

PSY 646 Practicum- Fall 2022

Instructor: Neal Sakaue

Room: Henry 203

Class Time: Thursdays 5:30-9:30

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Office Hours: After class / By appointment

Required Text: Brigman, G., Villares, E., Mullis, F., Webb, L., & White, J. (2022). School Counselor Consultation, Skills for Working Effectively with Parents, Teachers, and Other School Personnel, 2nd edition, Hoboken, NJ: John Wiley & Sons, Inc.

Supplemental Text (not required for purchase by student): Beachboard, C. (2022). The School of Hope: The Journey from Trauma and Anxiety to Achievement, Happiness, and Resilience, Thousand Oaks, California, Corwin Press, Inc.

University Course Description

This course offers the student an opportunity to explore the most important concepts, techniques, ethics, and skills of school counseling within a practicum experience. Classroom activities will develop skills and techniques of individual and group counseling, relate theory to application in an educational setting(s), and develop client record keeping skills. Classroom activities will focus on developing standards-based school counselor competencies as described in the MSCP Practicum Handbook: Appendix A, in the Hawaii Teachers Standards Board School Counselor Performance Standards, and in the American School Counselor Association Standards. To meet these competencies, students will spend 100 hours in a school setting where they will counsel students under supervision of a site supervisor. The students' field experience will be evaluated by the field site supervisor according to the students' development in each of the areas listed in the Supervisor's Evaluation, Appendix K.

It is imperative that students keep all syllabi from all courses taken, while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Course Overview

Third Benchmark Course

Supervised experience in counseling utilizing videotapes, role-playing, audiotapes, and demonstrations. Both group and individualized instruction and supervision are stressed in didactic and experiential settings. Students will spend 100 hours (50 direct service hours, 50 administrative hours) at a practicum site under the supervision of a licensed school counselor. **Prerequisites: PSY 611, 636, 771.**

Course Approach

This course is designed to be interactive, full of dialog, and conversation. Every class will begin with an energizer to build relationships with the students and the instructor. While the course is theoretically based upon counseling skills and theories, scenarios will be presented for the students to analyze and critique. Opportunities will be given for students to discuss “real life” situations. The instructor believes that learning can occur most optimally when students are actively, cooperatively, and meaningfully engaged. Students are expected to attend class fully prepared and ready to learn.

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

MSCP Core Program Learning Outcomes (PLOs)

1. Students will identify School Counseling theories, principles, concepts, techniques, and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients in a School Counseling Context.
3. Students will identify the relationship between adaptation and change and the counseling process in a School Counseling context.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Apply mental health counseling approaches to practice in an ethical and inclusive manner in PK-12 school settings. This is assessed by the Site Supervisor Evaluation. (PLO 2).
2. Implement instructional and counseling strategies as part of a comprehensive school counseling program. This is assessed by the Capstone Project assignment (PLO 2)

3. Formulate professional and field-appropriate documentation. This is assessed by the Site Supervisor Evaluation. (PLO 1).
4. Critically evaluate their progress through the active practice of reflexivity. This is assessed by the Weekly Journals assignment. (PLO 3).

Course Integration of Hawaii Counselor Standards

ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

Learner and Learning

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

Content

Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

Standard 3. Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to

track the academic, college/career, and social emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

Instructional Practice

Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs.

Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

Professional Responsibility

Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

Standard 7. Ethical Practice. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

Hawaii General Learner Outcomes

1. Self-directed Learner (The ability to be responsible for one's own learning).

2. Community Contributor (The understanding that it is essential for human beings to work together).

3. Complex Thinker (The ability to demonstrate critical thinking and problem solving).

4. Quality Producer (The ability to recognize and produce quality performance and quality products).

5. Effective Communicator (The ability to communicate effectively).

6. Effective and Ethical User of Technology. (The ability to use a variety of technologies).

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence-based research

Scientific Method Definitions

The METHODS OF SCIENCE are only tools, tools that we use to obtain knowledge about phenomena. The SCIENTIFIC METHOD is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation

that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamor, scientific inquiry is nothing more THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS. Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable. SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing. The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A THEORY is a large body of interconnected propositions about how some portion of the world operates; a HYPOTHESIS is a smaller body of propositions. HYPOTHESES are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The PHILOSOPHY OF SCIENCE decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even HYPOTHESES cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory. Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practicum, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

Educate for Formation in Faith: Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education: In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and

the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit: Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace: The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change: In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton.

