

Psychology 6370 School Psychology Practicum (3.0 Cr.)

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Goals of the Course:

In this course, students will spend an average of 10 hours per week in school counseling practicum experiences learning about the varied roles fulfilled by school counselors. By the end of the semester, students should have been exposed to a number of career tasks with Comprehensive Guidance Programs in schools. These might include individual counseling with students, organizing specific counseling groups and other programs, helping administer group standardized achievement tests, consultation with teachers and administrators regarding classroom behavior problems, career/vocational counseling, participation in parent/teacher conferences, drug/alcohol referrals, etc.

At this point, students should have obtained a practicum placement within a school, and negotiated a contract. We will provide you with a letter of introduction for your supervisor, a contract form, and a student evaluation form for your supervisor to complete. Thus, if you have not done so already, discuss with your prospective supervisor or other necessary school administrators what the goals and purposes of the Practicum are. Specifically, you need to help them understand that your USU supervisors expect you to spend an average of 10 hours each week within the school; 1-3 hours will be spent at each of a variety of tasks commonly expected of a well-trained school counselor. The supervisor must be another M.S. school counselor, school psychologist or social worker

Structure of the Course

The course requirements will consist of: 1) completing the requisite clock-hours within school placements; you will receive a standardized evaluation from the school-based supervisor on your performance, and part of your grade will be based on this evaluation; 2) attending the EDNET group supervision sessions and mini-lessons on specialized topics; relatedly, you will complete in-class or out-of-class quizzes or brief writing assignments on the mini-lessons. Also, the groups supervisor will complete a standard evaluation form on your performance in group supervision; 3) production of a 2nd brief counseling

videotape that summarizes all of the major listening and action skills we introduced you to in 6350. You should begin practicing all of these counseling skills in your daily interactions with students, teachers, parents, administrators, etc., as they apply to classroom instruction, consultation, responsive services, etc.

Group Supervision. As noted above, each EDNET group supervision site will have an onsite supervisor Tuesday evenings. At the beginning of Tuesday evening class, I or another expert in Utah will spend about 30-45 minutes discussing some issue regarding counseling training, case problems etc. Each week, you should bring a notebook to class with you, *as some of the presentations and video materials will have a short set of answers to questions for you to complete (i.e., a quiz) at the end.* You will be asked to turn in your answers to the quiz to your EDNET technical facilitator.

Then, we will break into small supervision groups for 1.5-2 hours discussion periods. *The first case problem discussion session will occur on Jan 16.* Your principal task for the group meeting each week will be to actively participate in small group discussion of at least one case problem per student per week. You should review the evaluation form that was emailed to you by your instructor; this will alert you to the skills and professional behavior your group supervisor will be assessing. To prepare for class each week you will be expected to prepare at least 1-2 case problems in typewritten form. The case problem **format** is:

a. a 1-2 paragraph description of the essential details of the problem situation. **BE SURE TO PUT YOUR NAME AND THE DATE ON THE CASE.**

b. a LIST of the essential QUESTIONS associated with the problem that challenged you. These QUESTIONS should be based on the conflict, dilemmas, ethical/legal issues, or other decision-making points you deliberated.

c. On a separate page or back of the original case form (from which you made copies for your group members), summarize your ANSWERS to the questions.

D. Make enough xeroxed copies of parts **a.** and **b.** above for your practicum discussion group. Make one additional copy of parts a., b., **and c.**, for your instructor. This latter copy will be sent to me by the EDNET site technical coordinator, so I can document your completion of your contribution and the quality of your critical thinking skills. In completing part c. (answers to the questions), *make sure you refer to ethical guidelines, the opinion of other school counselors you might have consulted with, district policies, or state laws, where it is*

appropriate to do so.

As noted previously, you will have time each week to cover at least one of your problem cases within your supervision group. But, you should always have two cases or problems on hand, in case time permits the discussion of more cases. As mentioned previously, your task is to pass out copies of your case to group members, and lead the discussion. At the end of the discussion you should share with the group how you handled the situation, or how you intend to deal with it. **Your on-site group practicum instructor(s) will facilitate discussion, possibly share with you the wisdom of his or her experience, and perhaps offer some recommendations.**

As you discuss the case situation in the group, take care that you **change the names of the people involved, and disguise all other identifying information.**

Before you turn in parts a., b., and c., of your case problems to the site coordinator at the end of the evening, be sure to **add** (hand-write) any additional notes, helpful ideas, perspectives etc., shared by your group members. These will typically be added to your answers to questions (part c.) of each case. Adding these notes will demonstrate to me that you have considered the wisdom of your peers. ALL COMPETENT PROFESSIONALS REMAIN OPEN TO THE FEEDBACK OF PEERS, AND SEEK APPROPRIATE ADIVCE FROM OTHER PROFESSIONALS WHEN NECESSARY.

