# COUN 5823 School Counseling Internship

Midwestern State University

Gordon T. & Ellen West College of Education

## Instructor/Contact Information:

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Semester: Spring 2021

Class Times: Online/Zoom Mondays 5-6:30 pm

Office Hours: Monday through Thursday from 8:30-11:30 am

\*I am available for appointments through Zoom.

## Required Text: Please read and refer to the practicum and internship manual for questions related to sites, supervisors, hours and other concerns before the beginning of internship.

**Suggested Texts:**

American Psychological Association. (2009). *Publication manual of the American*

*Psychological Association 6th Edition.* Washington, D.C.: American

Psychological Association.

Jongsma A.E., Peterson, L.M., Bruce, T.J. (2014). The Complete Adult Psychotherapy

Treatment Planner: Includes DSM-5 Updates (5th ed.). Hobokken, NJ: Wiley and

Sons.

Jongsma, A.E., Peterson, L.M., McInnis, W.P., Bruce, T.J., (2014). The Adolescent

Psychotherapy Treatment Planner: Includes DSM-5 Updates (5th ed.). Hobokken,

NJ: Wiley and Sons.

Jongsma, A.E., Peterson, L.M., McInnis, W.P., Bruce, T.J., (2014). The Child

Psychotherapy Treatment Planner: Includes DSM-5

Updates (5th ed.). Hobokken, NJ: Wiley and Sons.

Zimmerman (2014). Interview Guide for Evaluating DSM-5 Psychiatric Disorders and

the Mental Status Examination. Psych Products Press

American Psychological Association. (2009). *Publication manual of the American*

*Psychological Association 6th Edition.* Washington, D.C.: American Psychological

Association.

**\***Additional readings, handouts, and other materials will be posted online or distributed in class.

## Catalog/Course Description: A post-practicum, supervised, 600 clock-hours (2 - 300 clock-hours), “capstone” clinical experience in which the student refines and enhances basic counseling, knowledge and skills and experiences the role of the school counselor in school settings. This course may be repeated for credit. This course is designed to incorporate the theoretical and technical aspects of the counseling process. Students will work with real clients in schools to gain the necessary skills to successfully counsel others. Students engage in the role of the school counselor and support the development of a developmental, comprehensive school counseling program at their internship sites. This course will require hybrid delivery.

**Prerequisites:** COUN 5813

## CACREP Standards Addressed in this Course:

3.I.J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

3.I.K Internship students complete at least 240 clock hours of direct service.

3.I.L Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.

3.M. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students’ interactions with clients.

1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

1.c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (KPI)

1.j. technology’s impact on the counseling profession

1.k. strategies for personal and professional self-evaluation and implications for practice (KPI)

1.l. self-care strategies appropriate to the counselor role

1.m. the role of counseling supervision in the profession

2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (KPI)

2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

2.c. multicultural counseling competencies (KPI)

3.f. systemic and environmental factors that affect human development, functioning, and behavior (KPI)

3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4.a. theories and models of career development, counseling, and decision making (KPI)

5.a. theories and models of counseling (KPI)

5.c. theories, models, and strategies for understanding and practicing consultation

5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships

5.e. the impact of technology on the counseling process

5.f. counselor characteristics and behaviors that influence the counseling process

5.g. essential interviewing, counseling, and case conceptualization skills

5.j. evidence-based counseling strategies and techniques for prevention and intervention (KPI)

5.k. strategies to promote client understanding of and access to a variety of community-based resources

5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

5.n. processes for aiding students in developing a personal model of counseling

6.b. dynamics associated with group process and development (KPI)

6.d. characteristics and functions of effective group leaders (KPI)

7.e. use of assessments for diagnostic and intervention planning purposes (KPI)

9.1.b. theories and models related to clinical mental health counseling (KPI)

9.2.a. roles and settings of clinical mental health counselors

9.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

9.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

9.2.l. legal and ethical considerations specific to clinical mental health counseling

TExES Standards Addressed in this Course

\*TExES 152 test offered until 8/31/21

\*\*TExES 252 test launches 9/1/21

**Competency 001**

\*A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language and cognitive domains in children and adolescents.

