

**COUN 6920, INTERNSHIP:
SECONDARY SCHOOL COUNSELING**



REQUIRED TEXTS:

- Jacobs, E.E. (1992). *Creative counseling techniques: An illustrated guide*. Odessa, FL: Psychological Assessment Resources, Inc.
- Sklare, G. B. (2005) *Brief counseling that works: A solution-focused approach for school counselors and administrators* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Stone, C. C., & Dahir, C. A. (2007). *School counselor accountability: A measure of student success*. (2nd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. (Or 2011, 3rd ed.)

RECOMMENDED TEXT:

- Vernon, A. (1989). *Thinking, feeling, behaving: An emotional education curriculum for adolescents grades 7-12*. Champaign, Ill: Research Press.
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COURSE OBJECTIVES:

As the culminating experience in the students' formal preparation to become professional school counselors, the internship seeks to provide you with a supervised experience in a secondary school counseling position. Here you will continue to exhibit appropriate dispositions and to integrate your knowledge and skills as you apply them to every aspect of your work in this setting. The objectives of this class are the objectives of the Professional Counseling Program. Therefore, all interns will demonstrate (in so much as the opportunities to do so are available) that they:

1. have expertise to serve as human development consultants to individuals and their families across the lifespan as they impact children and adolescents in a school setting.
2. have an appreciation of the unique contributions and concerns of diverse populations and will demonstrate the ability to work with all students to enhance and encourage their full participation in a pluralistic society.
3. have developed a professional counselor identity as evidenced by collegial relationships, professional affiliations, and collaborative community relationships.
4. are committed to the scholar-practitioner role and to ongoing professional development including technological competence; and
5. have the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs that are designed to facilitate the academic, career, and personal/social development of all students as lifelong learners in a pluralistic society.

COURSE REQUIREMENTS:

I. Work and accurately record on “Time and Task Log” 300 or more hours (with at least 120 being direct-service hours) in a secondary school as a counseling intern, satisfactorily performing the following tasks and responsibilities:

A. GENERAL GUIDELINES

1. Prior to beginning your internship, **complete the tutorial on Reporting Child Abuse** (Find link on www.tncounselors.org) and print off your certificate of completion.
2. With your supervisor’s assistance during the first days of the internship, become acquainted with all state, county, and school policies that are pertinent to your work in the school. Adhere to these policies. Of particular note are **policies with regard to limits of confidentiality in that setting, and procedures for dealing with a student who may be a victim of abuse, or who may be of potential harm to self or others.** (See F.1 below.)
3. Immediately begin to establish collegial relationships with all counselors and administrators in the school, and with as many students, parents, teachers, other staff, and community resources as possible.
4. Maintain current professional liability insurance (minimum of \$1,000,000/\$1,000,000.) Bring proof of such to instructor prior to beginning work in the school.
5. Adhere to the *Codes of Ethics and Standards of Practice* of the American Counseling Association.
6. Within the first few weeks, begin looking at data related to the school and to student performance; and select a target “element” for the MEASURE assignment (**See F.5 below.**)
7. **Video- or audio-tape all of your on-going individual and group counseling** with students. Use a consent form provided or approved by your site supervisor and copied on the school letterhead. Interns will begin on-going counseling sessions with a student only after having obtained signed assent of the student and signed consent of the parent. If the site supervisor agrees, the intern may meet with students without signed assent/consent forms for all guidance activities; for one-session, walk-in counseling situations; and for an information/ screening session prior to beginning on-going counseling. **Sessions are not to be taped without first obtaining signed assent/consent forms. Begin each session at the beginning of a side of the tape.**
8. **While you will be receiving grades for your work, this semester is more about learning, seeing how what you have been exposed to in classes applies to this real-life setting, gaining experience, and receiving supervision and feedback on your work. Please remember that you are encouraged to ask questions and to submit work for feedback throughout the semester, not just to meet the requirements for a grade. To do so indicates commitment to ongoing professional development.**
9. Participate in all activities and learning experiences as requested by site supervisor. While the intern is expected to complete the numerous requirements outlined below, you are also expected to be of assistance to the supervisor, and to seek out opportunities that the site supervisor deems beneficial to your preparation as a secondary school counselor.

SAMPLE SYLLABUS--WE RESERVE THE RIGHT TO MAKE CHANGES AT ANY TIME

10. Participate in the school throughout the entire semester. Unless you have received prior approval for a revised calendar, the work at the school is to continue through the last week of the MTSU semester prior to finals.
11. Keep your site supervisor apprised of all aspects of your work. Obtain supervision from your site supervisor immediately if you become aware of any information that would cause you concern for anyone's safety. If the supervisor is not available, seek assistance from another counselor in the school immediately. Also inform the instructor as soon as possible.
12. Be cognizant of the Professional Counseling Program Dispositions as explained in the Professional Counseling Handbook and demonstrate "Acceptable" or "Target" levels of Dispositions throughout the internship.

