

**SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

COURSE SYLLABUS

Title of Course: **Internship – Elementary (3 cr)**

Course No. **CP 682**

Revised Spring 2020

Semester: Spring 2020

Instructor: Janice E. Ward, Ph.D., NCC, ACS, LPC

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Office Hours: Mondays 3:00-6:00 p.m.

Class Room: SC 410

Class Dates: Monday nights

Class Times: 6:00 p.m.-8:50 p.m.

I. Catalog Description and Credit Hours of Course:

Field based counseling internships designed to give the student practical learning in chosen school counseling environment. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
	Required		Required Prereq.	

IV. Course Learning Outcomes

- A.** The student will demonstrate professional and ethical conduct.
- B.** The student will demonstrate effective consultation and collaboration skills with parents/guardians, families, teachers, and staff to promote student development and achievement.
- C.** The student will counsel clients from diverse populations (i.e. race, ethnicity, age,

gender, etc.) and demonstrate appropriate skills.

V. Course as Relates to External Requirements

CACREP Requirements (2016)	DESE Requirements (2011)	LPC Requirements	NBCC Requirements
Internship (600 Hours)			

VI. Course as Relates to External Standards

CACREP Standards, 2016: Professional Practice: Entry-Level Professional Practice (3.J-M, 5. G.3. d and e)

SECTION 3: PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

INTERNSHIP

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.

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

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 (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

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.

Section 5: Entry-Level Specialty Area

G. SCHOOL COUNSELING

3. PRACTICE

d. interventions to promote academic development **Case presentations**

e. use of developmentally appropriate career counseling interventions and assessments
Case Presentations

f. techniques of personal/social counseling in school settings **Case Presentations**

DESE Standards (2012)

VII. Purposes or Objectives of the Course:

- A. The student will complete a minimum workload of 20 clock hours per week on site totaling 200 clock hours per 3 credit hour course (600 hours total in two semesters for a 9 credit internship experience).
- B. The student will provide a total of 80 hours per 3 credit section (during a total of 600 hours of internship; 240 hours of direct services total), including preventive, developmental and remedial interventions with appropriate clientele, in an appropriate setting and with appropriate supervision. The 80/240 hours will include individual counseling, group counseling, and classroom guidance to promote the academic, career, and personal/social development of students.
- C. The student will participate in an average of one hour per week of individual and/or triadic supervision provided by the on-site supervisor and an average of 1.5 hours per week of group supervision provided by the university supervisor.
- D. The student will integrate and synthesize previously acquired didactic and experiential learning in to all aspects of counseling.
- E. The student will record counseling sessions either on audio or video equipment for review by the instructor, the on-site supervisor and peers.
- F. The student will use a variety of professional resources such as assessment instruments, record keeping, supervision, community resources, in-service and staff meetings, and make referrals to appropriate providers.
- G. The student will receive a formal evaluation at midterm and at the conclusion of the internship semester from the university and site supervisors. Supervisors will consult on the final evaluation.
- H. The student will demonstrate professional and ethical conduct.

- I. The student will counsel clients from diverse populations (i.e. race, ethnicity, age, gender, etc.) and demonstrate appropriate skills.
- J. The student will demonstrate effective advocacy skills in the areas of counselor identity, program implementation, appropriate learning and academic experiences for all students, positive school climate, multicultural issues, peer helping, and the engagement of parents in the educational environment.
- K. The student will demonstrate effective consultation and collaboration skills with parents/guardians, families, teachers, and staff to promote student development and achievement.
- L. The student will understand the effects of multiple factors (e.g. developmental, wellness, language, ability level, multicultural issues, and resiliency) and knows how to implement effective counseling and wellness programs and practices to promote students' academic success.
- M. The student will demonstrate effective assessment skills in the areas of suicide risk, students' strengths and needs, academic, career, and personal/social development, the effectiveness of educational programs, and barriers that impede student development. The student will know how to conduct programs designed to enhance all students' academic development, implement strategies and activities to prepare students for post-secondary options and opportunities, and implement instructional strategies to promote student achievement.
- N. The student will demonstrate self-awareness in seeking supervision and consultation as appropriate and making appropriate referrals.

VIII. Course Content or Outline: Total Internship Hours 200 per 3 credit hour course with 600 total hours.

- A. The student will deliver a total of 80 hours of direct services (during a total of 600 hours of internship), including career interventions with appropriate clientele, in an appropriate setting and with appropriate supervision.
- B. The student will complete a minimum workload of 20 clock hours per week on site totaling 600 clock hours over two semesters.
- C. The student will participate in an average of one hour per week of individual and/or triadic supervision provided by the on-site supervisor and an average of 1.5 hours per week of group supervision provided by the university supervisor.
- D. The student will be expected to attend counseling critique sessions, seminars, and case conferences as outlined by the instructor and the on-site supervisor.