Case problems should not be restricted to student-counselor situations, but can include the many political and personnel conflicts that you will invariably experience with other counselors, teachers, the school Aculture®, and administrators. These situations will be "learning experiences" for you and their successful resolution will likely be enhanced by your training in school counseling.

Your Ethical Responsibilities

Confidentiality. The failure to maintain confidentiality among members of your practicum group can cause severe personal and legal problems for counselors, students and your instructor. I hope you will appreciate the potential gravity of discussing cases outside of the group supervision sessions with others (including trusted colleagues, spouses, etc.). An "automatic" basis for failing the course would be the discovery of a failure to maintain confidentiality. Make the commitment to talk about case material in the practicum group and nowhere else.

It is also considered unethical for you to fabricate cases/problems to bring to class. Taking up the valuable time of the supervision group and on-site supervisor to Aresolve@ something that never happened is considered highly unprofessional. Such behavior would also be an Aautomatic@ basis for receiving a failing grade in this course.

Videotape Counseling Demonstration. As you did in 6350, you will submit another (new) 15 minute videotape showcasing all of the counseling skills covered in that course. Refer to the 6350 course syllabus for more information about this. You should begin planning NOW to submit a DVD or VHS edition of this tape. That is, your camera can feed input into a VHS tape machine or DVD burner (e.g., on your computer). I really need to insist on standardized formats for these tapes, as trying to accommodate 4-5 different tape formats was has proved to be nearly unmanageable. These will be due around the 14th week of class; you will take turns presenting the tape to your supervision group i.e., for their review, comments, feedback during the 14th or 15th week of class. I will be emailing a videotape evaluation form to supervisors for this purpose

Weekly Assignments, Mini-lessons. In the Lesson schedule (below), a wide range of training and information topics will be presented throughout the semester. In lieu of readings, you will be required to listen to one audiotape broadcast from the PBS series, the Infinite Mind. I will email to each of you at least one week in advance of class, and you should listen to it by the due date listed on the Weekly Lessons schedule. Also, you come to class, you we will present a mini-lesson, and/or typically, a training video. A brief quiz covering the audiotape and the mini-lesson will follow. You will then break you 're your group supervision session

Your grade will be determined in part (25%) on school-based supervisor evaluation(s) and (25%) on evaluations from your Tuesday evening in-class supervisor and up to 25% on quizzes and/or answers to questions relating to mini-lessons and presentations; and 25%.

Attendance. Unfortunately, if you cannot attend a class session, I cannot arrange for you to make up quizzes, except under (what the university defines as) "extenuating" circumstances. Such circumstances lie outside "the control" of the student e.g., doctor-ordered absence, death in the immediate family, etc. If you know you will be missing class, due to vacation travel, a wedding (except if you or a sibling are getting married), please cope with by rehearsing to yourself that this is a conscious choice you are making, and thus, professionalism requires that you accept the outcomes and consequences of

your decision e.g., loss of points for that week in class.

Weekly Lessons, Topics

Date	Infinite Mind Audiotope Due	Mini-lesson Topic
1/09	Course Orientation	Understanding Self-Injurious Behavior
1/16	Psychology of Anxiety (tim010anxiety.mp3)	Solution-Focused Brief Counseling Skills
1/23	Effect of Television Viewing on Children	Brief Counseling With Children, Adolescents
1/30	Psychology of Lying	Counseling Latino Children and Adolescents
2/6	Teen Suicide	Teen Suicide
2/13	Youth Violence	Working with Hostile and Resistant Teens (1)
2/20	Psychology of Shoplifting	Working with Hostile and Resistant Teens (2)
2/27	Kids and Fire-Setting	Responding Therapeutically to Clients' Anger
3/6	Psychology of Bullying	Empirically-Supported Bullying Prevention
3/13	Understanding the Placebo Effect	Obsessions: Understanding OCD
3/20	OCD	Obsession: Seeking Perfection
3/27	Wasting Away	Anorexia Nervosa
4/3	VIDEO TAPED INTERVIEW DUE	VIDEO TAPED INTERVIEW DUE
4/10	Overeating and Obesity	VIDEO TAPED INTERVIEW DUE
4/17	Bipolar Disorder in Children	Motivational Interviewing Techniques
4/23		Pathological Gambling