

**COUN 602-7903 Counseling Practicum- School Counseling  
Fall 2024, Online  
Chadron State College**



## Part 1: Course Information

### Instructor Information

**Instructor:** Dr. Banislava Knezevic

**Office:**

**E-mail:** [bknezevic@csc.edu](mailto:bknezevic@csc.edu)

**Office Hours:** Virtual by appointment via video conference.

**Phone:**

**Canvas Address:** <https://chadron.instructure.com/>

**Facebook:** <https://www.facebook.com/groups/cscounseling>

### Credit hours

3 credit hours

### COUN 602 Course Description

Provides School Counseling students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member and a site supervisor. Students will see individual clients and/or group clients in a school setting gaining clinical experience within the school systems prior to Internship. These hours are determined by the Nebraska Department of Education regulations at the grade levels for the endorsement. Students must participate in synchronous online group supervision.

Prerequisites: Successful completion of COUN 531, 533, 541 and 635 (635 can be taken at the same time as COUN 602).

Requirements: Synchronous and Asynchronous Online Participation; Instructor Permission; Minimum Grade of B.

**Please note that a final grade of B or higher is required in this course to graduate.**

### Textbook & Course Materials

***Required Text(s):***

Oberman, A. (2020) *A Guide to Practicum and Internship for School Counselors-in-Training*. Routledge; 3<sup>rd</sup> edition. ISBN-13: 978-0367217884

Kottler, J. (2017). *Secrets of exceptional counselors*. ISBN: 9781556203787

***Recommended Texts & Instructional Materials:*** (Posted in Sakai)

American School Counseling Association (2010). *ASCA Code of Ethics*. Alexandria, VA: Author.

## Method(s) of Instruction

This course is meant to encourage and offer opportunity to experience on-site counseling activities under direct supervision of an appropriate supervisor. Also, ongoing individual and group supervision with a qualified faculty member are to be utilized by the student. Group and individual activities will facilitate the learning for this course. Students will need to keep daily records of their activities and on-going self-evaluations of these activities. Supervision is completed by the on-site supervisor and the faculty supervisor for the seminars. Seminar participation is required, missing them will result in not succeeding in the course.

## Course Requirements

It is intended that all courses at the graduate level will require greater intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active participation, and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>

The requirements of the course are:

- Attendance to class and practicum site
- Participation in counseling duties on site and in group seminars including 1 hours of weekly supervision with your onsite supervisor
- Completion of assigned work on time. The work consists of the assignments presented on CSC Online site and in the seminars and the paperwork that is required and outlined in the Practicum and Internship handbook.

## Course Assignments

### **1. Attendance, Professionalism, and Participation**

Part of being a professional counselor requires you to adhere to a strict professional standard. This includes engaging in considerate discussions, respecting one another's opinions, displaying proper online etiquette, regular attendance during face-to-face and online classes, timely submission of assignments, among other characteristics. During this class and your future career, you must follow our profession's code of ethics. This includes professional dress when working with clients, respect towards peers, faculty, and others, engaging in professional wellness, timeliness, and attentiveness.

Practicum students must meet for approximately 1 ½ hours each week for group supervision (CACREP Requirement). Therefore, for this class, students will meet bi-weekly for 3 hours. Attendance is mandatory and essential for learning, therefore, each class missed after one absence will result in a one letter grade deduction. During class, clients will be discussed. Therefore, it is imperative that you log into weekly classes in a secluded environment. Failing to do results in a breach of confidentiality and a breach of ethics. Breaking confidentiality will result in a failing grade for this class.

Section times:

1. Tuesdays 5:00-7:50pm MT

Student Name: \_\_\_\_\_

Points earned: \_\_\_\_\_

0-5 points	6-14 points	15-19 Points	20 Points
Either:	Several concerns with	No more than one or two minor	No lack of professionalism

<ul style="list-style-type: none"> <li>• Repeated problems with professionalism over the course of the semester and/or</li> <li>• One or more major problems with professionalism</li> </ul>	professionalism over the course of the semester, but no major display of unprofessional behavior.	concerns with professionalism during the semester.	displayed during the semester.
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**Grades will be assigned by the instructor at the end of the semester**

