
 <p>MTSU Professional Counseling Program</p>	<p>Professional Counseling Program Middle Tennessee State University 1301 East Main Street Murfreesboro, TN 37132 http://www.mtsu.edu/edu_leadership/professional_counseling/</p>
	<p>COUN 6930 INTERNSHIP: ELEMENTARY SCHOOL COUNSELING SEMESTER</p> 
<p>Professor Office: Office Number: Cell Phone:</p>	<p>Email: Office Hours: By appointment Class Location: Class Time:</p>

Required Text

Stone, C. & Dahir, C. (2011). School counselor accountability: A measure of student success (3rd ed.) Upper Saddle River, NJ: Pearson Education Inc. <http://www.prenhall.com/stone/resources.html>

American Psychological Association. (2009). Publication Manual of the American Psychological Association Association. (6th ed). Washington, DC: American Psychological Association.

American Counseling Association (2014). Code of professional ethics. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association (2016). ASCA Ethical Standards. Alexandria, VA, ASCA. <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

<https://www.tn.gov/education/student-support/school-counseling.html>

Additional articles provided by Dr. Wilson on D2L

Recommended Text

Schmidt, J. J. (2010). *A Survival Guide for the Elementary/Middle School Counselor*, (3rd ed.). San Francisco, CA: John Wiley & Son Inc.

Morganette, R. (2004). Skills for living: Group counseling activities for elementary students. Champaign, IL: Research Press

Recommended Websites

<http://www.elementaryschoolcounseling.org/>

<http://wvde.state.wv.us/counselors/group-lessons.html>

<http://www.missouricareereducation.org/project/smallgroup>

http://www.rcschools.net/apps/pages/index.jsp?uREC_ID=526048&type=d&pREC_ID=1041317

Resources - <https://guest.portaportal.com/socwork>

Resources - <http://www.freeprintablebehaviorcharts.com/>

Attendance Policy

Regular class attendance, active participation in class and online discussions are expected. Being prepared for class is also expected. Excessive absences are not acceptable. A maximum of one (1) absence (excused or unexcused) will be allowed for the semester without consequence. A second absence (excused or unexcused) will result into a **10-point deduction** from participation grade. Students missing three classes or more will be reported to the counseling program coordinator and his or her advisor as excessive absences jeopardize mastery of the class material. Please note: Arriving more than 20 minutes late to class will be considered an absence. The instructor reserves the right to deduct points from final grades for excessive absences.

Late Work

Please turn in your work on time. If you are unable to submit your work in on time, please communicate that to Dr. Wilson as soon as possible. Your grade will drop 1 point for every day your assignment is late unless you have received approval from Dr. Wilson.

Professionalism

As a master level school counseling internship students, it is imperative that you maintain a level of professionalism in class and at your internship site. This includes wearing professional attire, using professional communication, and carrying yourself in a professional manner. A lack of professionalism could result in dismissal from your internship site.

Course Objectives

The primary objective of this culminating course in your formal preparation is to provide you with a supervised internship experience in an elementary school counselor position. In this class, you will continue to exhibit appropriate dispositions and to integrate your knowledge and skills as you apply them to every aspect of your work in this setting. The objective of this class mirror the objective of the Professional Counseling Program.

1. Graduates will have acquired knowledge and skill to work with individuals in the context of human growth and development principles.
2. Graduates will have an appreciation of the unique contributions and concerns of diverse populations and will have the ability to work with all individuals to enhance and encourage their full participation in a pluralistic society.

3. Graduates will have developed a professional counselor identity based on strengths, wellness, empowerment, prevention, and early intervention.
4. Graduates will evidence commitment to the practitioner-scholar role and to ongoing professional development.
5. Graduates of the program's School Counseling concentration will 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.
6. Interns will need to apply their accumulated knowledge and skills to actual counseling and guidance situation and to the demands of a job within a school system.

