Course Number: CP 6657 & CP 6658 (300 hours each)

Course Title: Internship - School Counseling

Semester Hours: 3

Pre-requisite(s): CP 6650 (Practicum)

Approved Delivery Methods: Methods of instruction may include, but are not limited to: regular classroom, web-enhanced, and computerized/internet instruction. Eight week and sixteen week format classes are options. Methods will vary depending upon the instructor.

Catalog Course Description:

This course provides supervised school based experience at both the elementary and secondary levels. The school-based experience will be accompanied by scheduled on-campus supervision with the university supervisor. Course equals 300 hours of internship. Internship equals 300 clock hours, to include 120 hours of direct student service. Prerequisite: CP 6650.

Goals and Objectives of Course:

The Teacher Education Program is designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. (The Unit’s Conceptual Framework is included at the end of this syllabus). In addition, this course provides opportunities to demonstrate knowledge of the following objectives:

Course Objectives: (course objectives align with CACREP 2001 Standards for School Counselors and with Alabama State Department of Education School Counseling School Counseling Performance Assessment Standards and Internship Requirements)

The intern will complete an on-site school internship for applicable experience in the school counseling area. The intern is expected to perform all of the activities a school counselor is expected to perform. The intern will receive direct supervision of internship experience from the instructor and the school on-site supervisor to achieve these objectives:

1. Apply counseling skills in working with school age students to promote social, personal, academic and career development. C SC C.2.A

2. Develop skills in application of program coordination, consultation, test administration/coordination, and other school counseling responsibilities with both

3. Analyze problem situations to assist in counseling students. C  SC  C.2.D

4. Provide school counseling direct and indirect services to students, in groups and individual sessions as well as large-group guidance activities. The student will utilize appropriate counseling techniques to demonstrate ability in individual counseling. C SC  C.2.B

Alabama State Department of Education School Counseling (2) (b).

Conceptual Framework 5, 9

Assessment (individual counseling): Case Presentation Assignment/Assessment

5. Apply technology in the administration of a school counseling program. C  SC  C.1.G
The student will demonstrate the ability to promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.

Alabama State Department of Education School Counseling (2) (b).

Conceptual Framework 5, 8

Assessment (individual counseling): Web Page Assignment/Assessment

6. Provide in-service activities related to guidance interventions, early identification, remediation and referral of students with developmental deficiencies.

7. Maintain confidentiality and abide by ethical and legal standards.

8. Complete a supervised P-12 school-based internship of 600 clock hours.

Alabama State Department of Education School Counseling Internship Requirements 3 (c)

Legend: C=CACREP, CC=Community Counseling standards, Alabama State Department of Education Performance Assessment Standards and Internship Requirements.

Approved Text(s):

Other Materials:

LiveText Requirements for School Counselors:

Students enrolled in the school counseling program are required to purchase LiveText for electronic submission of specific assignments in the following classes: CP 6600, CP 6641, CP 6650, CP 6657/58 and CP 6691.

Content:
Legal and Ethical Issues for the School Counselor
Client Rights
Crisis counseling/suicide intervention

Counseling skill building (Individual)
Alabama State Department of Education School Counseling (2) (b).2 Conceptual Framework 5, 9

Counseling skill building (Group)
Technology/Information Systems– Career and Educational Information
Alabama State Department of Education School Counseling (2) (b).5
Conceptual Framework 5, 8

School Counseling Topics
Application of School Counseling Responsibilities and Counseling Skills
PEPE

Methods of Instruction:
Methods of instruction include in-school experiences under the supervision of a certified school counselor and university supervisor. The university supervisor may use lecture, discussion, field trips, videos, guest speakers, modeling, or other methods to teach the necessary skills. Methods will vary depending on the instructor.

Laboratory Experiences:
Students will work in a school setting under the supervision of a certified school counselor. The school counseling intern will provide school-based services to students. For CP 6657 and CP 6658 the student will complete 300 hours of internship experience for each class. The 300 hours must include 120 hours of direct experience with school-age students.

Course Requirements:
Requirements will vary by instructor. Each student is generally expected to initiate his/her own arrangements for internship placements at an elementary and a secondary school site. The onsite supervisor must be a certified school counselor and have two years of experience in the field. Professional liability insurance is required before working with students.