## 2. Case Review

Each student will have one formal opportunity to present her/his clinical work in class to receive helpful feedback from peers and instructors. Students will sign-up in class for specific dates. The case review must be from a session with a client or student. *You should present a session from as close to the day you present as possible – it's not as helpful to receive feedback on an old session.* On the day you present, you will submit one copy of the Clinical Case Presentation Form (at the end of the syllabus) to CSC Canvas for your instructor, and thoughtfully select a 10-15-minute continuous segment of video to show during the weekly zoom meeting that will assist in your clinical growth. Students must have written permission from the client/student or their guardian, if applicable, before they are able to record a session. To begin the presentation, you will briefly introduce the client and case. Do not read from your Case Presentation form; just briefly tell us the key points about the client, his/her concern, and the work you have been doing together. Let us know what specific help you would like (no more than three thoughtful, specific questions beyond generic basics). Your questions may be about skill use, conceptualization, therapeutic relationship, self-of-the-counselor concerns, and so forth. Briefly introduce the segment of video that we will watch. This should not take more than 5 minutes at most. Others may ask some questions to improve understanding.

We will then watch the video. During this time, the observers are responsible to identify strengths and growth areas related to the counselor's presence and attending, use of core relationship skills, and use of self/immediacy. Observers should also think about and prepare to discuss case conceptualization (use of theory to explain the client's situation and to guide counseling intervention). The presenter is responsible to reflect on what was going on internally (thoughts & feelings) during the session, as well as what she/he experiences while watching the session with the class. Once the clip is completed, feedback and discussion will be shared, and the presenter will have a few minutes to comment on her/his own reflections as well as the feedback from the others.

A Transcription of a 15-minute continuous segment (*different from the segment you show in class*) is also due on each of the days you present. Include the time stamp for the segment in your transcript. Use the following format/labels for the transcription:

- Client's verbalization
- Your response
- Alternate / improved response – do one for *every* counselor statement
- Rationale for the alternative response – explain why it is improved or a good alternative, based on your understanding of the core counseling skills, and your theory-based conceptualization of the client's concerns and what will be helpful to the client. How will it help the client grow / resolve concerns?

Your grade for these presentations will depend on your being adequately prepared on your assigned day (form to turn in, a specific meaningful segment ready to show and thoughtful questions for the group to address), as well as your professionalism in presenting

and engaging with your peers as you staff your case (openness to feedback, skill and conceptual discussions, personal awareness and reflection, and the quality of your alternative responses / rationale in the transcripts).

If recording a client at your site becomes an issue. There is an alternative case review option that can be found on Canvas.

Student Name: \_\_\_\_\_

	Possible	Re
1. Preparation for staffing (completed case presentation form, 3 focused questions, video clip ready, completed transcript)	2	
2. Presentation (professionalism, thoughtful discussion of skills and conceptualization, student engages in discussion, open to feedback)	4	
3. Transcript (meaningful alternatives / rationale for each counselor statement that show an understanding of how and when to use core counseling skills)	4	
** Points above are for a well-done presentation. Major problems with any of the three dimensions (or more than one) can result in a loss of 1-5 points.	~	
<b>Total Points</b>	<b>10</b>	

### 3. Assignments

Assignments are due periodically throughout this class. Assignments are modified based on the student's degree track. Please seek Sakai for additional assignment details.

Assignment	School Counselors	Points
#1	Submit required documentation to CSC/Online	2.5
#2	Create reminder list of what you need to do to prepare for 1 <sup>st</sup> session	2.5
#3	Personalized Informed Consent document	2.5
#4	Personalized Guidance Lesson	2.5
#5	Progress Note	5
#6	Personalized Group Counseling Activity	5

**Total points for all assignments: 20 points**

### 4. Counseling Skills Assessment

At least once during the semester, students must have their site-supervisors observe a session and evaluate their skills using CSC's Counseling Skills Assessment. This document can be found on Canvas as well as in the Practicum and Internship Handbook. Observations can be completed live, meaning that the site-supervisor observes a live session. If this is not an option, students can audio or video record a session to view during a supervision session with their site-supervisor. Students must have written permission from the client/student or their guardian, if applicable, before they are able to record a session.

**a. Points: 10 points**

### 5. End of Semester Reflection PowerPoint:

Students will present a 6-9-minute PowerPoint presentation of what they have gained from the semester and what their focus will be for the future. Presentation will need to include: 3-4 expectations entering the practicum experience, 4-5 key insights gained from the semester and 3-4 goals for the future. You might reflect on significant changes you've made in your life, what helped you be successful in those changes, and how your experience of change might both help and hinder your efforts to help clients change. We expect graduate-level work here; you are responsible to make sure that you bring a professional level of rigor to your work and reflection in both your project and presentation.