University Notes

Reasonable Accommodations for Students With Disabilities: If you have a documented disability 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 Kevin States, the Director of Disability & Access Center located in the Keathley University Center (KUC) room 107. You can also reach the Disability Access Center at 615-898-2783, kevin.state@mtsu.edu or at dacemail@mtsu.edu as soon as possible.

Graduating Students Only

To apply for your school counseling license the week after graduation, go to the Office of Teacher Licensure page on the Middle Tennessee State University website. Once there, scroll to the Applying for a License section, where you will find information for applying for licensure. Make sure you send everything together and that all of your grades and degrees are posted to your transcripts (no faxed, photocopies, email or scripted transcripts). If an undergraduate transcript must be included (for the exceptional child course or if you are from another state), this must be sent in a sealed envelope with the form also. If you have questions, contact Ms. Flora McCullough, MTSU Graduate Analyst, at 615-904-8001.

Course Requirements

Work in an elementary school for 300 hours (with at least 120 hours being direct services to students). As an intern counselor, you must satisfactorily execute the following responsibilities:

General Guidelines

1. Participate in all activities and learning experiences as requested by site supervisor. Follow all state, county, and school policies. Moreover, follow policies with regard to limits of confidentiality in that setting and procedures for dealing with a student who may be a victim of abuse or who may be a potential harm to self and others.
2. Maintain current professional liability insurance in the amount of \$1M/\$1M minimum. Bring proof of such to your professor prior to beginning work in the school.
3. Adhere to the ethical standards of counselors as outlined in the Codes of Ethics and Standards of Practice of the American Counseling Association.

4. Obtain supervision from site supervisor and/or professor immediately if you become aware of any information that would cause you concern for anyone's safety. If the site supervisor is most accessible, then inform the professor as soon as possible after alerting the site supervisor.
5. Find out the Child Abuse Reporting procedures of your school. Go to this website http://www.sworps.utk.edu/child_abuse_reporting/start.html take the quiz, print off your results, put your name on it, and turn it in to the professor. Please put your NAME on it.
6. Specify goals that he/she wants to accomplish by the end of this internship. Please have those in mind at your first supervision session on campus.
7. If you begin your internship prior to the beginning of the university semester on campus, **DO NOT** see ANY students by yourself until your professor gives you permission.

Requirements

- A. **Individual Counseling**
- B. **Small Group Counseling**
- C. **Classroom Guidance**
- D. **Consultation**
- E. **Accountability**
- F. **Coordination of Administration**
- G. **Professional Identity Development**
- H. **Participate in Seminars and Group Supervision**
- I. **Evaluation**

1. PROGRAM DISPOSITIONS STATEMENT: Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical thinkers) and target counseling skills in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

Assignments

1. **Professional Liability Insurance**: Upload a copy of your current professional liability insurance in the amount of \$1M/\$1M minimum.
2. **Child Abuse Reporting Quiz**:
3. **Weekly Reflection Journals**:
4. **Case Conceptualization Presentation**:

5. **Self-care plan:**
6. **Resume, Cover letter, Portfolio, Professional Website:**
7. **M.E.A.R.S.U.R.E Assignment:**
8. **Weekly and Monthly Logs:**
9. **Audio and Video Recordings:**
10. **Evaluations:**

Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
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<p>II-G-5-c. II-G-5-d.</p> <p>C-1.</p> <p>C-3.</p> <p>D-1.</p> <p>F-1.</p>	<p>Helping Relationships (CORE)</p> <p><u>SCHOOL COUNSELING</u> Counseling, Prevention, and Intervention (Knowledge)</p> <p><i>(same)</i></p> <p><i>(Skills & Practices)</i></p> <p>Diversity and Advocacy (Skills & Practices)</p>	<ul style="list-style-type: none"> • Has essential interviewing and counseling skills; • Knows 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; • Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students • Knows strategies for helping students identify strengths and cope with environmental and developmental problems • Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms • Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development 	<p>Performance on graded taped counseling sessions; Site supervisor evaluation of intern.</p>	<p>Scored via the Counseling Skills RUBRIC.</p>
<p>Standard</p>	<p>Curricular Category</p>	<p>CACREP Curricular Objectives (COUN 6930)</p>	<p>Assignment that Addresses this Objective</p>	<p>How the Objective is Measured/Assessed</p>