Each of these characteristics are integrated, to varying degrees, in this course.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep

3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school.

Six (6) Pillars of Counselor Fitness

(Developed by Dr. Blendine Hawkins, Pd.D., Assistant Professor of Psychology at Chaminade University of Honolulu)

Humility & Openness: Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.

Reflexivity: Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

Psychological Flexibility & Adaptability: Counseling performance enhanced by the ability to flex to changing circumstance, and to adapt to fluctuating situational demands unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

Emotional Stability & Self-Control: Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

Self-Awareness, Self-Monitoring, & Self-Care: Counseling performance enhanced by a commitment to self-awareness and to examine own belief systems, values, needs, biases, and limitations and the effects of "self" honestly and objectively on one's work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

Empathy: Counseling performance enhanced by having a warm understanding and open-minded acceptance of other viewpoints, the ability to see things from another person's perspective, and a desire to truly understand their experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other's thoughts and feelings.

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Personal Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted.

For more information visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: counselingcenter@chaminade.edu
Phone: 808-735-4845.

Attendance Policy

If you miss more than one class, you will be given a “C” and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor’s discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students’ rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University’s jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Course Requirements

Assignments are to be handed in to the Instructor on the due dates stated in the syllabus. ***No assignment will be accepted after the due date*** and will result in a zero for the total points of the assignment. All readings must be done prior to the class meeting.

Assignments

Chapter Quizzes	24
Chapter Presentation & Handout	
Supervisor and Instructor Evaluation	25
Appendix K	
Counselor Fit	
Program Hour Requirements and Appendices	15
Appendix E	
Appendix H	
Appendix M	
Capstone Project- Section 1, 2 and 3	10
Guidance Lesson Presentation	
Case Study & Presentation (Appendix C required)	16
Student Observation Report	
Video Tape & Presentation (Appendix C & F required)	10
Scribe of Counseling Session	
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Total Points	100

Grading

A = 90 – 100

B = 80 – 89

C = 79 & below (you must retake the class)

Assignment Description

Chapter Quiz & Presentation: The presentation should not exceed 15 minutes. A one-page chapter outline must be shared with each member of the class and Instructor prior to the chapter presentation.

Supervisor’s Evaluation of School Counseling Student (Appendix K): Due Week 10, each student will be evaluated by their Site-Supervisor(s) at each of their sites on their professional and personal competence. The purpose of the Supervisor’s Evaluation of the School Counseling Student is to ensure that students are developing an acceptable standard of performance within the school counseling field as primarily determined by their Site-Supervisor(s). Each student will need to submit a satisfactory rating (“acceptable”, “above” or “far above expectation”) within all categories of Appendix K to receive credit. Any area indicating “below expectation” or “far below expectation” will require intervention by the Instructor, Internship Coordinator, and/or Clinical Director, and *may* result in the student receiving no credit for this assignment.

- ❖ **Instructor’s note:** Failure to successfully pass a Site Supervisor’s Evaluation of the School Counseling Student (specifically Question #26) will result in the student receiving no credit for the assignment and therefore, the student will not progress to Internship A.

- ❖ Supervisor's will be sent their Evaluation form Appendix K via an email as a **link to complete and sign electronically**. (There will be **NO** paper forms to complete, sign or print). Supervisor will receive evaluation electronically and once completed, it will be sent to Instructor for signature and review.

Counselor Fit Disposition: Each student will reflect, assess, and self-evaluate their counselor efficacy using the CUH Counselor Fit Disposition Assessment to assess accomplishments and identify mistakes to improve their practice. Students will report on their progress in their “action steps” discussed in Psy 724.