**\*\*001 A.** Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains.

\*B. Demonstrates knowledge of developmental issues of particular importance, including atypical differences, at different stages of human development (e.g., early childhood, middle childhood, adolescence).

**\*\*001 B.** Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.

\*C. Recognizes the interrelatedness of developmental domains and ways in which this interrelatedness may affect students’ behaviors (e.g., how affective characteristics may affect academic performance).

\*D. Understands the range of human developmental variation (e.g., typical and atypical behaviors) and knows how to provide appropriate, effective guidance and counseling services that are responsive to students’ developmental characteristics and differences.

**\*\*001 D.** Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).

\*E. Understands students’ developmental characteristics and needs in relation to educational and career awareness, planning and decision making.

**\*\*001 E.** Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).

**\*\*001 G.** Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span.

**Competency 002**

\*A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.

**\*\*002 A.** Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.

**\*\*002 B.** Apply knowledge of strategies for promoting understanding of, sensitivity to, and interaction with students' diverse characteristics and for fostering awareness, appreciation, and respect for diversity. TEC 239.15.e.2

\*C. Understands student differences (e.g., in relation to culture, economics, gender, ethnicity, learning style) and knows how to provide a developmental guidance and counseling program that meets the needs of all students.

**\*\*002 C.** Apply knowledge of strategies for helping all students feel welcome; using students' diverse characteristics and backgrounds to enrich learning experiences; and building a learning community characterized by respect for, affirmation of, and interaction with all students.

\*D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).

**\*\*002 D.** Demonstrate knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.

\*E. Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive and purposeful learning environment.

**\*\*002 E.** Demonstrate knowledge of strategies for teaching about bias, stereotyping, prejudice, discrimination, and oppression and how these issues may affect students, including strategies for intervening with students who demonstrate inappropriate behaviors.

\*F. Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.

**\*\*002 F.** Recognize changing societal trends (e.g., demographic, economic, technological) and cultural, economic, and political issues surrounding diversity, equity, and access. TEC 239.15.b.6

\*G. Advocates for a school environment in which diversity is acknowledged and respected.

**\*\*002 G.** Demonstrate knowledge of cultural competencies related to diversity, equity, and access and the importance of acknowledging personal biases, addressing personal prejudices, and promoting culturally responsive behaviors that affirm all students' humanity.

**\*\*002 H.** Demonstrate knowledge of restorative practices, mediation, and conflict resolution strategies, and ways to support the development of these programs within the school environment.

**Competency 003**

\*A. Understands environmental, social and cultural factors that may affect students’ development and learning and recognizes the relevance of these factors for school counseling.

**\*\*003 A.** Apply knowledge of how to analyze various types of data (i.e., process, perception, and outcome) and other information to identify students' strengths and needs in order to inform guidance curriculum development.

\*D. Understands how societal factors and trends (e.g., media influences on students, changing demographic and economic conditions, technological developments) may affect what students need from a developmental guidance and counseling program.

**\*\*003 D.** Demonstrate knowledge of the scope and sequence of student competencies in the strategic curricular areas of the guidance curriculum (i.e., intrapersonal effectiveness, interpersonal effectiveness, postsecondary and career readiness, and personal health and safety) and strategies for supporting students in setting and attaining challenging educational, career, personal, and social goals.

\*E. Understands how to promote students’ ability to cope with negative factors and build on positive factors and influences in their lives.

**\*\*003 E.** Apply knowledge of instructional strategies, activities, and resources to promote students' acquisition of age-appropriate knowledge, skills, and abilities in the developmental guidance curriculum and strategies for working collaboratively to integrate guidance and academic curricula.

**\*\*003 F.** Apply knowledge of the components of and techniques for promoting social skills and emotional wellness across grade levels.

