded individual and group sessions. This **MUST** be uploaded onto Canvas along with your assignments. Your site supervisor could be present during the individual and group recordings. However, the intention of recording the session is to support the PRACTICUM STUDENT with viewing and reflecting on their own counseling skills in action with a real K-12 student. For the classroom lesson, consent may also be required by your LEA/school district. Our recommendation would be to video record yourself and immediately review the recording with your site supervisor (who would ideally be present during the lesson). Please plan to bring the USU consent for recording paperwork to your initial meeting with your site supervisor. Audio and/or video recordings **MUST BE** deleted immediately after they are reviewed for supervision purposes.

1. **Individual counseling session:** recording with student and site supervisor reflection: 15-20 min (50 pts) due 3/3
 - a. One Individual Recording is required by each practicum student of the practicum student as the counselor with a student during one individual session with a K-12 student at the school site. This will be between 15-20 minutes in length where the practicum student should plan to complete this prior to spring break
 - b. The site supervisor and student will evaluate the counseling skills that are the same as those mentioned in the peer-to-peer video recordings. The self-evaluation of counseling skills and site supervisor feedback will be due on March 3.
2. **Group counseling session:** recording of 3-students (K-12): 15-20 minutes (50 pts) due 4/7
 - a. One Group Recording is required by each practicum student of the practicum student leading a group of at least 3-students (K-12). This will be between 15-20 minutes in length where the practicum student should plan to complete this before the beginning of April.
 - b. The site supervisor and student will evaluate the group-counseling skills of the counselor-in-training. The self-evaluation of counseling skills and the site supervisor feedback will be due on April 7.
3. **One Classroom Lesson:** recording that is at least 30-minutes, and a psychoeducational lesson to a class of at least 15 (K-12) students (any grade) (50 pts) due 4/14
 - a. One Classroom Lesson is required by each practicum student of the practicum student as the counselor upholding one 30-minute psychoeducational lesson with a class of at least 15, K-12 students in any grade. This must be at-least 30-minutes in length.
 - b. The site supervisor and practicum student evaluation of classroom management skills, inclusive of: attention getting, covering objectives, classroom management, and overall student engagement, is due on April 14.

Weekly Course Schedule

All assignments or surveys will be on Canvas under Assignments or Quizzes. Students should note there are deadlines for each assignment or survey. **Students should pay close attention to announcements and check Canvas messages and your USU emails regularly.** This will be the primary way for the instructor to communicate with them.

<u>Week/Date & Podcast Topic</u>	<u>Small Group & Assignments</u> Assignments and readings listed under the week are due for class and supervision that day.	<u>CACREP Standard</u>
<p>Week One</p> <p>1/10</p> <p>Getting started in school counseling practicum</p>	<p>Course Overview 5:30-6:15pm</p> <ol style="list-style-type: none"> Review course syllabus and course requirements; responsibilities of a Utah school counselor; intro to secondary supervision groups <p>Group Supervision 6:15-7:30pm</p> <ol style="list-style-type: none"> Overview of secondary supervision Discuss introduction assignment <p>Readings/Podcast to listen to for today:</p> <ol style="list-style-type: none"> Listen to Podcast Episode #1: Getting started in school counseling practicum with Megan Campbell and Kelli Palma Read Lesson 1: <i>Getting Started</i> (relating to Practicum): Pages 3-10, and 13-14 in Hamlet (2021) Read Lesson 2: <i>How am I going to be graded in practicum:</i> Pages 24-29 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> Introduction assignment Due on Canvas 1/17 by 11:59pm (20 pt) Optional: Complete page 19 (SKATES Form journal entry #1) in Hamlet (2021) for individual supervision <p><i>Objectives covered: 4; 5; 6; 9</i></p>	<p>5. G. 1. a.</p> <p>5. G. 2. a. 1.</p>
<p>Week Two</p> <p>1/17</p> <p>Orientation to practicum/internship sites, supervisors, and what to expect</p>	<p>5:30-6pm</p> <ol style="list-style-type: none"> Predetermined Case Study #1 FERPA/PPRA overview <p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> Case studies Peer-to-Peer Counseling Video #1 6:45-7:30pm (15 minutes each) <p>Readings/Podcast to listen to for today:</p> <ol style="list-style-type: none"> Listen to Podcast Episode #2: Orientation to practicum/internship sites, supervisors, and what to expect with Terra Bingham and Megan Mueller Read Lesson 3: Orientation to Practicum Sites: Pages 72-78 in Hamlet (2021) 	<p>5. G. 2. a. 1. m. n.</p>