Time Logs (Appendix E): Date and description logs towards achieving the course requirement of 100 direct/indirect hours. Then, students will send it to the instructor via email to sign and hold to the end of the semester.

- ❖ **Instructor’s note:** Time-logs will not be accepted without Site-Supervisor signature.

Capstone Project (Appendix U):

Section 1 & 2: Due Week 6, each student will turn in a Guidance Program Action Plan (refer to pg. 21) to be done in collaboration with their Site-Supervisor. Also due Week 6, will be Section 1 & 2.

- ❖ **Instructor’s note:** This Action Plan is designed to help the Chaminade School Counseling student be prepared to develop and deliver a minimum of 5 lessons starting by Internship A.

Section 1: Introduction

Introduce your research/program statement. What made you identify this as something you’d like to inquire more deeply about?

Section 2: Literature Review

(Section 1 and 2 can be combined) What information did you discover from your needs assessment? A needs assessment consists of three phases:

Phase I talks about your school’s current state. The purpose of Phase I is to investigate and identify what is already known about your school or your target student population. Examples of this (if applicable and accessible) are your school’s mission/vision statement, demographic data, teacher feedback, test scores, benchmarks, attendance data, discipline data, dropout data, graduate rates, and data from any other surveys that your school may already implement.

Phase II is where you gather and analyze data. During Phase II, the student will compare the school’s current state with the school’s vision. In

other words, the student will analyze the gap between where the school is currently, and where it desires to be. For this project, the student will most likely be comparing where students currently are, with where their teacher would like them to be. Based on the analysis of this gap, the student will identify needs and their causes.

Phase III is where an action plan is developed. Phase III bridges the findings of Phase II and turns that into action. This is also where the student will look at relevant research (i.e., best practice) to address the prioritized need. Based on the student's analysis of all data made available to her or him, a guidance program will then be developed and prepared for implementation.

Section 3: Due Week 10, completed Section 3 (Methodology)

Section 3: Methodology

This section should include, but is not limited to:

- 1) Description of the Guidance Program*
- 2) Description of participants/target group, including the selection criteria*
- 3) Mission & Vision Statement of the Guidance Program*
- 4) Learning objectives for your Guidance Program*
- 5) Alignment with ASCA and HTSB standards*
- 6) Location/length/time of meetings*
- 7) Calendar of events (actual calendar from screening to implementation to closing and follow up)*
- 8) Selection/Application form*
- 9) Parent Permission Form to participate in group*
- 10) Parent informational flier describing program*
- 11) Letter to teacher describing the program and your expectation of the teacher as follow up activities, assessment, observations, referral, etc.*
- 12) Rules for group*
- 13) Attendance/Summary sheet*
- 14) Reminder passes*
- 15) Rubric*
- 16) Certification/acknowledgement of participation/completion*
- 17) Skills Survey or Pre-Post test (What are you going to use to assess your Guidance Program? How are you going to analyze your data – be specific on what kind of quantitative and/or qualitative method(s) that will be used)*
- 18) Individual lessons to include: time for implementation of lesson, materials needed, ASCA standard, HCPS standard, Benchmark, GLO, Goal(s)/Objectives for lesson, Procedure (step-by-step), Activities (include copies of actual activity worksheets), Rubric for activity, Closing/homework/follow up, Exemplar of student's work(s)*
- 19) References*

Formatting: This Capstone Project study must be written using APA style (6 th ed.). Margins must be 1" all around. The font used must be Times New Roman, 12 pt. size. Double-spacing is required. An abstract and reference page is also required.

Guidance Lesson Presentation: Each student will present to the class an academic/personal-social/career lesson and should not exceed 20 minutes. A copy of the lesson plan must be shared with each member of the class and instructor prior to the lesson presentation. Students will be assessed and given feedback by both the Instructor and other members in the class in regards to the presenter's delivery of their lesson to their targeted audience. Please follow the Lesson Plan template attached on page 18.