Student Name: \_\_\_\_\_

**Possible Received**

Project and presentation are genuine, thoughtful, & reflective	1	
Expectations entering practicum	3	
Insights gained	3	
Goals for the future	3	
<b>Total Points</b>	<b>10</b>	

### **6. Site Visit**

During Practicum, site visits will be completed at the site-supervisor's request. If students are taking practicum over multiple semesters, only one site visit will typically be completed. Site visits will most likely happen over zoom, or the phone. Students must coordinate a time that the instructor, site-supervisor, and they can meet. Meetings last approximately 30 minutes. Site visits should ideally occur during weeks 4-10 of the semester.

### **7. Log of Hours**

Throughout the semester students are required to document their hours on a weekly Summary log. Please see the CSC Practicum and Internship Handbook an example that can be used. At the end of the semester students must complete the Semester End Log totals document as proof of meeting hour requirements. This document will be signed by their supervisor. Please See Handbook for Hour Requirements. This document must be turned in documenting minimum number of required hours before a grade will be given in the course.

#### **a. Due final week of class**

**Points: 10**

### **8. Supervised Practicum Evaluations**

Please see the provided forms in the Practicum and Internship handbook and in Canvas. Students will be evaluated by their supervisors at the end of practicum.

#### **a. Evaluation due at the final week of class**

**Points: 20**

*\*In addition to completing the class assignments, successful completion of this course requires reaching direct and indirect hour requirements, participating in weekly and group supervision, maintaining frequent contact with the instructor, and engaging in an ethical manner at all times. Failure to do any of the requirements may result in a failing grade or an incomplete.*

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### **Mental Health & Wellbeing**

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or

loss of motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

## Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. Since COUN 602 is 3-credit hour course, you should plan to spend a **minimum** of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each of the course activities or components listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction	1.5	21
Reading & Interactive Multimedia	5	70
Assignments	4	56
Clinical Hours	6.25	100 (40 direct)
<b>Total</b>		247

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

**\*\*Disclaimer:** The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

## Part 2: Student Learning Outcomes

COUN 602 Practicum – School Counseling	CACREP, ASCA, and CSC Learning Objectives	Assessment
Explore professional counseling organizations, including membership benefits, activities, services to members, and current issues	CACREP II F.1.f	Class Discussions
Evaluate technology's impact on the counseling profession	CACREP II F.1.j	Class Discussions
Engage in strategies for personal and professional self-evaluation and implications for practice.	CACREP II. F.1.k	Case Review
Explore the role of counseling supervision in the profession.	CACREP II F.1.m	Class Discussions
Practice theories and models of counseling	CACREP II F.5.a	Case Review
Engage in essential interviewing, counseling, and case conceptualization skills	CACREP II F.5.g	Case Review
Create developmentally relevant counseling treatment or intervention plans	CACREP II F.5.h	Assignment #5
Practice development of measurable outcomes for clients	CACREP II F.5.i	Assignment #5
Evaluation of counseling interventions and programs	CACREP II F.8.e	Case review and Evaluations
<p>Apply legal and ethical considerations specific to clinical mental health counseling.</p> <p>Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.</p> <p>Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.</p>	CACREP II CMHC C.2.1 CSC SLO 1 ASCA 7.1 and 7.3	Class Discussions and Case Review
Utilize techniques and interventions for prevention and treatment of a broad range of mental health issues	CACREP II CMHC C.3.b	Case Review and Assignment #5

