

COUN 5823 School Counseling Internship

Midwestern State University
Gordon T. & Ellen West College of Education

Instructor/Contact Information:

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Office: Bridwell Hall 327

Semester: Summer 2021

Class Times: Online/Zoom Mondays 6:30-8 pm

*I am available for appointments through Zoom.

Required Text: Rosenthal, Howard. (2017). *Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination*. 4th ed. New York: Routledge.

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.)*. Hoboken, 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.)*. Hoboken, 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.)*. Hoboken, 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

Competency 001

- *A. Demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language and cognitive domains in children and adolescents.
- *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).
- *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.
- *E. Understands students' developmental characteristics and needs in relation to educational and career awareness, planning and decision making.

Competency 002

- *A. Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- *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.
- *D. Understands characteristics and needs of students who are members of special populations (e.g., gifted and talented, homeless, migrant, special education).

*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.

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

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

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.

*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.

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

Competency 004

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

*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.

*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.

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

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

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

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

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.

*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.

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

*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.

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

*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.

*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

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

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

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

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

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.

*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.

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

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).

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

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

*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:

Discussion Board Posts (20 points) 3.I.J, 3.I.K, 3.I.L, 3.M, 3.B, 1b, 1c, 1g, 1i, 1j, 1k, 1l, 1m, 2a, 2b, 2c, 3f, 3i, 4a, 5a, 5c, 5d, 5e, 5f, 5g, 5j, 5k, 5m, 5n, 6b, 6d, 7e, 9.1b, 9.2b, 9.2k, and 9.2l. Students must answer the weekly Discussion Board Question in at least 5 sentences and comment on at least one other person's response. The discussion board posts are due by Sunday at 11:59 pm at the end of each week.

Session Video (20 points) (KPI 1k, 2c, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b.):

Students will conduct one 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.

Reflection Paper: KPI 1.k., 2.a., 2.c., 3.f., 4.a., 5.a., 5.j., 9.1.b. (20 points): Students are required to write a 3-page (minimum) reflection paper on the counseling video session. Please use the Live Interview Evaluation to reflect on your performance. Address all areas listed on the Live Interview Evaluation. APA 7 style is required, and cover pages and references are NOT included in the page count. No abstract is required.

COMPS (25 points): Students are required to pass a comprehensive exam as a program completion requirement.

Hour Logs/Evaluations/Participation: 1m, and 5c. (15 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.

Mid-Term Evaluation & Final Evaluation: These grades will be based on your mid-term and final evaluations from your site supervisor, as well as your university supervisor.

Participation, Attendance, and Professionalism: 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 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.

Course Calendar and Activities:

Class Session	CACREP Standards/TEXES Standards	Topics	Activities/ Assignments
1 Note this Zoom will be on Tuesday, June 1, due to the holiday 6:30-8 pm	1k, 1m, 3f, 5f TEXES 001A, 001B, 001C, 001D, 001E, 005A	<ul style="list-style-type: none"> •Informed Consent •Paperwork •Supervision •Professionalism •Assignments will be discussed Human Growth & Development	Discussion: Informed Consent with Adults and Minors, Human Growth & Development Paperwork: Discuss required paperwork for Internship, i.e., Malpractice Insurance, Logs
2 June 7, Monday 6:30-8 pm	5a, 5c, 5j, 5n, 9.1b TEXES 006A, 006D, 006F	Major Theories & Theorists	Discussion: Major Theories & Theorists -Discuss cases/general group supervision
3 June 14, Monday 6:30-8 pm	KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 3i, 9.2a, and 9.2k. TEXES 002C, 002D, 002F, 003A, 003D	Social & Cultural Foundations	Discussion: Social & Cultural Foundations -Discuss cases/general group supervision

4 June 21, Monday 6:30-8 pm	KPI: 1b, 1c, 1g, 1j, 2a, 2b, 2c, 3i, 9.2a, and 9.2k. TExES 002A, 002E, 002G	Multicultural Counseling	Discussion: Multicultural Counseling
5 June 28, Monday 6:30-8 pm	5f, 5g, 5k, 5m, 9.2a, 9.2b TExES 003E, 004A, 004D, 004E, 004F, 004G, 005F, 006C, 006G, 006H	The Helping Relationship	Discussion: The Helping Relationship -Supervision and Case Consultation
6 July 5, Monday 6:30-8 pm	KPI: 5f, 6b, and 6d. TExES 005H, 006E	Group Counseling	Discussion: Group Counseling -Supervision and Case Consultation
7 July 12, Monday 6:30-8 pm	4a TExES 005E	Career Choice	Discussion: Career Choice -Supervision and Case Consultation
8 July 19, Monday 6:30-8 pm	7e TExES 004B, 005G, 007D, 007E, 007F, 007G	Assessment & Testing	Discussion: Assessment & Testing
9 July 26, Monday 6:30-8 pm	KPI 1k, 2c, 3b, 4a, 5a, 5f, 5g, 5j, 5n, 7e, 9.1b, and 9.2b. TExES 004C, 004H, 004I, 005D	Research & Program Evaluation	Discussion: Research & Program Evaluation -Supervision and Case Consultation Video Session Due: July 26

10 August 2, Monday 6:30-8 pm	1b, 1i, 1j, 1l, 3i, 5d, 5e, 5k, and 9.2k, 9.2l. 3ij, 3ik, 3il, 3m KPI 1k, 2a, 2c, 3f, 4a, 5a, 5j, 91b TEXES 006B, 009A, 009B, 009C, 009D, 009E, 009F, 010A, 010B, 010C, 010F	Professional Orientation & Ethics	Discussion: Professional Orientation & Ethics Reflection Paper Due: August 2 COMPS Due: August 5 Hour Logs/Evaluations Due: August 5
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Grading Procedures:

Assignments	Points
Discussion Board Posts	20
Hour Logs/Participation/Evaluations	15
COMPS	25
Session Video/Live Session	20
Reflection Paper with Live Interview Evaluation	20
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](#) 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 6:30 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](#).

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.