	<p>Reminders</p> <ol style="list-style-type: none"> 1. Practicum Contract due on Canvas on 1/17 by 11:59pm 2. Optional survey on FERPA/PPRA 3. Peer-to-Peer Counseling Video #1 reflection due 1/24 4. Optional: Complete page 19 SKATES Form journal entry #2 in Hamlet (2021) for individual supervision <p><i>Objectives covered: 1; 5; 9</i></p>	
<p>Week Three</p> <p>1/24</p> <p>Assessment of counselors-in-training's counseling skill development and gatekeeping throughout a counselor-in-training's experiential training</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. Overview of individual counseling skills <p>Readings/Podcast to listen to for today:</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #3: Assessment of counselors-in-training's counseling skill development and gatekeeping throughout a counselor-in-training's experiential training with Dr. Brenda Freman from the University of Nevada, Reno, and Dr. Curtis Garner, from Gonzaga University 2. Read PDCA-R (Professional Dispositions Competency Assessment Revised) article <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #3 in Hamlet (2021) for individual supervision 2. Reflection of Self as Counselor due 1/27 3. Optional survey on student assessment in practicum <p><i>Objectives covered: 1; 4; 5; 13</i></p>	<p>5. G. 2. b. m. n. k.</p> <p>5. G. 3.</p>
<p>Week Four</p> <p>1/31</p> <p>Documentation, confidentiality, informed consent, and other paperwork in the day of the school counselor</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. Overview of group counseling leadership skills <p>Readings/Podcast to listen to for today:</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #4: Documentation, confidentiality, informed consent, and other paperwork in the day of the school counselor with guest 2. Read Lesson 5: Documentation, Confidentiality, and Informed Consent: Pages 88-105 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #4 in Hamlet (2021) for individual supervision 2. Optional survey on confidentiality <p><i>Objectives covered: 1; 2; 3; 7; 9; 10</i></p>	<p>G. 1. a. b.</p> <p>G. 2. a.</p> <p>G. 3. a. b. o.</p> <p>5. G. 1. d.</p> <p>5. G. 2. g. h. f. j.</p> <p>5. G. 3. h.</p>
Week Five	Group Supervision 6-7:30pm	G. 2. g. i.

<p>2/7</p> <p>Accountability and Utah's school counseling data project</p>	<ol style="list-style-type: none"> 1. Case studies 2. Peer-to-Peer Counseling Video #2 6:45-7:30pm <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> 1. Podcast Episode #5: Accountability and Utah's school counseling data project with Kim Hererra 2. Read Lesson 6: <i>Accountability Matters</i>: Pages 106-114 in Hamlet (2021) 3. Read Lesson 29: <i>School Counseling Core Curriculum and How to Write a Lesson Plan</i>: Pages 447-462 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #5 in Hamlet (2021) for individual supervision 2. Peer-to-Peer Counseling Video #2 reflection due 2/14 3. Optional survey on school counseling curriculum and accountability <p><i>Objectives covered: 1; 3; 4; 5; 6; 7; 8; 13; 14</i></p>	<p>G. 3. f. 5.</p> <p>G. 5. 2. 1.</p>
<p>Week Six</p> <p>2/14</p> <p>How to advocate for diverse populations in school counseling</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. Overview of classroom management skills for classroom guidance lessons <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #6: How to advocate for diverse populations in school counseling with Makinzie Clark 2. Read Lessons 30, 31, 32, and 33: <i>The Role of the School Counselor in Special Education, Understanding Psychoeducational Assessments, How to Read and IEP, and How to Write a 504 Plan</i> Pages 463- 520 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #6 in Hamlet (2021) for individual supervision 2. Optional survey on 504 Plans <p><i>Objectives covered: 1; 2; 3; 9</i></p>	<p>5. G. 1. e.</p> <p>5. G. 2. a. g. j. n.</p> <p>5. G. 3. c. f. h. k. l. m. o.</p>
<p>Week Seven</p> <p>2/21</p> <p>Crisis prevention and intervention in school counseling</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. Overview of crisis management skills <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #7: Crisis prevention and intervention in school counseling with Holly Todd 2. Read Lesson 12: <i>Suicide Assessment, Prevention, and Postvention</i>: Page 198 - 215 in Hamlet (2021) 	<p>5. G. 1. e.</p> <p>5. G. 2. b. d. h. m. n.</p> <p>5. G. 3. c. d. i. j. k. l. m. o.</p>