### Part 3: Course Topic Schedule/Outline

Week & Dates:	Topic	Assigned Readings	Class Activities and Assignments
<b>Week 1</b>  <b>August 19<sup>th</sup>-25<sup>th</sup></b>	<i>Getting Started</i>  <i>Orientation to Practicum/Internship sites</i>	Oberman lesson 1  Kottler Chapter 1	<b>Assignment #1</b> -Turn in ALL required paperwork to CSC Canvas ( <b>Students cannot begin accruing Practicum hours until all paperwork is turned into Canvas</b> )  <b>Group Supervision Via Zoom #1</b> <b>Bi-Weekly Self Evaluation #1 (review in supervision with site supervisor)</b>
<b>Week 2</b>  <b>August 26<sup>th</sup>-September 1<sup>st</sup></b>	<i>Assessment of field experience student's counseling skill development</i>  <i>ASCA national Model</i>	Oberman lesson 2  Kottler Chapter 2	Meet with Supervisor Schedule Meetings Discuss class expectations & roles  <b>Assignment #2</b>
<b>Week 3</b>  <b>September 2<sup>nd</sup>-8<sup>th</sup></b>	<i>Documentation, confidentiality, and informed consent</i>  <i>Accountability matters</i>	Oberman lesson 3  Kottler Chapter 3  Code of Ethics	Meet with Clients/Students Meet with Supervisor <b>Assignment #3</b>  <b>Group Supervision Via Zoom #2</b> <b>Bi-Weekly Self Evaluation #2 (review in supervision with site supervisor)</b>
<b>Week 4</b>  <b>September 9<sup>th</sup>-15<sup>th</sup></b>	<i>Social justice</i>  <i>ELL</i>	Oberman lesson 4  Kottler Chapter 4	Meet with Clients/Students Meet with Supervisor
<b>Week 5</b>  <b>September 16<sup>th</sup>-22<sup>nd</sup></b>	<i>LGBTQ+</i>  <i>Transgender and Gender nonconforming</i>	Oberman lesson 5  Kottler Chapter 5	Meet with Clients/Students Meet with Supervisor <b>Assignment #4</b>  <b>Group Supervision Via Zoom #3</b> <b>Case Reviews</b>



			<b>Bi-Weekly Self Evaluation #3 (review in supervision with site supervisor)</b>
<b>Week 6</b> <b>September</b> <b>23<sup>rd</sup>-29<sup>th</sup></b>	<i>Child abuse and neglect</i>  <i>Suicide assessment, prevention and postvention</i>	Oberman lesson 6  Kottler Chapter 6	Meet with Clients/Students Meet with Supervisor
<b>Week 7</b> <b>September</b> <b>30<sup>th</sup>-October</b> <b>6<sup>th</sup></b>	<i>Crisis management</i>  <i>Substance abuse</i>	Oberman lesson 7  Kottler Chapters 7-8	Meet with Clients/Students Meet with Supervisor  <b>Group Supervision Via Zoom #4</b> <b>Case Reviews</b> <b>Bi-Weekly Self Evaluation #4 (review in supervision with site supervisor)</b>
<b>Week 8</b> <b>October</b> <b>7<sup>th</sup>-13<sup>th</sup></b>	<i>Bullying prevention</i>  <i>Classroom behavior observations</i>	Oberman lesson 8  Kottler Chapter 9	Meet with Clients/Students Meet with Supervisor
<b>Week 9</b> <b>October</b> <b>14<sup>th</sup>-20<sup>th</sup></b>	<i>Core Curriculum and Lessons plans</i>  <i>Classroom management</i>	Oberman lesson 9  Kottler Chapter 10	Meet with Clients/Students Meet with Supervisor  <b>Group Supervision Via Zoom #5</b> <b>Case Reviews</b> <b>Bi-Weekly Self Evaluation #5 (review in supervision with site supervisor)</b>
<b>Week 10</b> <b>October</b> <b>21<sup>st</sup>-27<sup>th</sup></b>	<i>Advising, scheduling and NCAA</i>  <i>Solution focused counseling</i>	Oberman lesson 10  Kottler Chapter 11	Meet with Clients/Students Meet with Supervisor
<b>Week 11</b> <b>October</b> <b>28<sup>th</sup>-</b>	<i>Groups</i>  <i>Mental Health in schools</i>	Oberman lesson 11 Kottler Chapter 12	Meet with Clients/Students Meet with Supervisor <b>Assignment #5</b> <b>Group Supervision Via Zoom #6</b> <b>Case Reviews</b>