Common Assessment/Assignments (LiveText Required of All Troy University Students Enrolled in the School Counseling Program)

CP 6657/58 LiveText Assignments –
School Counseling Dispositions – Final Self Assessment (NCATE)
School Counseling Dispositions –Faculty Assessment (NCATE)
School Counseling Dispositions –On-site Supervisor’s Assessment (NCATE)

Case Study Presentation Assignment/Assessment –Assignment and Assessment Attached
Evaluation:
Evaluation of course objectives may include, but are not limited to class discussions, student presentations, in-school presentations, and completion of assigned projects such as case studies. The onsite supervisor and the university supervisor will complete a formal evaluation of the internship experience. Evaluation is ongoing in the development of the student as a competent school counselor. Supervision is the major part of the internship evaluation. Methods of evaluation will vary depending on the instructor.

To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

Evaluation of internship:
- P = Passing
- F = Failure
- IP = In Progress

Additional Services:
AMERICANS WITH DISABILITIES ACT: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

Absence Policy:
In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In severe cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University’s web site.

Academic Misconduct:
*Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct.*

Other pertinent information relating to specialization requirement:
CP 6657/6658 Case Presentation Assignment

Instructions

The student will prepare two case studies for CP 6657/58. The case studies are to demonstrate the ABILITY of the student to use appropriate INDIVIDUAL COUNSELING techniques. One case study is presented for the CP 6657 course and one case study is presented for the CP 6658 course. The case studies are completed with school students (PK-12) as part of the school counseling internship. Each case study will require an oral class presentation to the class. Included in the presentation is an audiotape/videotape of the client/student. Each case study should include intake information from parents and teachers, presenting issue(s), goals, counseling plan and strategies, methods of evaluating counseling effectiveness. Alabama State Department of Education School Counseling Performance Assessment 290-3-3-50 (2) (b) 2

Conceptual Framework 5, 9

Evaluation of Case Study

Students are directed to go to LiveText and print out the CP 6657/58 Case Presentation Assessment document. This document provides the detailed rubric used in evaluation of the case study. When the case study is ready for evaluation, the student will notify the instructor through LiveText that the assignment is ready for evaluation.

Areas of Evaluation in the Case Study Assessment Rubric (See the actual rubric in LiveText):

1. **ASSESSMENT SKILLS:** Identify Problem/Issue(s), Gather Data From Appropriate Sources, Use of Assessment Instruments if Needed – 20%

2. **INDIVIDUAL COUNSELING THEORY (IES):** Theoretical Approach Identified in Case Study - 20%

3. **FACILITATION SKILLS:** Empathy, Effective Listening, Reflection, Summarization, Positive Climate for Counseling, Student/Client Comfortable with School Counseling Intern - 20%

4. **PLANS FOR IMPROVEMENT:**
   Goals, Alternatives, Consequences, Evaluation - 20%

5. **TERMINATION AND FOLLOW UP:** Goals Met, Referral, Plans to Follow Up on Progress of Student/Client - 20%

Standards

290-3-3-50 (2) (b) 2. Conceptual Framework 5, 9
Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities.

CP 6657/6658 Case Presentation Assessment

Purpose
The purpose of this assessment is to evaluate the school counseling student intern’s presentation of case studies for the CP 6657/58 courses. One case study for a P-12 school age student/client is presented for each of the classes. The case studies are to demonstrate the ABILITY of the student to use appropriate INDIVIDUAL COUNSELING techniques.

Assessor
Instructors for CP 6657/58

Performance Assessment

<table>
<thead>
<tr>
<th>Assessment Skills: Identify Problem/Issue(s), Gather Data From Appropriate Sources, Use of Assessment Instruments if Needed (20 pts – 20%) 290-3-3-50 (2)(b)2</th>
<th>Beginning (1 pts)</th>
<th>Developing (2 pts)</th>
<th>Proficient (3 pts)</th>
<th>Advanced (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal evidence of data gathering from parents and teachers and lack of identification of student’s problem/issues</td>
<td>Evidence of adequate data gathering from parents and teachers. Evidence of limited identification of student’s problems/issues</td>
<td>Appropriate data gathering from parents and teachers leading to identification of student’s problems/issues</td>
<td>Evidence of thorough data gathering from all resources related to the student. Appropriate identification of student’s problem/issues</td>
<td></td>
</tr>
</tbody>
</table>

