**COUN 8910 – TEACHING PRACTICUM**

**Course Number:** COUN 8910

**Course Title:**  Practicum: Counselor Education Pedagogy

**Credit Hours:**  3 Semester hours (Lecture 3)

**Prerequisites:** Graduate Standing

**Course Description:**

This course focuses on the development of pedagogical practice, theory, and principles as it relates to counselor education. Course objectives will be met through supervised teaching experiences, teaching observations, and supervisory meetings with assigned course instructor.

**Applying for Teaching Practicum:** After talking with your Academic Advisor you are asked to email the CED Coordinator with your request for a specific Teaching Practicum. This request should include semester, course name, and Supervising Instructor. If you are interested in a specific semester it is recommended you identify at least one alternative course.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Demonstrate knowledge of the major roles, responsibilities, and activities of counselor

educators.

1. Demonstrate knowledge of instructional theory and methods relevant to counselor education.
2. Demonstrate awareness of ethical, legal, and multicultural issues associated with counselor preparation training.
3. Develops and demonstrates a personal philosophy of teaching and learning.
4. Demonstrates course design, delivery, and evaluation methods appropriate to course

objectives.

1. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.
2. Develop and implement course lesson plans and activities relevant to course content in a

counselor preparation course.

1. Demonstrate the use of technology in course instruction.
2. Develop methods to engage counselors-in-training in class activities and discussions.
3. Identify educational models and theories that guide teaching practice.
4. Ability to modify teaching methods to address individual differences in learning styles.
5. Demonstrate skills, abilities, and knowledge associated with cultural competence in teaching.

**Guidelines for Teaching Practicums**

* Students are not permitted to have more than 10 hrs. of direct instruction during the teaching practicum. If more than one teaching practicum student is in a class this time should be decreased.
* Students can engage in a range of class instruction activities including lecturing, leading class discussions, assisting students with working on group activities, developing syllabi, developing resources or supporting materials, and leading demonstrations.
* It is recommended that supervision include not only required observations but review of all course developed materials such as lesson plans and/or course presentation materials (e.g.; ppt slides, handouts)
* Students can participate in evaluation activities on a limited basis. Faculty need to be the person primarily responsible for all grades. Any participation in evaluation activities should be observed and reviewed.
* Students should be aware of dual relationships. If there is a potential conflict for a student with a course or peer they should discuss this with their supervisor. Students cannot participate in any evaluation process with peers in their or related programs (other doctoral level programs) or be privy to discussions concerning the evaluation of these students.

**Lesson Plan Format**

**Description of Course: Date:**

**Supervisor:**

**Description of Lecture:**

**Educational Goals:**

**Description of Instructional Methods:**

**Description of Class Activities, Discussion Exercises, or other Experiential Instructional Techniques:**

**Evaluation of Class Instruction and Outcomes:**

***Attach all handouts, power point slides and other supporting materials***

Teaching Observation Form

Counselor Education & Supervision

Teaching Practicum/Internship

Teacher\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Class Size \_\_\_\_\_\_ Sem/yr. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Skill/Behavior*** | ***Y*** | ***N*** | ***N/A*** | ***Comments*** |
| Rapport is quickly established |  |  |  |  |
| Calls students by name |  |  |  |  |
| States daily goals/provides overview |  |  |  |  |
| Links to previous lesson(s) |  |  |  |  |
|  |  |  |  |  |
| Points are logically linked |  |  |  |  |
| Examples are used to support points |  |  |  |  |
| Student participation is reinforced |  |  |  |  |
| Student questions are encouraged |  |  |  |  |
| Student questions are answered |  |  |  |  |
| Clear, logical questions are posed |  |  |  |  |
| Demonstrations are effective |  |  |  |  |
| Material is contextualized to future work  Settings |  |  |  |  |
| Current research is used to support points |  |  |  |  |
| Assignments/activities require critical thinking |  |  |  |  |
| Activities are clearly explained including goals,  procedures and expected outcomes |  |  |  |  |
| Erroneous ideas are constructively challenged |  |  |  |  |
| Support and encouragement are provided in  ambiguous situations |  |  |  |  |
| Multiple instructional methods are used |  |  |  |  |
| Technological competence is evident |  |  |  |  |
| Individual differences in learning are accommodated |  |  |  |  |
| Students are attentive |  |  |  |  |
| Students are responsive |  |  |  |  |
|  |  |  |  |  |
| Positive attitude is conveyed |  |  |  |  |
| Humor is used appropriately |  |  |  |  |
| Respect for students is demonstrated |  |  |  |  |
| Enthusiasm is evident |  |  |  |  |
| Uses body posture, movement and gestures to complement,  not detract from lesson |  |  |  |  |
| Changes tone of voice and facial expression to maintain  interest, pace lesson |  |  |  |  |

**Potential Self-Evaluation Questions**

1. **What aspects of the lecture and instruction did you think were most successful?**
2. **What aspects of the lecture and instruction did you think were most challenging?**
3. **Discuss your goals and the actual outcomes in the class?**
4. **Discuss any challenges you had with student issues? How did you handle them?**
5. **What changes would you make to the lecture, or delivery of the lecture, in the future?**