**Competency 004**

\*A. Demonstrates knowledge of the components of a developmental guidance and counseling program.

**\*\*004 A.** Distinguish between preventive, remedial, and crisis levels of responsive services.

\*B. Knows how to assess the needs of students in a school and plan a developmental guidance and counseling program that is proactive and reflects student needs.

\*C. Demonstrates knowledge of procedures for implementing a developmental guidance and counseling program, evaluating the program’s effectiveness and modifying the program as necessary to meet the needs of all students.

\*D. Knows how to implement strategies for effective internal and external communication.

**\*\*004 D.** Apply knowledge of individual and group counseling theories and evidence-based practices, techniques, and skills associated with specific counseling approaches.

\*E. Understands the roles and responsibilities of the school counselor, counseling staff and other professionals in the school with regard to the guidance and counseling program.

**\*\*004 E.** Use appropriate methods and procedures for counseling individuals in given situations.

\*F. Knows how to serve as a consultant and/or coordinator to help students achieve success in school and outside of school.

**\*\*004 F.** Use appropriate methods and procedures for group counseling and demonstrate knowledge of group dynamics as well as productive group interaction.

\*G. Knows how to implement effective referral procedures to facilitate the use of special programs and services.

**\*\*004 G.** Use consultative theories and related strategies, techniques, and behavioral interventions to assist teachers with classroom management.

\*H. Knows how to organize personnel, resources and activities to meet defined needs and objectives.

**\*\*004 H.** Apply knowledge of strategies for helping students clarify problems, consider causes, and identify alternative solutions and possible consequences in order to take appropriate actions and cope with developmental or environmental challenges.

\*I. Knows how to apply research-based practice to improve the school guidance and counseling program**.**

**\*\*004 I.** Use consultative skills to support parents/guardians in clarifying identified student problems and underlying causes and in determining alternative solutions for problem resolution.

**Competency 005**

\*A. Knows how to help students develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving, interpersonal effectiveness, communication, cross-cultural effectiveness and responsible behavior.

**\*\*005 A.** Demonstrate knowledge of individual educational planning as a component of the developmental school counseling program and how to guide students to help enhance their own educational development.

**\*\*005 C.** Apply knowledge of methods for helping students establish short- and long-term goals, monitor progress, and direct their own learning as appropriate.

\*D. Knows how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.

\*E. Demonstrates an understanding of theories, models, principles and practices of career development.

**\*\*005 E.** Apply knowledge of strategies for supporting students in identifying and understanding their abilities, interests, and aptitudes and for assisting all students with programs of study to prepare effectively for secondary and postsecondary educational or employment opportunities.

\*F. Demonstrates knowledge of appropriate resources, including technological tools, to promote students’ development of skills and knowledge in the developmental guidance curriculum.

**\*\*005 F.** Apply knowledge of theories, models, and principles of career development and methods for helping students meet the Texas College, Career, and Military Readiness Standards.

\*G. Knows how to facilitate students’ ability to achieve their potential by helping them set and attain challenging educational, career and personal/ social goals.

\*H. Demonstrates knowledge of how to teach small and large groups by actively engaging students in the learning process.

**Competency 006**

\*A. Applies knowledge of counseling and consultation theories, principles and practice in a school community.

**\*\*006 A.** Demonstrate knowledge of systems support as a component of a comprehensive school counseling program (e.g., participation on campus-based improvement teams, formation of campus policies and programs to address identified school needs, development of schoolwide programs to promote positive outcomes for students) and the school counselor's role as a change agent in support of systemic improvement.

\*B. Understands the scope of the school counselor’s job and recognizes when and how to make referrals to professionals outside the school.

**\*\*006 B.** Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g., advisory boards, school improvement committees, student support teams, curriculum committees).

\*C. Demonstrates knowledge of the roles and responsibilities of the counselor in various counseling situations.

\*D. Knows how to provide effective counseling to individuals and small groups using appropriate counseling theories and techniques.