J-1.	Research and Evaluation <i>(Skills & Practices)</i>	<ul style="list-style-type: none"> Applies relevant research findings to inform the practice of school counseling 	Performance on graded tapes of individual and group counseling;	Students, teacher, & supervisor evaluations of large group guidance; Professor evaluation of individual and group tapes based on rubric above
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
J-2.	<i>(same)</i>	<ul style="list-style-type: none"> Develops measurable outcomes for school counseling programs, activities, interventions, and experiences Analyzes and uses data to enhance school counseling programs Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card) Understands the relationship of the school counseling program to the academic mission of the school 	Written M.E.A.S.U.R.E pretests/posttests for small group; student, teacher & supervisor evaluations of large group guidance	Scored via the <i>M.E.A.S.U.R.E. RUBRIC.</i>
J-3.	<i>(same)</i>			
I-4.	<i>(Knowledge)</i>			
K-1.	Academic Development <i>(Knowledge)</i>			
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed

<p>O-4.</p> <p>D-3.</p>	<p>Leadership <i>(Knowledge)</i></p> <p>Counseling, Prevention, and Intervention <i>(Skills & Practices)</i></p>	<ul style="list-style-type: none"> • Understands the important role of the school counselor as a system change agent • 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 	<p>Designs a complete MEASURE including the SPARC; Advocacy presentation; Site supervisor evaluation; graded counseling tapes.</p>	<p>Scored via the <i>M.E.A.S.U.R.E. RUBRIC.</i></p>
<p>Standard</p>	<p>Curricular Category</p>	<p>CACREP Curricular Objectives (COUN 6930)</p>	<p>Assignment that Addresses this Objective</p>	<p>How the Objective is Measured/Assessed</p>
<p>D-2.</p>	<p><i>Leadership (Knowledge)</i></p> <p><i>Counseling, Prevention, and Intervention (Skills & Practices)</i></p>	<ul style="list-style-type: none"> • Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students 	<p>Internship requires 5 individual tapes, 2 group tapes, and a 4-session class-room guidance unit based on approved lesson plans</p>	<p>Audio and/or Videotaped individual & group sessions graded via Counseling Skills rubric; supervisor evaluations of guidance and mid-term & final evaluations.</p>
<p>Standard</p>	<p>Curricular Category</p>	<p>CACREP Curricular Objectives (COUN 6930)</p>	<p>Assignment that Addresses this Objective</p>	<p>How the Objective is Measured/Assessed</p>

