

EDCEP 877 Practicum Spring 2024

General Information

Dr. Samantha Holloway
Teaching Assistant Professor; 306 Bluemont Hall
Email: smkriley@ksu.edu
Office Phone Number: 785-532-5543
Office Hours: by appointment via zoom

Course Description

This is a developmental counseling skills course addressing influences on the helping process such as personal characteristics, theoretical orientation, verbal & nonverbal behaviors, and ethical considerations. Includes interventions, case conceptualization, evaluation, and supervised individual and group practice.

*Students must provide proof of *PROFESSIONAL LIABILITY INSURANCE* prior to an appointment with first client(s)*

Course Learning Objectives:

The following table outlines the learning objectives, CACREP standards, and where in EDCEP 857 the learning objectives should be met. At the completion of this course, students will be prepared to:

Course Objective	CACREP Standard(s)
Students will understand how to the role of supervision in the school counseling setting	CACREP 2.F.1.m
Students will understand different self-care strategies	CACREP 2.F.1.l
Students will demonstrate an understanding of self-evaluation and implications for the school counseling practice	CACREP 2.F.1.k

Counseling Program Key Performance Indicator(s):

KPI 1: Student is able to differentiate the various theories and models of counseling

KPI 1 Assessment: Intervention Demonstration

KPI 1: Student is able to establish and maintain an effective counseling relationship

KPI 2 Video Sample: "Good Counseling Skills"

Rubric

KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;

- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Required Reading Materials

Hackney, H., & Bernard, J. (2017). Professional counseling (8th ed.)

ISBN-13: 978-0134165776

ISBN-10: 9780134165776

Recommended Reading Materials

Erford, B. (2019). 45 Techniques every counselor should know. (3rd ed.). Pearson.

ISBN-10: 0134694899

ISBN-13: 978-0134694894

Methods of Instruction

EDCEP 877: Practicum will be an online synchrony class on Tuesday(s) from 4:30 – 6:00 p.m. from January 16, 2024 to May 13, 2024.

Professional Identity Statement

According to 20/20: A Vision for the Future of Counseling, (ACA, 2022), the definition of counseling is: “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical, and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness and wellness that allows you to best serve your clients and/or students with nonmaleficence and beneficence.

Communication with Dr. Holloway

Dr. Holloway is online and checking course emails throughout the week. For the best response time, please email or contact between 8:00 a.m. – 4:00 p.m. Monday-Friday. I have limited availability to respond during evenings and weekends. Please allow 24 hours to answer an email. If wanting to set up a Zoom meeting email smkriley@ksu.edu and provide 3 dates & 3 corresponding times and one will be selected.

Dr. Holloway Course Expectations

Attendance. *Class attendance is expected and required. After 2 missed classes &/or supervision sessions, the student who missed the two classes &/or supervision sessions must contact Dr. Holloway to set up a “check-in” meeting. If the student does not contact Dr. Holloway within 7 days of the second missed class, the student will be deducted a full letter grade. A make-up assignment option will be provided during the “check-in” meeting.*

Participation: *Engage in class discussions, participate in in-class activities, and be a person of character during placement time and class time.*

Confidentiality: *As with the nature of this course, we will deal with personal and sensitive matters, as well as client information. It is imperative that we engage in a respectful dialogue and remember that any personal and/or client information discussed during class time is confidential and should be confined to our class of EDCEP 877: Practicum.*

Session Videos & KSU Informed Consent: *You must have a signed informed consent **prior to** taping individual/group members. Each student is required to create a folder labeled **877_LastName_FirstName** in the KSU OneDrive. This folder needs to be shared with Dr. Holloway at*

smkriley@ksu.edu. All videos individual counseling videos and informed consent(s) must be uploaded to this OneDrive folder.

Deadlines: All deadlines are posted in the syllabus and in our canvas course. Dr. Holloway would appreciate being contacted *PRIOR* to missing a deadline. If Dr. Holloway is not contacted within five days of missing a deadline or submitting late work, there will be no points awarded. Dr. Holloway will not grade late work until the final two weeks of the semester.