\*E. Demonstrates an understanding of group dynamics and productive group interactions in various counseling situations.

**\*\*006 E.** Demonstrate knowledge of strategies for facilitating effective teamwork within the school and the community and for building effective working teams of educators, families, and community members to support students' achievement and success.

\*F. Knows how to use counseling-related research techniques and practices to address student needs.

\*G. Applies knowledge of how to coordinate resources for students within the school and the community.

\*H. Understands the use of prevention approaches (e.g., respect for self and others, motivation, decision making, conflict resolution) and intervention strategies (e.g., substance abuse, critical incidents, anger management) to address student concerns.

**Competency 007**

**\*\*007 A.** Demonstrate knowledge of strategies for and factors to consider in developing a meaningful and purposeful mission statement for the comprehensive school counseling program.

**\*\*007 B.** Demonstrate knowledge of the assumptions on which effective and comprehensive school counseling programs are based, including recommended programmatic conditions and resource allocations, and strategies for defining the program's rationale and parameters.

**\*\*007 C.** Apply knowledge of processes and strategies for defining goals and priorities for a comprehensive school counseling program based on various needs assessment strategies and data sources.

\*D. Knows how to interpret assessment results and to use information from varied sources to assess accurately students’ strengths and needs.

**\*\*007 D.** Demonstrate knowledge of the organizational structure and components of an effective and comprehensive school counseling program that is aligned with The Texas Model for Comprehensive School Counseling Programs.

\*E. Understands principles of testing and measurement that underlie group standardized testing programs.

**\*\*007 E.** Apply knowledge of strategies for communicating information about the comprehensive school counseling program to stakeholders, including teachers, parents/guardians, administrators, district personnel, and community partners.

\*F. Knows how to collaborate in the planning and evaluation of a group standardized testing program.

**\*\*007 F.** Apply knowledge of processes and techniques for engaging in ongoing data collection and analysis to assess, adapt, and improve the comprehensive school counseling program and demonstrate accountability; processes for defining criteria for the evaluation of the program; and methods for reporting results of program evaluations.

\*G. Uses assessment results and interprets information to work collaboratively with other professionals to plan for instruction and student development.

**\*\*007 G.** Demonstrate knowledge of how to select appropriate and nondiscriminatory instruments, measures, methods, and materials for gathering information and the importance of collecting data and other information across environments (e.g., home, school, community).

**\*\*007 H.** Demonstrate knowledge of planning and managing tasks that support the activities of the comprehensive school counseling program and the appropriate allocation of time and resources.

**Competency 008**

**\*\*008 A.** Demonstrate knowledge of procedures and strategies for effective communication, consultation, and collaboration in the educational environment, including the use of face-to-face, written, and technology-based communication methods.

**\*\*008 B.** Demonstrate knowledge of the components of culturally responsive, school-based consultation.

**\*\*008 C.** Apply knowledge of strategies, procedures, and processes for collaborating with stakeholders and using data, resources, and technology to create learning environments that promote educational access, equity, and success for every student.

**\*\*008 D.** Apply knowledge of methods for communicating with stakeholders for the purpose of promoting understanding of the professional school counselor's role and the comprehensive school counseling program's goals and services.

**\*\*008 E.** Demonstrate knowledge of methods and processes for identifying, accessing, and coordinating school and community resources to make appropriate in-school and out-of-school referrals.

**Competency 009**

\*A. Demonstrates an understanding of roles and responsibilities of the counselor in various contexts involving consultation and collaboration with other professionals.

\*B. Applies procedures for collaborating with others in the school and community to implement a developmental guidance program, including a guidance curriculum that promotes students’ development in all domains (e.g., academic, career, personal/social) and helps students achieve in school and outside of school.

\*C. Demonstrates knowledge of procedures for consulting with teachers, administrators and others to provide professional expertise and enhance their work with students.