IX. Textbook(s):

Readings will be as assigned per class meetings.

X. Expectations of Students:

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.

- C. Satisfactory performance on examinations.
- D. The student will be expected to respond to a variety of skill assessment techniques.
- E. The student will be expected to know about and use a variety of technological strategies to enhance learning
- F. The student will be expected to know about legal issues and ethical standards in counseling.

Requirements

First Internship

Each intern will develop and maintain a Professional Portfolio and a Resource Binder bring them to each individual session with the university supervisor. This portfolio may take on several forms. Most likely a binder that includes positive information about the developing counselor. This portfolio should be professionally done and represent ones best organizational and education skills. I should be tailored to fit the intern's own need and could include anything the student wishes (Care should be taken with confidential information). However it should contain at least the following:

1. A resume or vita.
2. Log of all hours broken down by type (i.e. site time, supervision, group, individual, marriage, intake).
3. Contracts, agreements, field contract.
4. Proof of malpractice insurance.
5. Personal reading list. (Books, articles etc. that you have read to increase your knowledge.)
6. Client reading list. (Books, articles etc. that you believe would be beneficial to clients.)
7. An example of a familiar intake write up (an intake interview report).
8. At least two examples of different note taking styles that are familiar (e.g., NAP, SOAP).
9. Evaluations by site and university supervisors.
10. Two five page theory summaries. These should be based upon your readings and demonstrate understanding of the theory. (One by mid-term.)
- 11 Case study and self evaluation of **two** tapes presented in group supervision. These should be constructed in the following manner:
 1. Counselor's Name.
 2. Setting.
 3. Sessions: Current and Expected.
 4. Counselor's personal and professional goals. (What are you working on?)
 5. Client description. Give name (assumed), age, gender, marital status, etc.
 6. Diagnosis (DSM or other appropriate).
 7. Presenting Problem.
 8. Counseling Approach.
 9. Counseling Goals.

10. Counselor's Strengths.
11. Counselor's areas for improvement.
12. Areas for feedback. (What you want to know.)

Second Internship

Continue with portfolio including: hours, reading lists, contract agreements, etc.

1. Evaluations from site and university supervisors.
2. Updated resume or vita and a counseling job application cover letter. (May be written specific or general.)
3. An example of a termination summary.
4. Write up and self evaluation of one additional tape presented in group supervision.

XI. Basis for Student Evaluation

Final letter grade:

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

Course Assignments:

Case Presentations (50 percent of grade): Students will present at least two counseling sessions that are either audio or videotaped in group supervision. The first tape will follow the model outlined on page 12 in the practicum and internship manual. Tape 1: follow case presentation formats (hand out first day of class). Tape 2: follow case presentation formats (hand out first day of class)

Clinical Topic Presentation (20 percent of grade): Students will get the opportunity to select a clinical topic of interest and present information regarding the topic of interest. The presentation will be approximately 20 minutes which will include: description of the topic (a peer-reviewed article), resource (tool or reference that could be applicable), and at least three open-ended questions to facilitate group discussion on the topic.

Individual Supervision (10 percent of grade): Students are required to schedule at least two individual supervision sessions with their university supervisor. One should be scheduled prior to mid-semester and the final session to be scheduled prior to finals week. During these sessions, please be prepared with a tape for review in addition to questions and concerns you may have regarding clients and your site. Remember, you are required to get both a mid-term and final completed evaluation from your on-site and university supervisors that will be retained for your file. In addition, you are responsible for submitting a site evaluation prior to the end of the semester.

Resource Presentation (20 percent of grade - Final): At the end of the semester students will

have the opportunity to present at least three resources to share with their peers that are helpful in their counseling with clients/students. Students will be given a more detailed example of what is expected to complete the assignment.

XII. Methods of instruction

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. Academic Honesty – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

XIV. Accessibility – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

XV. Civility – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a

willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Mandatory Reporting – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

XVII. Student Success – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XVIII. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

XIX. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

Typical Weekly Supervision Schedule:

- I. Check-in: Site issues and/or clinical concerns**
- II. Session Presentations: View tapes and give feedback**

III. Clinical Topic: Topics of interest or need

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Melissa Odegard-Koester, Chair;