Case Study Presentation (Appendix C required): Each student will type-out and report on a student they have serviced during this term for a minimum of three individual sessions. This assignment creates an opportunity for students to integrate important theoretical perspectives in counseling, think critically about applying empirically derived research and behavioral interventions to the treatment of the student's support plan, and formulating diagnostic impressions through writing and maintaining clinic notes. Your report to the class will be on your overall general knowledge of your student, the student's problem behavior and the development of their support plan. Each case report should be a narrative and typed according to format on page 19.

Lastly, each case study report should have two professional journal articles cited and integrated into the report.

- ❖ **Instructor's note:** The development of the student's Support Plan is to be used for the sole purpose as a learning tool for the Chaminade student. Further use of the Support Plan in meetings, consultation, etc., may be used only with Site-Supervisor's approval. Case study without proper consent form will not be accepted (Appendix C-client identity blacked-out).

Classroom Observation: Each student will conduct a classroom observation of the student they are reporting for their case study. The observation report will be turned in with the Case Study presentation. The observation form may be school issued or provided by the Instructor.

Video-Taped Counseling Session (Appendix C & F required): Each student will present a 10-minute video-taped counseling session. Interpersonal counseling skills, professional competencies, and a theoretical approach should be demonstrated and recognized by observers. Each student is expected to turn in on the day of the presentation a completed Appendix F, and to scribe the verbal conversations of the entire video in a typed-out report.

- ❖ **Instructor's note:** Each student is expected to review their video prior and must re-record if not in view within the video screen or if inaudible. Videotape presentations without the proper consent form (Appendix C), Videotape self-evaluation (Appendix F), and typed-out verbal conversation between counselor and student, will not be accepted.

Weekly Reflections (Appendix H): Due before the start of class every week, students will submit a reflection via email to the Instructor on an assigned topic in 250 words or less.

School Counseling Services Log Summary (Appendix M): Due week 10, each student will type-out all information in Appendix M and turn into Instructor.

Class Schedule and Assignments

Week 1 (10/6) ON-LINE: Syllabus / Course Expectations / Theory Paper Share-out

Week 2 (10/13) IN-PERSON: Course Assignments Review / Guidance Lessons 1 & 2/ Attending, Encouragement, Paraphrasing & Summarizing / Chapter 9 & 10 Presentations and Quizzes

Week 3 (10/20) IN-PERSON: Guest Speaker / Guidance Lesson 3 & 4 / Chapter 11 & 12 Presentations and Quizzes

Week 4 (10/27) IN-PERSON: Guidance Lesson 5 & 6 / Reflection of Feeling & Meaning / Chapter 13 & 14 Presentations and Quizzes

Week 5 (11/3) ON-LINE: Work Study (Capstone Project, Case Study, & Video-tape, Counselor Fit Disposition)

Week 6 (11/10) IN-PERSON: Capstone Section 1 & 2 / Guidance Lessons 7 & 8 / Personal Responses & Confrontation / Chapter 15 & 16 Presentations and Quizzes

Week 7 (11/17) ON-LINE: Individual Conferences

Week 8 (12/1) ON-LINE: Case Study Observation, Paper and Presentation

Week 9 (12/8) IN-PERSON: Video-Tape Presentation

Week 10 (12/15) ON-LINE: Appendix K / Appendix M / Capstone Section 3

GUIDANCE LESSON FORMAT

Lesson Title

- a. Hawaii School Counselor Performance Standard
- b. ASCA National Standard
 - ❖ Domain- Academic, Personal, Career
 - ❖ Standard
 - ❖ Competency
 - ❖ Indicator
- c. Lesson Objective- What do you hope your students will learn?
- d. Materials Needed- list
- e. Lesson Instructions- list
- f. Assessment (i.e. group discussion, pre-test, post-quiz, rubrics, exit pass, etc.)- How well did your students understand your lesson?