**\*\*009 C.** Identify elements of the professional school counselor orientation; the roles and responsibilities of the school counselor in various educational contexts; and strategies for articulating, modeling, and advocating for an appropriate school counselor identity.

\*D. Knows how to work and communicate effectively with teachers, administrators and other professionals to promote positive change for individuals, groups and the school community.

\*E. Knows how to develop and maintain positive working relationships with businesses and other community resources to address student needs and facilitate learning.

**\*\*009 E.** Apply knowledge of leadership and advocacy strategies to promote a positive school culture and support educational access, equity, inclusiveness, and student success in the school and community.

\*F. Applies procedures for coordinating resources for students within the school and community.

**\*\*009 H.** Demonstrate knowledge of federal, state, and local laws, regulations, rules, and policies related to the practice of school counseling and their application in various school counseling contexts.

**\*\*009 I.** Apply knowledge of ethical standards for professional school counselors (e.g., Code of Ethics and Standard Practices for Texas Educators, American Counseling Association Code of Ethics, American School Counselor Association Ethical Standards for School Counselors) and their application in various school counseling contexts.

**Competency 010**

\*A. Demonstrates an understanding of legal and ethical standards, guidelines, practices and issues relevant to the role of the school counselor (e.g., confidentiality, special populations, professional records, relationships with students and others, use of appropriate interventions).

**\*\*010 A.** Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, personal, or social need.

\*B. Knows how to apply legal and ethical standards in various situations involving students and others.

**\*\*010 B.** Integrate knowledge of effective counseling approaches and best practice to select a developmentally appropriate intervention for addressing an identified student need.

\*C. Knows how to be an effective advocate for a developmental guidance and counseling program that is responsive to all students.

**\*\*010 C.** Apply knowledge of techniques for collaboration to explain an appropriate method for involving others in the implementation of interventions to address an identified student need.

\*F. Demonstrates awareness of the value of membership in appropriate, professional counseling organizations.

Learning Objectives:

LO1. Students will demonstrate characteristics and skills of an effective counselor with clients in clinical counseling settings including essential interviewing, counseling, and case conceptualization skills.

LO2. Students will provide ethical, multicultural counseling services to clients at the internship site.

LO3. Students will learn about the role of the counselor in an agency setting including roles and responsibilities, collaboration with colleagues in treatment planning, self -evaluation, and supervision.

LO4. Students will develop a personal model of counseling which includes a theoretical orientation and advanced techniques for change.

LO5. Students will demonstrate effective management of crisis and emergency management as well as agency and community wide management of crisis and emergency situations.

## Focus of the Course: The focus of this course is to help students apply learning from their counseling courses with real clients at the counseling site of their choice. Students will learn about the role of the counselor through work with actual clients, collaboration with other co-workers and interns, and supervision with their site supervisor and university supervisor. The aim of this course is to help students grow into the role of an ethical, culturally competent counselor in order to best help the clients meet their counseling and mental health goals.

Assessments:   
Student performance of knowledge and skills will be formally assessed through:

**Participation and Attendance and Professionalism (17 points)**:

Students must attend **EVERY** class. This is an interactive, “hands on” class that will require your energy, focus, and respectful participation. Students will meet once a week for the duration of the semester. Please see calendar below for specific class dates. Any classes missed after one missed class will require a make-up class or attendance in another section of practicum or internship with another supervisor. If students do not make up the session, their hours will not count for the week of missed supervision. It is imperative that students receive supervision throughout the semester, and it is a CACREP requirement. Students will present on cases weekly. Please consider that it is a learning experience for all class members to learn from one another, therefore students are required to give feedback to others. Students are expected to act in the role of a professional consultant at this stage of development in the program. Students will bring cases to each class meeting and be prepared to discuss the cases, maintaining client confidentiality. Students will be prepared to participate in group sessions during class meetings. These sessions will be of a personal growth nature. Participation in the group process will be noted on the final grade. Students will also be required to facilitate a 30-minute group counseling session or classroom guidance lesson for the class.

