

**SYLLABUS
COUN 6920, INTERNSHIP:
SECONDARY SCHOOL COUNSELING
Semester**



Professor
Email

Office Hours



REQUIRED TEXTS:

Jacobs, E.E., & Schimmel, C. (2013). *Impact therapy: The courage to counsel*. Star City, WV: Impact Therapy Associates.

Sklare, G. B. (2014). *Brief counseling that works: A solution-focused approach for school counselors and administrators* (3rd ed.). Thousand Oaks, CA: Corwin Press.

RECOMMENDED TEXT:

Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for adolescents grades 7-12*. Champaign, Ill: Research Press.



COURSE OBJECTIVES:

As the culminating experience in the students’ formal preparation to become professional school counselors, the internship seeks to provide you with a supervised experience in a secondary school counseling position. Here you will continue to exhibit appropriate dispositions and to integrate your knowledge and skills as you apply them to every aspect of our work in this setting. The objectives of this class are the objectives of the Professional Counseling Program and the CACREP Standards. Therefore, all interns will demonstrate (in so much as the opportunities to do so are available) the following.



**Program
Objective**

Program Objectives– All Measured on Site Supervisor Evaluation of Intern

1	Students have expertise to serve as human development consultants to individuals and their families across the lifespan as they impact children and adolescents in a school setting.
2	Students have an appreciation of the unique contributions and concerns of diverse populations and will demonstrate the ability to work with all students to enhance and encourage their full participation in a pluralistic society.
3	Students have developed a professional counselor identity as evidenced by collegial relationships, professional affiliations, and collaborative community relationships.

4	Students are committed to the scholar-practitioner role and to ongoing professional development including technological competence; and
5	Students have the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society

2009 CACREP Standards Addressed and Measured			
Standard #	Core Curricular Category	Standard	Learning Activities and Experiences(LAEs) Assignments/Measures
II-G-1-c	Professional Orientation and Ethical Practice	Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Discussion in group supervision; Oral report on comprehensive crisis management in the internship school site
II-G-1-d	Professional Orientation and Ethical Practice	Self-care strategies appropriate to the counselor role	Discussion in group supervision; Written commitment to self-care at beginning of internship; Oral reports throughout the semester
II-G-1-f	Professional Orientation and Ethical Practice	Knowledge of professional organizations, including membership benefits, activities, services to members, and current issues	Discussion in group supervision; Attend at least one professional meeting; Oral report in group supervision
II-G-2-b	Social and Cultural Diversity	Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients	Discussion in individual and group supervision; Counseling session recording or oral report of work with at least one client of a different culture; Site supervisor evaluation of intern
II-G-4-b	Career Development	Career, avocational, educational, occupational and labor market information resources, and career information systems	Discussion in group supervision; Report on work with client(s) on career exploration including on-line career information and portfolio systems; Site supervisor evaluation of intern
II-G-4-c	Career Development	Career development program planning, organization, implementation, administration, and evaluation	Discussion in group supervision; Written report on the career/post-secondary planning program at internship site.
II-G-4-e	Career Development	Career and educational planning, placement, follow-up, and evaluation	Discussion in group supervision; Written report on the career program at internship site; report on work with client(s) on career planning; Site supervisor evaluation of intern

II-G-4-f	Career Development	Assessment instruments and techniques relevant to career planning and decision making	Discussion in group supervision; Recorded counseling session of test interpretation with a student as part of career planning
II-G-4-g	Career Development	Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Use multiple career resources with student(s); Recording counseling session of test interpretation with a student as part of career planning; Site supervisor evaluation of intern
II-G-5-c	Helping Relationships	Essential interviewing and counseling skills	Discussion in group supervision and course readings; Performance on graded recorded counseling sessions; Site supervisor evaluation of intern
II-G-5-d	Helping Relationships	Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling	Discussion in group supervision and course readings; Performance on graded recorded counseling sessions; Site supervisor evaluation of intern
II-G-6-d	Group Work	Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness	Discussion in group supervision; Pretest/ posttest for group experience; graded video-recorded group sessions; Site supervisor evaluation of intern
II-G-8-e	Research and Program Evaluation	The use of research to inform evidence-based practice	Discussion in group supervision and course readings; Advocacy presentation; Site supervisor evaluation of intern
Standard #	School Counseling	Standard	Learning Activities and Experiences(LAEs) Assignments/Measures
SC-A-2	Foundations - Knowledge	Understands ethical and legal considerations specifically related to the practice of school counseling	Discussion in group and individual supervision; Oral report in group supervision; Site supervisor evaluation of intern
SC-A-3	Foundations - Knowledge	Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school	Discussion in group supervision and course readings; Oral report on personnel in the school
SC-A-5	Foundations - Knowledge	Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program	Discussion in group supervision and course readings; Accurate use of standards with classroom guidance plans
SC-A-7	Foundations - Knowledge	Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events	Discussion in group supervision; Oral report on school crisis management plan