<p>K-3.</p> <p>II-G-3-f.</p> <p>A-5.</p> <p>C-2.</p>	<p>Academic Development <i>(Knowledge)</i></p> <p>Human Growth and Development <i>(Core)</i></p> <p>Foundations <i>(Knowledge)</i></p> <p>Counseling, Prevention, and Intervention <i>(Knowledge)</i></p>	<ul style="list-style-type: none"> • Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material • Understands human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; • 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 • Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students 	<p>Internship requires the writing and implementation of at least one 4-session classroom guidance unit based on approved lesson plans which must include accurate use of the national model standards; Use of the MEASURE.</p>	<p>Graded on whether the intern followed the prescribed format for guidance lesson plans; student, teacher, & supervisor evaluations of classroom guidance unit presentation.</p>
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<p>C-5.</p> <p>6-d.</p>	<p><i>(same)</i></p> <p>Group Work (CORE)</p>	<ul style="list-style-type: none"> • 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 • Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; 	<p>Internship requires at least 2 group tapes.</p>	<p>Graded taped group counseling sessions; supervisor evaluation; pretest/posttest with students for the group experience.</p>
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F-3.	Diversity and Advocacy (<i>Skills & Practices</i>)	<ul style="list-style-type: none"> Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations 	Student explains MEASURE to school counselor supervisor	Scored via the <i>M.E.A.S.U.R.E. RUBRIC.</i>
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
II-G-5-f. N-3. M-5	Helping Relationships (CORE) Collaboration and Consultation (<i>Skills & Practices</i>) Collaboration & Consultation (<i>Knowledge</i>)	<ul style="list-style-type: none"> Develop a general framework for understanding and practicing consultation; Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children 	Writes a summary of the experience.	Scored via <i>Consultation in Internship RUBRIC.</i>
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F-4. M-1. N-1. O-5.	Diversity and Advocacy (<i>Skills & Practices</i>) Collaboration & Consultation (<i>Knowledge</i>) <i>(Skills & Practices)</i> Leadership (<i>Knowledge</i>)	<ul style="list-style-type: none"> Engages parents, guardians, and families to promote the academic, career, and personal/social development of students; Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration; Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school Understands the school counselor's role in student 	Attends M-Team, IEP, and SAT meetings; Interviews/consults with all parents of students seen in individual counseling in the school.	Submits written response on the meeting, critiques the process, & describes what they would do differently.

		assistance programs, school leadership, curriculum, and advisory meetings		
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II-G-1-c. A-7. M-7.	Professional Orientation and Ethical Practice (CORE) Foundations (Knowledge) Collaboration & Consultation (Knowledge)	<ul style="list-style-type: none"> 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; 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 Knows school and community collaboration models for crisis/disaster preparedness and response 	Written response on School Crisis Prevention-Intervention-Postvention management plan in the internship school.	Graded on completeness of report.
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
II-G-1-f.	Professional Orientation and Ethical Practice (CORE)	<ul style="list-style-type: none"> Professional organizations, including membership benefits, activities, services to members, and current issues; 	Interns attend at least one professional meeting and make an oral report in group supervision	Pass or fail regarding attendance
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
B-1. A-2.	Foundations (Skills & Practices) (Knowledge)	<ul style="list-style-type: none"> Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling Understands ethical and legal considerations specifically 	Class discussion in group supervision;	Supervisor evaluation of intern; Dispositions

		related to the practice of school counseling		
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
A-3.	<i>(same)</i>	<ul style="list-style-type: none"> 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 	Oral report on personnel in the school	Pass or fail
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
N-4. M-6.	Collaboration & Consultation <i>(Skills & Practices)</i> <i>(Knowledge)</i>	<ul style="list-style-type: none"> Uses peer helping strategies in the school counseling program Understands peer interventions, peer tutoring, peer mentoring, peer mediation 	Works with peer facilitation program if available at internship site; Uses peer helping as a possible intervention.	Pass or fail (if appropriate)
D-5.	Counseling, Prevention, and Intervention <i>(Skills & Practices)</i>	<ul style="list-style-type: none"> 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.
Standard	Curricular Category	CACREP Curricular Objectives (COUN 6930)	Assignment that Addresses this Objective	How the Objective is Measured/Assessed
N-2. N-5. H-4.	Collaboration & Consultation <i>(Skills & Practices)</i> <i>(same)</i> Assessment <i>(Skills & Practices)</i>	<ul style="list-style-type: none"> Locates resources in the community that can be used in the school to improve student achievement and success. 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 	Makes referrals in conjunction with supervisor; learns procedure & qualifications for ATLAS; discusses in group supervision	Pass or fail

		<ul style="list-style-type: none"> • Makes appropriate referrals to school and/or community resources 		
P-1.	Leadership (Skills & Practices)	<ul style="list-style-type: none"> • Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program 	300 hour internship in an elementary school	Graded based on performance on all elements using a grading matrix; Dispositions; Supervisor evaluation.