**Session Videos (32 points) (KPI 1k., 2c. 4a., 5a., 5j. 9.1.b.):** Students will conduct three 45-minute counseling sessions with a client by video. A pre-observation conference must be held with the university supervisor at least one day before the video session is conducted. The university supervisor will provide feedback to the student using the MSU Counseling Skills Observation Form. Any skills’ strengths and deficits will be addressed in the post-observation conference following the observed session, in addition to the rating form. Students and site supervisors will receive a copy of the rating form.

IF THIS PORTION OF THE CLASS IS NOT COMPLETED, YOU CANNOT MOVE ON TO INTERNSHIP II/GRADUATION.

**Hour Logs and Evaluations (17 points):** Students are required to obtain 300 total (120 direct counseling hours and 180 indirect) in each internship semester for a total of 600 (240 direct hours, 360 indirect). Students will receive weekly supervision on-site, and an average of 1.5 hours of group supervision in class. Logs will be turned in at the end of each semester. Please note that students cannot graduate until all hours have been earned and documented. Hours not earned will result in major grade decreases in semester 1. Mid-Term and Final Evaluations are also required. These evaluations will be completed by your supervisor at midterm and the end of the semester. Students are responsible for making sure evaluations are turned in on time. The instructor will consult with the site supervisor(s) on a consistent basis, to include the counseling student in the consultation whenever possible. Also taken into consideration is the student’s conduct at his/her site(s) (i.e. absences, tardiness, professional demeanor and dress, ability and willingness to receive criticism and feedback). YOU CANNOT MOVE ON TO INTERNSHIP II/GRADUATION WITHOUT SATISFACTORY EVALUATIONS FROM SITE SUPERVISORS.

**Reflection Papers KPI: 1.k., 2.a., 2.c., 3.f., 4.a., 5.a., 5.j., 9.1.b. (17 points):** Students are required to write a 3-page (minimum) reflection paper on each counseling video session. Please use the Live Interview Evaluation to reflect on your performance. Address all areas listed on the Live Interview Evaluation. APA style is required, and cover pages and references are NOT included in the page count. No abstract is required.

**Mid-Term Evaluation & Final Evaluation (17 points, 8.5 points each):** These grades will be based on your mid-term and final evaluations from your site supervisor, as well as your university supervisor.

* **Please note that meeting the above minimal requirements does not guarantee that you will move on to Internship II. Professionalism, dedication, crisis management, ethical behavior, receiving feedback appropriately, and adequate growth as a counselor are extremely important in this class. If you are not ready to move on to Internship II based on skills, site dissatisfaction, or lack of professionalism and interpersonal characteristics, a PICS will be completed. If the skills are addressed by the end of the semester, then the student may move on to Internship II. If the student does not pass the class due to the aforementioned reasons, the student will repeat the course to address deficiencies in performance or interpersonal characteristics.**