	<p>3. Read Lesson 13: Crisis Management Pages 216-233 in Hamlet (2021)</p> <p>Reminders</p> <ol style="list-style-type: none"> Optional: Complete page 19 SKATES Form journal entry #7 in Hamlet (2021) for individual supervision Optional survey on Crisis Intervention Mid-term meetings scheduled for 2/27-3/3 Building Relationships with Administrators and Teachers Reflection due 2/28 <p><i>Objectives covered: 1; 2; 3; 4; 5; 8; 9; 11; 12; 13</i></p>	
<p>Week Eight 2/28</p> <p>Restorative practice and classroom management</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> Case studies Peer-to-Peer Counseling Video #3 6:45-7:30pm <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> Listen to Podcast Episode #8: Restorative practice and classroom management with Tammy Egbert Read Lesson 24: Solution-Focused Counseling Approaches Pages 347-364 in Hamlet (2021) Read Lesson 17: Restorative Practice and Classroom Management Pages 267-277 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> Optional: Complete page 19 SKATES Form journal entry #8 in Hamlet (2021) for individual supervision Individual Recording with student and site supervisor due 3/3 Optional survey on Suicide Prevention No class next week (3/7): USU Spring Break Peer-to-Peer Counseling Video #3 reflection due 3/14 Watch Brief Therapy with Children/Adolescents DVD by 3/14 <p><i>Objectives covered: 1; 2; 3; 4; 8</i></p>	<p>5. G. 1. c.</p> <p>5. G. 2. c.</p> <p>5. G. 3. d. e. i. j. k.</p>
<p>3/7 – No Class or Group Supervision</p>	<p>USU Spring Break</p> <p>Watch Brief Therapy with Children/Adolescents DVD by 3/14</p>	
<p>Week Nine 3/14</p> <p>Counseling in under resourced communities</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> Case studies Brief Therapy with Adolescents DVD Review <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> Listen to Podcast Episode #9: Counseling in under resourced communities with guest Read Lessons 7 and 8: Social Justice and English Learners Pages 117-153 in Hamlet (2021) 	<p>5. G. 2. f.</p> <p>5. G. 3. d.</p>

	<p>3. Read Lesson 18: <i>Counseling in Under-Resourced Communities</i>: Pages 278-289 in Hamlet (2021)</p> <p>Reminders</p> <ol style="list-style-type: none"> Optional: Complete page 19 SKATES Form journal entry #9 in Hamlet (2021) for individual supervision Optional survey on SFBT (Solution Focused Brief Therapy) <p><i>Objectives covered: 2; 5; 7; 8; 9;12</i></p>	
<p>Week Ten</p> <p>3/21</p> <p>Motivational interviewing and solution focused brief counseling in the schools</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> Case studies Peer-to-Peer Counseling Video #4 6:45-7:30pm <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> Listen to Podcast Episode #10: Motivational interviewing and solution focused brief counseling in the schools with guest Read Lesson 20: <i>Motivational Interviewing with Students</i>: Pages 299-308 in Hamlet (2021) Read Lesson 23: <i>Grief and Loss</i> Pages 335-345 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> Optional: Complete page 19 SKATES Form journal entry #10 in Hamlet (2021) for individual supervision Optional survey on School Counselors Working with Diverse Students Classroom guidance lesson reviewed by an expert teacher due 3/28 <p><i>Objectives covered: 2; 3; 4; 5; 7; 8; 9; 10; 11; 12</i></p>	<p>2. F. 2. a. b. c. d. e. f. g. h.</p> <p>5. G. 2. a. b. d.</p> <p>5. G. 3. d. f. h. k.</p>
<p>Week Eleven</p> <p>3/28</p> <p>Technology tools to enhance your school counseling program</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> Case studies <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> Listen to Podcast Episode #11: Technology tools to enhance your school counseling program with guest Read Lesson 15: <i>The School Counselor and Bullying Prevention</i>: Pages 241-253 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> Optional: Complete page 19 SKATES Form journal entry #11 in Hamlet (2021) for individual supervision Optional survey on Bullying/Cyberbullying Peer-to-Peer Counseling Video #4 reflection due 4/4 Group Recording of 3-students (K-12): 15-20 minutes due 4/7 <p><i>Objectives covered: 2; 3; 4; 5; 7; 8; 9</i></p>	<p>5. G. 2. a. b. e. k.</p>