<b>November 3<sup>rd</sup></b>			<b>Bi-Weekly Self Evaluation #6 (review in supervision with site supervisor)</b>
<b>Week 12</b> <b>November 4<sup>th</sup>-10<sup>th</sup></b>	<i>Special Education</i>  <i>Psychoeducational assessments</i>	Oberman lesson 12  Kottler Chapter 13	Meet with Clients/Students Meet with Supervisor <b>Supervisor Observation of Counseling Skills</b>
<b>Week 13</b> <b>November 11<sup>th</sup>-17<sup>th</sup></b>	<i>IEPs and 504s</i>	Oberman lesson 13  Kottler Chapters 14-15	Meet with Clients/Students Meet with Supervisor <b>Assignment #6</b>  <b>Group Supervision Via Zoom #7</b> <b>Bi-Weekly Self Evaluation #7 (review in supervision with site supervisor)</b>
<b>Week 14</b> <b>November 18<sup>th</sup>-24<sup>th</sup></b>	<i>Postsecondary transitions</i>  <i>Secondary transitions for students with disabilities</i>	Oberman lesson 14  Kottler Chapter 16	Meet with Clients/Students Meet with Supervisor
<b>Week 15</b> <b>November 25<sup>th</sup>-December 1<sup>st</sup></b>	<i>Writing Letters of recommendation</i>	Kottler Chapter 17	Meet with Clients/Students Meet with Supervisor  <b>Group Supervision Via Zoom #8</b> <b>Reflection PowerPoint Presentations</b> <b>Bi-Weekly Self Evaluation #8 (review in supervision with site supervisor)</b>
<b>Week 16</b> <b>December 2<sup>nd</sup>-8<sup>th</sup></b>	<i>School counselors are leaders</i>	None	Terminate with Clients/Students Meet with Supervisor
<b>Week 17-Finals Week</b>	<i>Complete end of semester paperwork</i>	None assigned	<b>Group Supervision Via Zoom #9</b> <b>Reflection PowerPoint Presentations</b> <b>Bi-Weekly Self Evaluation #8 (review in supervision with site supervisor)</b>

<b>December 9<sup>th</sup>-13<sup>th</sup></b>			<b>Hour Log due December 13<sup>th</sup></b> <b>Final Supervised Practicum Evaluation due December 13<sup>th</sup></b> <b>Student Evaluation of Site Supervisor due December 13<sup>th</sup></b>
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## Part 4: Grading Policy

### Graded Course Activities and Letter Grade Assignment

Assignments	Points
Attendance, Professionalism, and Participation	20
Case Review	10
Assignments	20
Reflection PowerPoint	10
Site visit	*
Counseling Skills Assessment	10
Hour log	10
Supervised Practicum Evaluation	20
Total	100

\*No points; however, no grade will be given if the min. hours are not met.

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

#### *Late Work Policy*

Late work will be accepted up to one week late for partial credit.

#### *Viewing Grades in CSC Online*

I will update grades in CSC Online Canvas each time a grading session has been completed—typically 5 days following the completion of an activity.

## Part 5: Course & Institution Policies

Academic policies, including the selected policies detailed in this syllabus section, can be found on [Chadron State College's Policy Website](http://www.csc.edu/policy/category/index.csc).  
(<http://www.csc.edu/policy/category/index.csc>)

### *Personal Emergency & Academic Attendance*

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (*3 or more consecutive class days*), you may contact the Dean of Student Affairs at [studentaffairs@csc.edu](mailto:studentaffairs@csc.edu) for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

## Student Behavior

### *Academic Honesty*

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure,

suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
  1. Submitting an assignment that someone else has written and claiming the work as one’s own.
  2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
  3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

### ***Class Attendance/Participation Policy***

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

### ***Civility and Netiquette***

Civil behavior enhances the learning environment and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. All members of the class are expected to follow rules of common courtesy in all communications (including email messages, discussion, and chats). You may find these guidelines helpful:

1. Clearly label posts and emails with a relevant subject heading.
2. Use capital letters sparingly. THEY LOOK LIKE SHOUTING.
3. Forward emails only with a writer's permission.
4. Be considerate of others' feelings and use language carefully.
5. Cite all quotations, references, and sources.
6. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.
7. Use complete sentences and Standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

### **Equal Education Opportunity Policy/Nondiscrimination Policy**

CSC is committed to an equal opportunity program to encourage admission and employment, and to provide procedures which will assure equal treatment of all students and employees. The College administers its academic and employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided.

View the [Equal Employment and Education Opportunity Policy](#) on CSC's Policy Website.

(<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

### ***Equal Access***

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at [dkennell@csc.edu](mailto:dkennell@csc.edu).