SC-B-1	Foundations - Skills and Practices	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	Discussion in group and individual supervision; Dispositions; Site supervisor evaluation of intern
SC-C-1	Counseling, Prevention, and Intervention - Knowledge	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students	Discussion in group supervision and course readings; Graded recorded counseling sessions; Site supervisor evaluation of intern
SC-C-2	Counseling, Prevention, and Intervention - Knowledge	Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students	Discussion in group supervision; Oral and written reports of internship site programs; critiques in group supervision; Site supervisor evaluation of intern
SC-C-3	Counseling, Prevention, and Intervention - Knowledge	Knows strategies for helping students identify strengths and cope with environmental and developmental problems	Discussion in group supervision and course readings; Graded recorded counseling sessions; Site supervisor evaluation of intern
SC-C-4	Counseling, Prevention, and Intervention - Knowledge	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling	Discussion in group supervision; Written report of internship site career/post-secondary planning program
SC-C-5	Counseling, Prevention, and Intervention - Knowledge	Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning	Discussion in individual and group supervision; Graded recorded group counseling sessions; Site supervisor evaluation of intern
SC-C-6	Counseling, Prevention, and Intervention - Knowledge	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention	Discussion in group supervision; Oral report in group supervision
SC-D-1	Counseling, Prevention, and Intervention - Skills and Practices	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Discussion in group supervision; Graded recorded counseling sessions
SC-D-2	Counseling, Prevention, and Intervention- Skills and Practices	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students	Discussion in group supervision and course readings; Written lesson plans; carries out classroom guidance sessions; recorded individual and group sessions; Site supervisor evaluation of intern
SC-D-3	Counseling, Prevention, and Intervention- Skills and Practices	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Discussion in group supervision and course readings; Graded individual and small group counseling recordings; site supervisor evaluation of intern
SC-D-4	Counseling, Prevention, and Intervention- Skills and Practices	Demonstrates the ability to use procedures for assessing and managing suicide risk	Discussion in group supervision and course readings; Recorded counseling sessions; Role play

SC-D-5	Counseling, Prevention, and Intervention- Skills and Practices	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate	Discussion in individual and group supervision; Site supervisor evaluation of intern
SC-F-1	Diversity and Advocacy – Skills and Practices	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development	Discussion in group supervision; Graded recorded counseling sessions; oral report and discussion
SC-F-2	Diversity and Advocacy – Skills and Practices	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Discussion in group supervision; Participates in SAT or IEP meetings and advocates for student(s); submits written report; Site supervisor evaluation of intern
SC-F-3	Diversity and Advocacy – Skills and Practices	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations	Discussion in group supervision and course readings; Develops advocacy plan for some aspect of the school; Advocacy presentation
SC-F-4	Diversity and Advocacy – Skills and Practices	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students	Discussion in group supervision; Works with parents in M-Team or IEP Meetings; submits written report
SC-H-1	Assessment – Skills and Practices	Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Discussion in group supervision; Case presentations in group supervision; Site supervisor evaluation of intern
SC-H-2	Assessment – Skills and Practices	Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development	Discussion in group supervision; Use of assessment strategies and inventories with students; written report/critique of testing program; oral report in supervision
SC-H-3	Assessment – Skills and Practices	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs	Discussion in group supervision; Use of assessment strategies and inventories with students; oral report in supervision; Site supervisor evaluation of intern
SC-H-4	Assessment – Skills and Practices	Makes appropriate referrals to school and/or community resources	Discussion in group supervision; Reports in supervision
SC-H-5	Assessment – Skills and Practices	Assesses barriers that impede students’ academic, career, and personal/social development	Discussion in group supervision; Case presentations; Advocacy presentation; Site supervisor evaluation of intern
SC-I-4	Research and Evaluation - Knowledge	Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card)	Discussion and reports in group supervision; Advocacy presentation
SC-I-5	Research and Evaluation - Knowledge	Understands the outcome research data and best practices identified in the school counseling research literature	Discussion in group supervision; Develops advocacy plan.