Evaluation Plan:

Your final grade is based on the total number of points that you have earned throughout the semester. The various ways in which you can earn points are below:

Assignments

Activity	Description	Points	Due Date
In-Class Activities	There will be a variety of in-class activities. These activities will not be allowed to make up if a student misses class.	90	
Online Activities <i>Theses are required before seeing any clients</i>	Child Abuse & Neglect: Mandated Reporting in Kansas EDCEP 877: Practicum Checklist of Required Documents Signed Syllabus	30	
Weekly Self-Care Activity	Complete 15 of the self-care activities listed in our Canvas Course. Complete a pre and post reflection with a photo of activity	75	
Pre-Personal View of Counseling Process	See Canvas Course, Assignment, Pre-	15	

	Personal View of Counseling Process for information		
Video Sample: Good Counseling Skills	See Canvas Course, Assignment, Video Sample: Good Counseling Skills for information	30	
Video Sample: Intervention at Work	See Canvas Course, Assignment, Video Sample: Intervention at Work for information	30	
Intervention Class Demonstration: Affective	Students will teach and demonstrate an affective intervention.	25	
Intervention Class Demonstration: Cognitive	Students will teach and demonstrate cognitive intervention	25	
Intervention Class Demonstration: Behavioral	Students will teach and demonstrate behavioral intervention.	25	
Case Conceptualization & Video Sample	Information in Canvas Assignment, Case Conceptualization & Video Sample for information	50	
Advocacy Awareness Assignment	Information in Canvas Assignment, Advocacy Awareness Assignment for information	10	
Electronic Portfolio Presentation	See Canvas Course,	10	

	Assignment, Electronic Portfolio Presentation for information		
ASCA “Hot Topic” Webinar Presentation	Watch an ASCA live or previously recorded webinar over a “Hot Topic” to you. Additional Information In Canvas Assignments	15	
Direct Entry Document	Direct Entry needs to be complete for those student who do not have a valid Kansas Teaching License. Additional Information In Canvas Assignments	20	
Discussion Boards	Discussion Boards Topics will be provided for Online Class	15/30	
Time Log 100 Hours of Counseling • 40 Direct Counseling Hours 60 Indirect Counseling Hours	View course description for more information.	100	
Final: Post-Personal View of Counseling Process Recorded Presentation		50	

Grading Scale

Total Points: 630

The minimum number of total points required for each grade is listed below:

A = 570

B = 510

C = 445

Any student who has not earned at least 445 points by the end of the semester will fail the course.

KSU Supervision Information & Assignments		
Activity	Description	Start/Due Date
Supervision Begins	Triadic Supervision will take place for all EDCEP 877: Practicum students. Weekly supervision is required for EDCEP 877: Practicum	
Mid Semester Evaluation	Student & Kansas State University Supervisor Complete CCS-R Submit 2 CCS-R to Dr. Holloway	
Final Semester Evaluation	Student & Kansas State University Supervisor Complete CCS-R Submit 2 CCS-R to Dr. Holloway	

Site Supervisor Information & Assignments		
Activity	Description	Start/Due Date
Site Supervision/Placement Start	Placements may begin after the first day EDCEP 877	<i>Any day after first day of class</i>
Mid-Semester Evaluation	Students & Site Supervisor will complete the PSCDS	
Final Semester Evaluation	Students & Site Supervisor will complete the PSCDS	

Tentative Course Calendar

Each week opens on Saturday at 6:00 AM and closes on Friday at 11:59 PM. Unless otherwise specified, all assignments, readings and other activities each week should be completed before that week closes.

EDCEP 877: Tentative Course Calendar					
Week	Date	Content	Assignment Due	Readings	CACREP Stds
1		Introduction to EDCEP 877: Practicum <i>Course Syllabus Overview</i> <i>What is Practicum</i>	Signed Syllabus In-Class Activity: Individual Counseling Self-Care Activity		2.F.1.1
2		Counselor Talk: <i>Language of Counseling</i> Working Alliance: <i>Working Relationships</i>	Child Abuse & Neglect: Mandated Reporting in Kansas EDCEP 877: Practicum Checklist of Required Documents In-Class Activity: Working Alliance Self-Care Activity	Chapter 2: Language of Counseling Chapter 4: Initiating & Maintaining a Working Relationship	2.F.1.1 2.F.1.m
3	ONLINE	What is the Individual Counseling Structure? What Does Termination Look Like?	Discussion Board: Structure of Individual Counseling Discussion Board: Termination Self-Care Activity	Chapter 3: The Essential Structure of Counseling Chapter 12: Termination & Evaluation	2.F.1.1 2.F.1.m
4		How do we Assess? What is a S-M-A-R-T Goal.	In-Class Activity: Speed Sessions Self-Care Activity	Chapter 5: Assessing the Client Problem Chapter 6: Developing Counseling Goals	2.F.1.1 2.F.1.m
5		What is a Case Conceptualization?	In-Class Activity: Do You Understand a Case Conceptualization? Self-Care Activity	Chapter 7: Defining Strategies & Selecting Interventions	2.F.1.1 2.F.1.m