### **Disclaimer**

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will

not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

## CSC Mission & Master Academic Plan (MAP)

### *Mission Statement*

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

### *MAP Priorities, 2019-2023*

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- **People** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- **Purpose** – Student Learning and Growth Pedagogy, Support Services, Wellness
- **Place** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

## CSC Education Unit Intended Program Outcomes

The intended program outcomes are as follows:

- 1) **CSC/InTASC Standard #1: Learner Development.** The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology/Technology)
- 2) **CSC/InTASC Standard #2: Learning Differences.** The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations/Diversity)
- 3) **CSC/InTASC Standard #3: Learning Environments.** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. (Human Relations/Diversity)
- 4) **CSC/InTASC Standard #4: Content Knowledge.** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
- 5) **CSC/InTASC Standard #5: Application of Content.** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)
- 6) **CSC/InTASC Standard #6: Assessment.** The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)



- 7) **CSC/InTASC Standard #7: Planning for Instruction.** The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Methodology/Technology)
- 8) **CSC/InTASC Standard #8: Instructional Strategies.** The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology/Technology)
- 9) **CSC/InTASC Standard #9: Professional Learning and Ethical Practice.** The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)
- 10) **CSC/InTASC Standard #10: Leadership and Collaboration.** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.

## Case Review

Many agencies, schools, and even groups of private practitioners meet regularly to *staff* cases – briefly present key information about a clinical case and seek feedback from the group to improve service delivery. When you do a case presentation in class, you should bring a **one-page** copy of the following information to turn in to the instructors and be prepared to provide abbreviated key information in your verbal presentation.

1. **Basic Client Information**: Briefly provide key descriptive facts about the client (age, sex, relationship/living status, occupation, etc.), and what brought the client in (presenting problem, including signs/symptoms, history of difficulties, chronic and acute stressors in the client's life).
2. **Client Context**: Briefly discuss the impact of significant developmental, cultural, gender, socio-economic, and other considerations on the client's functioning and presenting concerns. Identify available strengths and resources that may nurture a sense of hope and efficacy and help the client resolve his/her concerns.
3. **Treatment History**:
  - a. What has the client tried to resolve his/her concerns? Does the client have other counseling experience? Is the client taking medications? Prescribed by whom? Seeing a physician? Substance use? Legal issues?
  - b. Client's work with you: How many sessions have you had together? No-shows, reschedules, late? What specific goals are you working on with the client (from the service plan)? How is the therapeutic relationship (including SRS trends) and is the client making progress (including ORS trends)?
4. **Case Conceptualization**: Begin by *briefly* summarizing any results from assessment instruments / procedures, and include any relevant DSM-5 diagnostic information. Adequate conceptualization then involves using theory to do two things: 1) apply the theory to make sense of and explain your client's specific current condition and symptoms (the *myth*). 2) apply the same theory to describe what your client needs from you and from counseling in order to resolve her/his concerns and grow (the *ritual*). Your conceptualization should be more than just a review of the client's presenting problems, or a generic presentation of the myth and ritual of the theory. You must provide a theoretically consistent, rational explanation of what's going on and what's needed linked to specific details of your client's unique situation.

For this first semester, you should limit your conceptualization to just Person-Centered theory. Apply the theory using specific details from the client's situation. Some helpful questions for thinking about the two aspects of conceptualization from this theory include: 1) In what specific ways has the client become disconnected from her real-self? What are the "conditions of worth" that seem to be operating and what may have led the client to adopt them? Link the client's specific conditions of worth and their effects to her specific presenting problems. 2) In what specific ways does the client need to experience the core conditions of your presence? Which specific conditions will be most helpful and why? In what situations? How, specifically, will you work to provide those conditions through the

core counseling skills in such a way that they provide a corrective emotional experience? What might be challenging, for both you and the client, in this process?

5. Self-Reflection: In your work with this client, what have you found to be personally (beyond just skills) challenging for you? What personal issues come up? How do you make sense of that, and what does it teach you about yourself and your personal growth as a counselor?
- Be prepared to show an intentional and specific (vs. unplanned or random) section of your session that is related to your questions and which will help the group understand the client and your work together. Plan to show 10-15 minutes. During questions and comments from the group, remain open to any and all suggestions. Consider each thoughtfully, consider your reactions (thoughts and feelings) about each, and have further conversations with your onsite supervisor about the session.