Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: EDCO
Course Title: School Counseling Practicum

Year: 2025
Course and Section #: 6710-X02
Credits: 3

Course Description

Provides students with an opportunity to job shadow a school counselor at a local school for 100 hours and directly apply concepts and principles learned in coursework. Includes weekly reporting and reflection from practicum experiences to a group supervisor. Provides instructional content relating to the special topics in school counseling.

Course Attributes

This course has the following attributes:

☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
 X Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other:

Instructor Information

Instructor Name: Kalee Crandall, PhD

Student Learning Outcomes

1   Discuss special topics related to school counseling.
2   Apply concepts and principles learned in coursework in a school setting.
3   Practice consultation and collaboration techniques.
4   Discuss strategies for handling complex situations in the schools.

Course Materials and Texts

Required materials, fees and technology:

ASCA Student Membership: (https://www.schoolcounselor.org/Membership/Join-Renew). Tools and articles from ASCA will be used integrally with this course.

Course Requirements

Course Assignments, Assessments, and Grading Policy

The overall provide an opportunity for students to job shadow a school counselor at a local school for100 hours to directly apply concepts and principles learned in coursework, and collaborate with and reflect on practicum experiences with a Group Mentor. Content in the course will provide the additional training students need to become more effective leaders and advocates for K-12 students and the profession. Each week students will earn hours working in a school setting, participate in a weekly group meeting, and complete one module of instructional training in Canvas.

Description of how course works:
Canvas will serve as the platform for delivering weekly instructional content, where students will engage in interactive activities such as discussions, assignments, or quizzes.
Microsoft Teams will be used for facilitating collaborative group meetings with student's group mentors and peers, enabling discussions and reflections on the case studies students will have completed during the week.

For this three (3) **credit-hour** course, students should expect to spend the following hours each week:

6.5 hours a week in a school setting
1.5 hours a week meeting with an assigned Group Mentor, and
1 - 2 hours a week working on course content and case studies

The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Assignment Categories

Activity	Percent
Weekly Assignments/Discussions/Quizzes (15)	30%
Group Meeting Attendance and Participation (15)	30%
Case Studies (6)	25%
Video Demonstration	15%
Practicum Documents & Site Supervisor Evaluation	Pass/Fail

During the first night of class, students will be placed in a small group with other students andassigned a Practicum Group Mentor, who will be a licensed school counselor and leader in the field.Below are the details for the group meetings.

Students will be required to meet online once weekly with their group and mentor for 1.5 hourseach time. Group meetings will be held online in a group on Teams created by the instructor. Students must come to each group meeting prepared with one case study describing asituation they experienced while working in their assigned school.

Cases should be emailed to the Group Mentor at least 24 hours before the meeting. Students will use the Case Study Template and present at least one case to his/her small group for group discussion and feedback. See the Practicum Case Studies Assignment Details for more details on this assignment.

Group Mentors will assist students in these discussions and evaluate student performancein the group setting, both as a case presenter and as a group participant. Students will submit six of their completed cases throughout the semester. Attendance and active participation in group meetings are required. Attendance will be taken on Teams. With prior approval, students may miss up to one group meeting for an extenuatingcircumstance and an alternative assignment will be provided. It is expected students adhere to the Virtual Meeting Etiquette.

At the end of the semester, the Group Mentor will complete a final evaluation of each group member.

Video Demonstration:

Students will be required to record one 15-minute video of themselves using one of the techniques of counseling they have learned in earlier courses to work with a client (friend/family member) and share the recording during one of the group sessions. After watching this video, each student will evaluate themself, and the Group Mentor will also evaluate them. The Counseling Demonstration Video Assignment Details has more information on how to complete this assignment.

Practicum Documents:

At the end of the semester, students will be expected to turn in the following documents:
- Associate Educator License
- Practicum Site Supervisor Contract
- Practicum Hour Log
- Hour Log Cover Page
- Flex Hour and Conference Write-ups and Cover Pages (if completed)
- Practicum Site Supervisor Evaluation (once you have earned your 100 hours, please let Madelyn know so she can send the survey to your site supervisor)
- Group Mentor Evaluation (this will be completed by your mentor)

STUDENTS WHO DO NOT EARN 100 HOURS IN THEIR PRACTICUM OR DO NOT SUBMIT ALL OF THE REQUIRED DOCUMENTS BY THE DUE DATE WILL RECEIVE A GRADE OF FAIL FOR THIS COURSE.

Note: The site supervisor contract must be signed and submitted by the end of the second week of the semester, or the student will be withdrawn from the course.