| Individual Counseling Theory (IES): Theoretical Approach Identified in Case Study (20 pts – 20%) 290-3-3-50 (2)(b)2 | No evidence of counseling theory (ies) applied to case study | Evidence of developing counseling theory (ies) applied does not demonstrates counseling skills applicable to case study | Evidence of developing counseling theory (ies) applied demonstrates counseling skills applicable to case study | Evidence of appropriate use of counseling theory (ies) applied demonstrates advanced counseling skills as applied to the case study |

| Facilitation Skills: Empathy, Effective Listening, Reflection, | Minimal evidence of facilitation skills | Evidence of developing facilitation skills | Evidence of proficient facilitation skills | Evidence of appropriate and proficient facilitation skills |
### Summarization, Positive Climate for Counseling, Student/Client Comfortable with School Counseling Intern (20 pts – 20%)

| 290-3-3-50 (2)(b)2 | Minimal evidence of strategies to address student identified issues | Evidence of specific goals and strategies to address identified student issues | Evidence of proficient goals based on assessment and on a theory (ies) to address the student’s issues | Evidence of effective goals based on assessment and based on a theory (ies) to address the student’s issues |

### 4. PLANS FOR IMPROVEMENT: Goals, Alternatives, Consequences, Evaluation (20 pts – 20%)

| 290-3-3-50 (2)(b)2 | No evidence of meeting goals, student/client did not make progress, no referrals were made, no plans for follow-up and/or termination of student/client | Minimal evidence of meeting successful goals, student/client made little progress, no referrals were made, no plans for follow-up and/or termination of client | Developmental evidence of meeting successful goals, student/client made progress or appropriate referrals were made, plans for follow-up and/or appropriate termination of client | Appropriate evidence of meeting successful goals, student/client made progress or appropriate referrals were made, plans for follow-up and/or appropriate termination of student/client |

### 5. TERMINATION AND FOLLOW UP: Goals Met, Referral, Plans to Follow Up on Progress of Student/Client (20 pts – 20%)

| 290-3-3-50 (2)(b)2 | No evidence of meeting goals, student/client did not make progress, no referrals were made, no plans for follow-up and/or termination of student/client | Minimal evidence of meeting successful goals, student/client made little progress, no referrals were made, no plans for follow-up and/or termination of client | Developmental evidence of meeting successful goals, student/client made progress or appropriate referrals were made, plans for follow-up and/or appropriate termination of client | Appropriate evidence of meeting successful goals, student/client made progress or appropriate referrals were made, plans for follow-up and/or appropriate termination of student/client |

### Standards

290-3-3-50 (2) (b) 2. **Conceptual Framework 5, 9**

Use appropriate counseling techniques in group and individual sessions and conduct large-group guidance activities.

### CP 6657/6658 Webpage Assignment

**Assignment**

The student will create a webpage. This webpage should contain information that exhibit’s the student's *ability* to promote awareness of educational alternatives, and the utilization of informational systems and technology to disseminate career and educational information. The
student will provide the instructor with a hyperlink to the webpage, where the assignment can be reviewed.

**The webpage is evaluated in the following areas:**

1. Ability of the student to utilize technology to disseminate career and educational information (20 pts)
2. Ability of the student to promote awareness of educational alternatives through the webpage (20 pts)
3. Quality of the webpage in the areas of educational alternatives, career and educational information (20 pts)
4. User-friendliness of the webpage for students, parents, school personnel and others - organization of the webpage (20 pts)
5. Process of using information - directions are easy to follow on the webpage (20 pts)

The instructor will determine the number and types of educational alternatives, educational and career information the student is to post on the website. The rubric/evaluation for this assignment is found in **LiveText**. The student will use LiveText to notify the instructor that the assignment is ready for evaluation. The LiveText assessment evaluation that the student will send to the instructor is **CP 6657/58 Webpage Assessment**. The student is encouraged at the first of semester/term to print out the rubric from LiveText. The rubric will provide a guide for evaluation of the assignment.