SC-J-1	Research and Evaluation – Skills and Practice	Applies relevant research findings to inform the practice of school counseling	Discussion in group supervision and course readings; Recordings of individual and group counseling; discussion in supervision; Site supervisor evaluation of intern
SC-J-2	Research and Evaluation - Skills and Practice	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences	Discussion in group supervision; Pre-post testing submitted for small and large group guidance
SC-J-3	Research and Evaluation - Skills and Practice	Analyzes and uses data to enhance school counseling programs	Discussion in group supervision; Advocacy presentation
SC-K-1	Academic Development - Knowledge	Understands the relationship of the school counseling program to the academic mission of the school	Discussion in group supervision; Advocacy presentation
SC-K-2	Academic Development - Knowledge	Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school	Discussion in group supervision; Advocacy presentation
SC-K-3	Academic Development - Knowledge	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material	Discussion in group supervision; Submits lesson plans for large group guidance; Site supervisor evaluation of intern
SC-L-1	Academic Development – Skills and Practices	Conducts programs designed to enhance student academic development	Discussion in group supervision; Implementation of lesson plans for guidance unit; graded recordings of individual and small group counseling and guidance; Site supervisor evaluation of intern
SC-L-2	Academic Development – Skills and Practices	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities	Discussion in group supervision; Graded recorded individual and group counseling sessions; Report on work with student using internet postsecondary preparation resources
SC-L-3	Academic Development – Skills and Practices	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	Discussion in group supervision; Site supervisor evaluation of intern
SC-M-7	Collaboration and Consultation - Knowledge	Knows school and community collaboration models for crisis/disaster preparedness and response	Discussion in group supervision; Report on School Crisis Prevention-Intervention-Postvention Plan
SC-N-1	Collaboration and Consultation – Skills and Practices	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Discussion in group supervision; Works with parents in M-Team or IEP Meetings; submits written report
SC-N-3	Collaboration and Consultation – Skills and Practices	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Discussion in group supervision; Participates in M-Team, S-Team, or IEP meetings; submits written report; Site supervisor evaluation of intern

SC-N-4	Collaboration and Consultation – Skills and Practices	Uses peer helping strategies in the school counseling program	Discussion in group supervision; Reports on work with peer facilitation program if available at internship site
SC-N-5	Collaboration and Consultation – Skills and Practices	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families	Discussion in group supervision; Makes referrals in conjunction with supervisor
SC-O-4	Leadership - Knowledge	Understands the important role of the school counselor as a system change agent.	Discussion in group supervision; Advocacy presentation
SC-P-1	Leadership – Skills and Practices	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Discussion in group supervision; Graded 300 hour internship in a secondary school; multiple written reports/critiques of program components; Advocacy presentation.

COURSE REQUIREMENTS:

I. Work and accurately record on “Time and Task Log” 300 or more hours (with at least 120 being direct-service hours) in a secondary school as a counseling intern, satisfactorily performing the following tasks and responsibilities:

- A. GENERAL GUIDELINES**
- B. INDIVIDUAL COUNSELING**
- C. SMALL GROUP COUNSELING**
- D. LARGE GROUP GUIDANCE**
- E. CAREER GUIDANCE AND POST-SECONDARY PLANNING**
- F. CONSULTATION/COLLABORATION/ADVOCACY**
- G. ADMINISTRATION/COORDINATION DISCUSSION TOPICS**
- H. ADMINISTRATION/COORDINATION WRITTEN REPORTS**

II. PARTICIPATE IN SEMINARS AND GROUP SUPERVISION

III. PARTICIPATE IN INDIVIDUAL SUPERVISION

IV. EVALUATION

Disabilities: If you have a documented disability as described by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations,

please contact Disability and Access Center, KUC 107 (615-898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.