Title of Course: Internship – Secondary (3 cr)
Course No. CP 683
Revised Spring 2012

Semester:
Instructor:
Office:
Phone:
E-mail:
Office Hours:
Class Room:
Class Dates:
Class Times:
Website:

Note: The Instructor will add the above information each semester.

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

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<tr>
<th>M.A. Career Counseling</th>
<th>M.A. School Counseling</th>
<th>M.A. Mental Health Counseling</th>
<th>Ed.S. Counseling Education</th>
<th>Psychological Examiner Certificate</th>
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<td>Required</td>
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<td>Required Prereq.</td>
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IV. Student Learning Outcomes
   A. The student will demonstrate professional and ethical conduct. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
   B. The student will demonstrate effective consultation and collaboration skills with parents/guardians, families, teachers, and staff to promote student development and achievement. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
C. The student will counsel clients from diverse populations (i.e. race, ethnicity, age, gender, etc.) and demonstrate appropriate skills. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

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<td>Internship (600 Hours)</td>
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VI. Course as Relates to External Standards

CACREP Standards (2009)

F. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours that is begun after successful completion of practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The internship includes all of the following:

1. 240 hours of direct service;
2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member;
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings);
5. The opportunity for the student to develop program-appropriate audio/video recording for use in supervision and/or to receive live supervision of the student’s interactions with clients;
6. Evaluation of the student’s counseling performance throughout the internship including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

SC. Foundations – B. Skills/Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model and advocate for an appropriate school counselor identity and program.

SC. Counseling, Prevention And Interventions – D. Skills/Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
SC. Diversity And Advocacy – F. Skills/Practices

1. Demonstrates multicultural competencies in response to issues surrounding diversity, equity, and excellence in terms of student learning and development.
2. Advocates for the learning and academic experiences that are necessary to promote the academic, career and personal/social development of all K-12 students.
3. Advocates for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families as necessary to promote the academic, career and personal/social development of all K-12 students.

SC. Assessment – H. Skills/Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate the academic, career and personal/social development of all K-12 students.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career and personal/social development.

SC. Academic Development – L. Skills/Practices

1. Conducts programs that are designed to enhance all students' academic development.
2. Implements strategies and activities for preparing all students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to promote student achievement.

SC. Collaboration and Consultation – N. Skills/Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect students' success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff and community based organizations to promote student academic, career and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g. mental health centers, business, service groups) to secure assistance for students and their families.

DESE Standards (2008)

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 all aspects of counseling.

A. The student will record counseling sessions either on audio or video equipment for review by the instructor, the on-site supervisor and peers.

B. 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.

C. 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.

D. The student will demonstrate professional and ethical conduct.

E. The student will counsel clients from diverse populations (i.e. race, ethnicity, age, gender, etc.) and demonstrate appropriate skills.

F. 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.

G. The student will demonstrate effective consultation and collaboration skills with parents/guardians, families, teachers, and staff to promote student development and achievement.

H. 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.

I. 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.

J. 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.

K. 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):**


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 to 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.
   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.
  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
   A. Counseling skills performance level. (50%)
   B. Participation in seminar and critique sessions. (10%)
   C. Psychological write-ups and professional journal. (10%)
   D. Meeting requirements of the counseling setting. (10%)
   E. Meeting individual supervision requirements of on-site and university supervisors. (20%)

Final letter grade:
91% to 100% -- A
81% to 90% -- B
71% to 80% -- C
0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

XII. Methods of instruction
A combination of:
Classroom lectures and discussions
Classroom experiential exercises
Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: http://www6.semo.edu/judaffairs/code.html

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/cs/services/disability.htm

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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 pager 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. 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.

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See http://www4.semo.edu/counsel/Program/know-base.htm

XVIII. Course Schedule

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

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 Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.