Required or Recommended Reading Assignments

Assigned readings in Canvas.

General Description of the Subject Matter of Each Lecture or Discussion

This schedule is subject to change. All assignments are due on Mondays by 8:00 am.

Module	Topic	Virtual Meeting	Assignments
Module 1	Interview Skills	1/8 6:00 pm - 7:30 pm ⤴	Discussion: Interviewing and Networking Skills **Due 1/13 8:00 AM**
Module 2	Resume Skills	With groups in Teams	Assignment: Professional Resume **Due 1/21 8:00 AM**
Module 3	Collaboration	With groups in Teams	Quiz: Collaboration in School Counseling Practicum Contract Associate Educator License **Due 1/27 8:00 AM**
Module 4	An Introduction to Elementary School Counseling	With groups in Teams	Quiz: Elementary School Counseling Case Study #1 **Due 2/3 8:00 AM**
Module 5	Highly Effective Elementary School Counseling Programs	With groups in Teams	Quiz: Elementary School Counseling Programs Schedule an Internship Meeting with Madelyn **Due 2/10 8:00 AM**
Module 6	Elementary Classroom Management Strategies	With groups in Teams	Discuss: Classroom Management in Elementary School Case Study #2 Mid-Semester Design Survey **Due 2/18 8:00 AM**
Module 7	Middle Grades Classroom Management Strategies	With groups in Teams	Discuss: Classroom Management in Middle School **Due 2/24 8:00 AM**
Module 8	High School Classroom Management Strategies	With groups in Teams	Discuss: Classroom Management in High School (classroom observation activity) Case Study #3 **Due 3/3 8:00 AM**
Module 9	Differentiated Instructional Strategies	With groups in Teams	Discuss: Differentiated Instructional Strategies **Due 3/17 8:00 AM**
		UVU Spring Break (March 10 - 15)	
Module 10	High School Graduation Requirements	With groups in Teams	Quiz: High School Graduation Requirements Case Study #4 **Due 3/24 8:00 AM**
Module 11	NCAA Requirements	With groups in Teams	Quiz: NCAA Requirements **Due 3/31 8:00 AM**
Module 12	Counseling Techniques for Video Demonstration	With groups in Teams	Assignment: Counseling Demonstration Video Case Study #5 **Due 4/7 8:00 AM**
Module 13	Leadership & Advocacy	With groups in Teams	Quiz: Leadership & Advocacy Completion of Internship Meeting with Madelyn **Due 4/14 8:00 AM**
Module 14	Grant Writing in School Counseling	With groups in Teams	Quiz: Grant Writing Case Study #6 **Due 4/21 8:00 AM**
Module 15	Professional Development	With groups in Teams	Practicum Documents and Evaluations (to be submitted by the site supervisor and group mentor) Group Mentor Feedback Survey **Due 4/28 8:00 AM**
Module 16	Wrapping Up		Final Reflection Paper SRI Survey **Due 4/28 8:00 AM**

Required Course Syllabus Statements

Generative AI

AI applications should not be viewed as substitutes for your innate creativity, individuality, and analytical thinking skills. The art of writing, critical thinking, and research are disciplines that require cultivation over time to refine your unique voice. Simultaneously, it is essential to understand the appropriate utilization of AI tools and recognize the situations where AI can offer valuable assistance to your work. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine-tuning your research questions;
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

It is your responsibility to ensure that the information you provide in response to an AI query adheres to certain standards, such as not infringing upon intellectual property rights, avoiding dissemination of misinformation, and refraining from unethical content. Proper documentation and citation of your use of AI tools are necessary to comply with university guidelines regarding academic integrity.

Students utilizing AI tools for their assignments must distinctly differentiate between their original work and the AI-generated content. In these instances, the portion of the student's work generated by AI should not exceed 15%. If there are any uncertainties or confusion regarding this matter, please do not hesitate to contact me for clarification before submitting your work.

Plagiarism occurs when you:
- Use another author or source's exact wording in a way that makes it seem like your own, regardless of the original form of those words (e.g., book, article, lecture, website, speech, graphic, or any other form like an AI text generator)
- Paraphrase another author's words in a manner that closely resembles the original passage without proper citation.
- Do not clearly acknowledge the authorship of someone else when submitting work.
- Create false information that is not supported by the actual research in a writing project
- Have someone else, whether paid or not, write your paper or use a paper mill website with pre-written papers
- Produce and submit a paper created using artificial intelligence, such as ChatGPT

Using Remote Testing Software

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.