## Course Calendar and Activities:

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| --- | --- | --- | --- | --- |
| Class Session | CACREP Standards | Topics | Materials | Activities/  Assignments |
| 1 | 1k. 1m. 5f. | •Informed Consent  •Paperwork -  •Supervision –  •Professionalism:  •Assignments: will be discussed | -Sample Informed Consents  -TK20  -Midterm and Final Evaluations | Discussion: Informed Consent with Adults and Minors  Paperwork: Discuss required paperwork for Practicum and Internship, i.e. Malpractice Insurance, Logs |
| 2  **Note this class will meet on Tuesday, January 19** | 5g. 5.l. 5.m. 7c.  TExES  Competencies: 004 D., E., G., 005:G., 006: B., C., F., G., H. 009, E., F. | -Crisis Management with clients  -Suicide Assessment  -Child and Elderly Abuse  -Consultation and Agency Crisis Procedures and Protocols | Sample SI Assessments  -DCFS Website | Discussion:  -Crisis management with students  -Suicide Assessment  -Child and Elderly Abuse  -Consultation and School Crisis Procedures and Protocols  -Discuss cases/general group supervision |
| 3 | 1f. 1g. 1h.  TExES Competencies 004: A., C., H., I.; 010: F. | -School Counseling Certification  -TeXes Test  -Professional Organizations  -Discuss cases/general group supervision | -Texas Administrative Code  -SBEC website  TeXes Test website | Discussion:  -School Counseling Certification  -TeXes Test  -Professional Organizations  -Discuss cases/general group supervision |
| 4 | 1b. 1g. 1k.  TExES Competencies  004: A., B., C., E., F., G., H., I., 005: A, B, C, D. E., F., 009 B. | -Texas Model and Comprehensive School Counseling and Guidance Programs | Texas Model for Comprehensive School Programs | Discussion:  -Texas Model and Comprehensive School Counseling and Guidance Programs  **Video Session 1 Due: February 1**  KPI’s 1k. 2c. 3f. |
| 5 | 1k. 1m. 1b.  TExES Competencies: 004: G. 005: A. G., 006: A., B. C., D., E., F., G., H. | -Giving and Receiving Feedback  -Supervision and Case Consultation |  | Discussion:  -Giving and Receiving Feedback  -Supervision and Case Consultation  **Reflection Paper 1 Due: February 8** |
| 6 | 1k. 3f.  TExES Competencies 001: A, B., C., D., E. | Children and Stages of Development  Developmentally appropriate counseling strategies | -Erickson’s Stages of Development  -Piaget’s Stages of Development | Discussion:  Children and Stages of Development  Developmentally appropriate counseling strategies  -Supervision and Case Consultation  **Schedule Group Counseling/**  **Classroom Guidance Facilitator Lesson** |
| 7 | 2c. 3f. 4g.  TExES Competency 002: A. C., D., E., F., G., Competency 003: A., D., E. | -Multicultural Counseling Competencies  -Supervision and Case Consultation | -Multicultural and Social Justice Competencies (MSJCC)  -Power Flower Activity | Discussion:  -Multicultural Counseling Competencies  -Supervision and Case Consultation |
| 8 | 1m. 1b. 1g. 1k. 4g.  TExES Competencies:010 A., B., C., F. | -Ethics  -Supervision and Case Consultation | -ASCA Code of Ethics | -Ethics  -Supervision and Case Consultation  KPI’s 1k. 2c. 3f. |
| 9 | 1b. 1k. 3f.  TExES Competency 004. G; 006: G. | Role of the Counselor and Referral Processes  -Supervision and Case Consultation | Texas Model for Comprehensive School Programs | Discussion:  Role of the Counselor and Referral Processes  -Supervision and Case Consultation  **Video Session 2 Due: March 8** |
| 10 | 1b. 2c. 3f.  TExES Competencies 002: C., D., E.F., G., 009: B., C., D. | How to support special education services | -504 Sample  -IEP Sample | Discussion: How to support special education services  **Reflection Paper 2 Due: March 15** |
| 11 | 2c. 5f. 5g.  TExES Competencies  006: A. | Group Counseling  -Supervision and Case Consultation |  | Discussion:  Group Counseling  -Supervision and Case Consultation |
| 12 | 2c. 5f. 5g.  TExES Competencies: 005: A., 006: A., C., D., E., F. | Case Conceptualization  -Supervision and Case Consultation | -Sample Case Conceptualization | Discussion:  Case Conceptualization  -Supervision and Case Consultation |
| 13 | 1b. 2c. 3f. 4g.  TExES Competencies  002: D., E., F., G., 003: B., 006: G., 009: B., C., D. | Advocacy  -Supervision and Case Consultation | ACA Code of Ethics | Discussion:  Advocacy for all students, and underserved students  -Supervision and Case Consultation  KPI’s 1k. 2c. 3f. |
| 14 | 1b. 1k. 1m.  TExES Competency 007: D., F., G., H. | Analyzing Data in your School Counseling Program  -Supervision and Case Consultation | Sample school counseling program  data | Analyzing Data in your School Counseling Program  -Supervision and Case Consultation  **Video Session 3 Due: April 12** |
| 15-16 | 1b. 1k. 1m.  TExES Competencies  Competency 004: A., C., D. 009 A., E. | Advocating for your School Counseling Program  -Supervision and Case Consultation |  | Advocating for your School Counseling Program  -Supervision and Case Consultation  **Reflection Paper 3 Due: April 19**  **Hours** **Due:**  **April 30** KPI’s 1k. 2c. 3f. |