<p>Week Twelve</p> <p>4/4</p> <p>ASCA/USCA Model and school counseling core curriculum</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. ASCA/USCA Models overviews 3. School counseling core curriculum overview <p>Readings/Podcast to Listen to</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #12: ASCA/USCA Model and school counseling core curriculum with guest 2. Read Lesson 4: <i>ASCA National Model Pages 79-87</i> in Hamlet (2021) 3. Read USCA (Utah School Counselor Association) Model article <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #12 in Hamlet (2021) for individual supervision 2. Optional survey on the ASCA national model 3. Self-Reflection Assignment due 4/11 <p><i>Objectives covered: 1; 3; 4; 5; 7; 9; 10; 11; 12</i></p>	<p>1. 1. b.</p> <p>2. F. 3. e.</p> <p>3. 3. h.</p> <p>5. 5. j.</p> <p>7. 7. e. k.</p> <p>8. 8. j.</p> <p>5. G. 2. i.</p>
<p>Week Thirteen</p> <p>4/11</p> <p>Family systems interventions in the schools</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. Family systems interventions overview <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #13: Family systems interventions in the schools with guest 2. Read Lessons 34 & 35: <i>Postsecondary Transitions and Postsecondary Transition for Students with Disabilities Pages 549-560</i> in Hamlet (2021) 3. Read family systems counseling in the school's article <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #13 in Hamlet (2021) for individual supervision 2. Optional survey on Referrals and Medical Recommendations 3. Classroom Lesson Recording: 30-minute psychoeducational lesson to a class of at least 15 (K-12) students (any grade) due 4/14 <p><i>Objectives covered: 2; 3; 4; 6; 7; 9; 10; 11; 12</i></p>	<p>5. G. 2. b. d. k.</p> <p>5. G. 3. c. d. f. k.</p>
<p>Week Fourteen</p> <p>4/18</p> <p>Mental health in schools</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Case studies 2. Mental health in school's overview <p>Readings/Podcast to Listen to:</p>	<p>5. G. 2. e. m. n.</p> <p>5. G. 3. f. h.</p> <p>7. c.</p>

	<ol style="list-style-type: none"> 1. Listen to Podcast Episode #14: Mental health in schools with guest 2. Read Lesson 27: <i>Mental Health in Schools:</i> Pages 426-440 in Hamlet (2021) 3. Read Lesson 16: <i>Classroom Behavioral Observations:</i> Pages 257-266 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #14 in Hamlet (2021) for individual supervision 2. Optional survey on School Counselors as MH Professionals <p><i>Objectives covered: 2; 3; 5; 6; 7; 9; 10; 11; 12</i></p>	
<p>Week Fifteen 4/25</p> <p>School counselors as transformative leaders, transitioning into your first year of work</p>	<p>Group Supervision 6-7:30pm</p> <ol style="list-style-type: none"> 1. Discuss any final case studies 2. Practicum Contract Review Questions <p>Readings/Podcast to Listen to:</p> <ol style="list-style-type: none"> 1. Listen to Podcast Episode #15: School counselors as transformative leaders, transitioning into your first year of work with guest 2. Read Lesson 37: <i>School Counselors as Transformative Leaders</i> Pages 581-600 in Hamlet (2021) 3. Read Lesson 38: <i>Portfolio, Distinguishing Capstone Project, Job Search, and Interviews:</i> Pages 601-609 in Hamlet (2021) <p>Reminders</p> <ol style="list-style-type: none"> 1. Optional: Complete page 19 SKATES Form journal entry #15 in Hamlet (2021) for individual supervision <p><u><i>Turn in on 4/30 on Canvas by 11:59 p.m.</i></u></p> <ol style="list-style-type: none"> 1. Practicum Coversheet 2. Completed (final) practicum hour log and cover sheet 3. School (primary) site supervisor evaluation 4. Group (secondary) supervisor evaluation 5. Evaluation of supervisors from student <p><i>Objectives covered: 5; 6; 7; 8; 9</i></p>	<p>F. 1. 3. f.</p> <p>F. 1. 5. b. f. g. h. j.</p> <p>5. G. 2. b.</p> <p>5. G. 3. 1.</p>