**Standard**

AL-ASBE-06.290.3.3.50.2.B.5 Promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.
CP 6657/6658 Webpage Assessment

Purpose

The purpose of this assessment is to evaluate the CP 6657/6658 Webpage Assignment. Specifically, the assessment evaluates the student’s ABILITY to promote awareness of educational alternatives; and the utilization of informational systems and technology to disseminate career and educational information. The quality of information, organization and processing of information on the webpage are also evaluated.

Assessor

The course instructor for CP 6657/6658 will assess the assignment.

Performance Assessment

<table>
<thead>
<tr>
<th></th>
<th>Advanced (4 pts)</th>
<th>Proficient (3 pts)</th>
<th>Developing (2 pts)</th>
<th>Beginner (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability of Student to Utilize Informational Systems and Technology to Disseminate Career and Educational Information (20, 20%) AL-ASBE-06.290.3.3.50.2.B.5</td>
<td>The student's website demonstrates exceptional ability to utilize informational systems and technology to disseminate career and educational information</td>
<td>The student's website demonstrates proficient ability to utilize informational systems and technology to disseminate career and educational information</td>
<td>The student's website demonstrates moderate ability to utilize informational systems and technology to disseminate career and educational information</td>
<td>The student's website demonstrates little or beginner ability to utilize informational systems and technology to disseminate career and educational information</td>
</tr>
<tr>
<td>2. Ability of Student to Promote Awareness of Educational Alternatives (20, 20%) AL-ASBE-06.290.3.3.50.2.B.5</td>
<td>The student's website demonstrates exceptional ability to promote awareness of educational alternatives</td>
<td>The student's website demonstrates proficient ability to promote awareness of educational alternatives</td>
<td>The student's website demonstrates moderate ability to promote awareness of educational alternatives</td>
<td>The student's website demonstrates little or beginner ability to promote awareness of educational alternatives</td>
</tr>
<tr>
<td>3. Quality of Career and Educational Information; and</td>
<td>The student selected and prepared high quality sources</td>
<td>The student selected good quality sources</td>
<td>The student selected sources that were</td>
<td>The student selected poor quality sources</td>
</tr>
</tbody>
</table>
### Educational Alternatives (20, 20%)  
**AL-ASBE-06.290.3.3.50.2.B.5**

<table>
<thead>
<tr>
<th>Quality Sources to Help, Provided Sufficient Quantity of Sources, and Sources Cover Broad Range of Career and Educational Areas</th>
<th>The Quantity of the Sources Would Be Proficient for Most Users, and the Sources Covered a Large Range of Career and Educational Areas</th>
<th>Moderate Quality, the Quantity of Sources Was Adequate, and the Topics Covered the More Common Educational and Career Areas</th>
<th>Quantity of Sources Was Lacking, and the Topics Covered Was Very Limited</th>
</tr>
</thead>
</table>

### 4. User-friendly for Students, Parents, School Personnel and Others (Well-Organized) (20, 20%)  
**AL-ASBE-06.290.3.3.50.2.B.5**

| The Webpage Is Highly Intuitive, All Links Work Well, Links Are Provided to Other Related School Websites, and User Directions Are Clear | The Webpage Is Fairly Intuitive, All Links Work Well, Links Are Provided to Some Other Related School Websites, and User Directions Are Generally Clear | The Webpage Is Somewhat Confusing, Most Links Work, Link Is Provided Back to Main School Webpage, and User Directions Are Unclear | The Webpage Is Cumbersome and Confusing, Some Links Do Not Work, Few to No Links to Other Related School Websites, and the User Directions Are Either Absent or Confusing |

### 5. Explains Process of Using the Information (Easy to Follow Directions) (20, 20%)  
**AL-ASBE-06.290.3.3.50.2.B.5**

| Excellent and Clear Directions Are Given as to the Directions Necessary to Access and Follow-up on Needed Career and Educational Information | Good Directions Are Given as to the Steps Necessary to Access and Follow-up on Needed Career and Educational Information | Some Directions Are Given as to the Steps Necessary to Access and Follow-up on Needed Career and Educational Information | Little to No Directions Are Given as to the Steps Necessary to Access and Follow-up on Needed Career and Educational Information |

### Standards

**AL-ASBE-06.290.3.3.50.2.B.5**

Promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information.