TIPS FOR DELIVERING AN EFFECTIVE GUIDANCE LESSON

1. COVID-19 adaptations? How were “ground rules” established?
2. How does your lesson address the visual/auditory/kinesthetic learner?
3. Identify classroom management techniques for your student population.
4. Identify your anticipatory set or “hook” to gain student attention.
5. Identify where you can “cut and run” if time is limited.
6. Debrief with your Site-Supervisor

Case Study Template

- a. Parent Consent Form (staple to report)
- b. Name of Student
- c. DOB
- d. Date of Evaluation = Date this report was written
- e. Ethnicity
- f. Gender
- g. Problem Behavior(s)
 - i. Onset:
 - ii. Frequency/severity of symptoms:
 - iii. Precipitating factors:
 - iv. Current stressors:
 - v. Agencies/providers involved:
 - vi. What has been tried? What worked? Why now?
- h. Developmental History
 - i. Developmental milestones (sitting, crawling, walking, feeding self with utensils, dressing self, begin to say words, speak in phrases of 3 words or more, age of toilet training, still wets/soils self, any difficulty with hand-eye coordination, problems with gross motor activities/sports, clumsy compared to other children his/her age, general physical energy level)
 - ii. None
- i. Social and Family History
 - i. Parent's ages, occupations, and education
 - ii. Marital status, previous marriages, legal/physical custody of child?
 - iii. Siblings, birth order, any significant conflicts between siblings? Other family members?
 - iv. Who is living in the home?
 - v. Family relationships/communication, marital discord?
 - vi. Methods of discipline, do parents often disagree on how to discipline
- j. Medical History
 - i. Illnesses, injuries, allergies
 - ii. Hospitalizations
 - iii. Medications (current?)
 - iv. Previous psychological/psychiatric treatment
 - v. None
- k. Educational History
 - i. Where has student attended school? What grades? Reasons for change? Repeated any grades?

- ii. Learning problems referred for testing? Received special education services? What type?
- iii. Speech and language (problems in clarity, slow in developing, any past referral for speech and language evaluation? Received speech/language therapy?)
- iv. Educational testing conducted? Results?
- v. Other (report card comments)?

l. Your Impressions and Summary of **3 individual counseling sessions:**

i. **Data:**

- Subjective and objective data about the student
 - Appearance
 - Behavior
 - Attitude toward examiner
 - Motor behavior
 - Speech
 - Mood
 - Affect
 - Orientation to person, place, and time
 - Thought Processes,
 - Intelligence: insight, judgment

ii. **Assessment:**

- Intervention, assessment – What’s going on?
- Working hypotheses, “gut” hunches (with supportive documentation)

iii. **Plan:**

- Response or revision

m. Student Support Plan (please use class example as a guide for Support Plan content)

- i. Site-supervisor consultation and approval needed

**** Info can possibly be found in the student's CUM folder. Site-supervisor consultation required. Do NOT copy any documents found in student’s CUM folder and attach it to case study report.**

Guidance Program Action Plan Template

This Action Plan is designed to help the Chaminade School Counseling student be prepared to develop and deliver a minimum of 5 lessons starting by Internship A. This Action Plan is to be done in collaboration with the Site-Supervisor and based on the needs of the school. Lesson plans will be developed by the School Counseling student in the Fall semester.

- Guidance Program Topic: _____

- Based on what “Data” did you select this topic?
 - Demographic Data: Homeless, Divorce, ELL, SPED, etc.
 - Teacher Feedback: Homework, Organization, Social Skills, etc.
 - Test Scores: Test Prep, Stress Management
 - Student Data: Attendance, Discipline, Graduation Rates, etc.
 - Other:

- Target Group: _____

- Pre-Assessment: _____

- Post-Assessment: _____

- Week 1 Lesson: _____

- Week 2 Lesson: _____

- Week 3 Lesson: _____

- Week 4 Lesson: _____

- Week 5 Lesson: _____

Chaminade School Counseling Student

Site-Supervisor Signature

Date