6		Affective Interventions	Pre-Personal View of Counseling Process Video Sample: Good Counseling Skills Affective Intervention Demonstration Self-Care Activity	Chapter 8: Affective Interventions	2.F.1.1 2.F.1.m 2.F.1.k
7	ONLINE	What are some Hot Topics for School Counselors?	ASCA Hot Topic Recorded Presentation Self-Care Activity	Review ASCA Hot Topics Webinar	2.F.1.1 2.F.1.m
8		Cognitive Interventions	<i>CCS-R Mid-Term Evaluation</i> <i>Professional School Counselor Disposition Standards Mid-Term Evaluation</i> Cognitive Intervention Demonstration Self-Care Activity	Chapter 9: Cognitive Interventions	2.F.1.1 2.F.1.m 2.F.1.k
9		Behavioral Interventions	Behavioral Intervention Demonstration Video Sample: Intervention at Work Self-Care Activity	Chapter 10: Behavioral Intervention	2.F.1.1 2.F.1.m 2.F.1.k
10	Individual ZOOM Meeting	Individual ZOOM Meeting: Let's Talk About Your Videos!	Self-Care Activity	Schedule an individual Zoom meeting with Dr. Holloway to discuss Video Samples	2.F.1.1 2.F.1.m

11	WORKDAY		Self-Care Activity		2.F.1.1 2.F.1.m
12		Showcase your Case Conceptualization	Case Conceptualization & Video Sample In-Class Activity: Submit your Question Self-Care Activity		2.F.1.1 2.F.1.m
13		Showcase your Case Conceptualization	Case Conceptualization & Video Sample In-Class Activity: Submit your Question. Self-Care Activity		2.F.1.1 2.F.1.m
<i>B</i>	<i>R</i>	<i>E</i>	<i>A</i>	<i>K</i>	<i>!</i>
14		Showcase your Electronic Portfolio	Electronic Portfolio Presentation In-Class Activity: Electronic Portfolio Cheat Sheet Self-Care Activity		2.F.1.1 2.F.1.m
15	ONLINE	Showcase your ASCA Hot Topics	Discussion Board: ASCA Hot Topics Discussion Board: Selfcare Activities <i>CCS-R Final Evaluation</i> <i>Professional School Counselor Disposition Standards Final Evaluation</i>	Review ASCA Hot Topics Webinar	2.F.1.k 2.F.1.1 2.F.1.m

			EDCEP 877: Practicum, Time Log		
Week 16	12/14/2023		Final: Post-Personal View of Counseling Process Recorded Presentation		

Kansas State University Information

Academic Honesty

Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the [Honor and Integrity System](#) apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the [Student Access Center](#) or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
accesscenter@k-state.edu
785-532-6441

K-State Salina Campus – Julie Rowe; Student Success Coordinator
jarowe@k-state.edu
785-820-7908

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State [Principles of Community](#).

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the [Student Ombudsperson Office](#). Violations of the [student code of conduct](#) can be reported using the [Code of Conduct Reporting Form](#). You can also report [discrimination, harassment or sexual harassment](#), if needed.

Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a [duty to report](#) any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment, as outlined by [PPM 3010](#).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's [Office for Institutional Equity \(OIE\)](#) using the [online reporting form](#). Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the [Kansas State University Police Department](#) or the [Riley County Police Department](#). Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the [K-State Center for Advocacy, Response, and Education \(CARE\)](#). Confidential mental health services can be found with [Lafene Counseling and Psychological Services \(CAPS\)](#). Academic support can be found with the [Office of Student Life \(OSL\)](#). OSL is a non-confidential resource. OIE also provides a [comprehensive list of resources](#) on their website. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

EDCEP 877 Course Syllabus and Canvas Signature Verification Page

By signing this page, I am verifying that I have read **each** page of the EDCEP 877 course syllabus and reviewed the Canvas page.

Student Name

Date