## Grading Procedures:

| Assignments | Points |
| --- | --- |
| Participation/Attendance | 17 |
| Hour Logs (signed weekly) | 17 |
| Evaluations (Midterm 8.5/Final 8.5) | 17 |
| Session Videos/Live Sessions | 32 |
| Reflection Papers with Live Interview Evaluation | 17 |
| Total Points | 100 |

| Grade | Points |
| --- | --- |
| A | 100-90 |
| B | 89-80 |
| C | 79-70 (C’s are unacceptable in this program) |
| D | 69-60 |
| F | 59 & below |

## Counseling Expectations:

The Clinical Mental Health Counseling Program, its faculty, and its students adhere to the University Code of Conduct, State of Texas licensure laws and regulations, and the American Counseling Association’s Code of Ethics (2014). The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult the [American Counseling Association website](https://www.counseling.org/resources/aca-code-of-ethics.pdf) for details related to these guidelines.

**Attendance Policy:** This class is held once a week on Monday evenings. All classes will be held through Zoom at 5:00 pm. Please download the app, or follow the link. Technical difficulties are not an excuse to miss class. There are computers with Wi-Fi on campus. Please plan your semester accordingly.

**Classroom Behaviors:** Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings.

**Netiquette:** It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the American Counseling Association *Code of Ethics* (2014), and treat all members of the class with respect.

**Late Assignments:** All papers and assignments must be turned in the day they are due. **No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. You turn in three papers during the semester, so I expect them to be on time. There will be no exceptions to this, except in the case of a documented emergency.

**Academic Dishonesty:** Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning.It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

**-**Submission of an assignment as the student's original work that is entirely or partly the work of another person.

**-**Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.

**-**Observing or assisting another student's work.

**-**Multiple Submissions - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or knowledge of the instructor.

## Academic Honesty:

MSU students demand of themselves the highest level of academic honesty as delineated in their honor creed. Academic honesty involves the submission of work that is wholly the student’s own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other author’s works.

**Confidentiality:** Internship is a lab-type class that will require students to work with actual clients, therefore they are bound by confidentiality rules that are standard to the law and profession. Students are expected and required to maintain confidentiality about class discussions. Failure to do so will result in a referral from program faculty for remediation. Students who do not complete assignments, who do not attend class, who do not complete assignments before established deadlines, or who conduct themselves inappropriately in class are subject to experiencing a reduction of the total possible professional points possible, which could result in remediation or failure of the class.

**Respect for Diversity:** It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

## Senate Bill 11:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016.  Areas excluded from concealed carry are appropriately marked, in accordance with state law.  For more information regarding campus carry, please refer to the University’s webpage at:  [Campus Carry](https://mwsu.edu/campus-carry).

**Limited Right to Intellectual Property:**

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

**Ethics:** All students are required to adhere to the American Counseling Association Code of Ethics <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>. Students must also follow university policies and ethical standards at all times. Please consult the MSU Student Handbook for student conduct standards.

**Disability Support Services:**

As the faculty of the West College of Education, we are dedicated to helping meet the needs of our candidates with disabilities and are eager to provide the accommodations to which such students are entitled.  If you have a documented disability and are registered with the Office of Disability, please let me know to expect a letter from that office describing the accommodations to which you are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: “No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity.” The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.