B. INDIVIDUAL COUNSELING

1. Assemble a collection of props to be used as you employ some creative techniques with students in individual and group work. See the Jacobs text.
2. Work with a variety of students in a counseling relationship, seeking diversity of clients and problems.
3. Establish counseling relationships with a variety of clients with differing concerns. **It is important that you work with a large number of students.** For the minimum requirements for this class, however, you must have an on-going counseling relationship (at least 5 sessions) with at least 4 students. It is recommended that you strive to conduct on-going counseling caseload of no fewer than 6 students and brief interventions with several additional students. **At least one of your on-going clients is to be of a different racial or ethnic background than yourself if at all possible.** (Discuss in group or individual supervision what you learned from this cross-cultural experience.)
4. Write case notes following each session and bring all to each supervision session on campus.
5. Submit in advance or bring with you counseling tapes/CDs for each supervision session on campus (and copies of the case notes for that student.)
6. Clearly identify all tapes/CDs and accompanying materials, and submit in a large envelope **with** all case notes for the student(s). List on the envelope the assignments that it contains. If you use the D2L Dropbox, please indicate a note to identify the student by first name and last initial and session #. Send an e-mail to the instructor alert him or her that you have submitted work via D2L.
7. Submit samples of your work with **at least 3 different clients**. Obtain signed assent from the student and written consent from the parent **prior to any taping of the student, and tape all students that you work with on an on-going basis.** (If you use tape recordings rather than CDs, begin each session at the beginning of one side of a tape.) Submit a minimum of 6 taped individual counseling sessions, at least 3 of which are to be with the same client over the course of the counseling relationship. Some of this requirement may be met during supervision sessions. It is your responsibility to see that a grade is assigned to at least 6 individual counseling tapes.
8. General guidelines for sessions:
 - a. Demonstrate frequent **appropriate empathic and action-direction responses**. Demonstration of effective use of these basic counseling skills is required for an A or A- in the course.

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- b. Focus the sessions on the identified problem(s) that you both agree the client will be working on. This means that early in the counseling relationship, the client goal(s) should be clearly and appropriately stated. While students may bring in some other concerns which arise (and goals can be revised), it is your responsibility to focus the majority of the session(s) and work on the identified goals.
 - c. Try to utilize counseling theories with your clients for process and/or specific techniques.
 - d. Experiment with creative techniques (see Jacobs text) with multiple clients and sessions.
9. Specific requirements for individual counseling sessions. At a minimum please do the following:
- a. Before or during the 1st individual supervision session, **submit a tape of a first session** with a student to demonstrate your **introductory explanation** of the counseling process and limits of confidentiality, etc.. Remember to tell students in this introduction that you will be discussing the sessions with your supervisors at MTSU and at the school and they will be listening to some of your sessions. The tape for this assignment does not have to be an entire session; the entire session may be submitted, however, as one of the following tapes for evaluation.
 - b. As a sample of your individual counseling work, submit at least the following **6** tapes of entire sessions with an average session time of 40 minutes.
 - (1) A session **integrating assessment results** with student planning; include parent consent form, assessment checklist, copies of assessment results, and a copy of the student's grades. You should try to do so with a student who could truly benefit from the focus on the test results and with whom there can be a "next step" identified for the student.
 - (2) Demonstrate during a significant portion of a session the appropriate application or integration of **SFBT** into your work with a client. Include the "Demonstration of Theory Critique" form and a note that you write the student (see Sklare text for details.)
 - (3) Submit a **2nd theory tape** of a different theory other than SFBT. It can be Reality, Cognitive, REBT, Adlerian, or (appropriate) Gestalt. Include the "Demonstration of Theory Critique" form.
 - (4) In any **1** tape, demonstrate a **creative counseling technique** inspired by the Jacobs text; include the "Demonstration of Creative Technique" critique with this tape. This technique should be an integral part of your work with the client and should clearly connected to the change process that you are trying to facilitate (rather than simply interjected into a session). It may be tied directly to a counseling theory, but is in addition to the two theory-focused tapes described above.
 - (5) & (6) At least **2** additional individual sessions, which are hopefully theory-based and which may have creative techniques, although these characteristics are not mandatory.
 - c. By the end of the semester, complete the "Client Progress" form on a client whom you feel has benefited from counseling. The instructor will need to hear an early, middle, and late session with this student. Most likely one or more of these sessions will be among those listed above; if not, submit additional tape(s) so that client progress is documented in 3 tapes.

Individual Counseling Sessions

C. SMALL GROUP COUNSELING

1. Establish two very different small groups (at least one of which is a problem-centered counseling group; the other may be psychoeducational) which will each meet for a minimum of **6 hours**, preferably more. (This would mean 8 sessions, for instance, if you have only 45 minutes per session.). If at all possible, **one of these groups should be a strategy tied to the targeted “element” of the MEASURE that you develop.**
2. Create a checklist of information that you need to give students and/or parents in your advertisement, consent form, screening, and/or 1st session of each group in order to be in compliance with all pertinent ethical guidelines. (Hint: See *ASGW Best Practice Guidelines*.)
3. Conduct research on current findings related to at least one of the groups. (**See G.1. below.**)
4. Obtain signed consent forms from parents and students for participation and for taping; **VIDEOTAPE ALL GROUP SESSIONS.**
5. Develop a pre-test/post-test for students to complete during the screening (or initial) session and during or after the final session of group. This can be one of two types: (1) Use an appropriate inventory designed to measure something related to the purpose or theme of the group (i.e., sense of hope, cognitive distortions, satisfaction with school, anxiety) or (2) Create an inventory based on some learning objectives or goals of the group, some things you hope they will learn or some ways you hope that they feel differently. Make sure it can be easily scored and compared (i.e., multiple choice or Likert-type scale items). See the College Prep Small Group pre- and post tests on D2L for an example. On the post-test, you may want to include some additional items that will be of value to you as a leader or that are a more subjective evaluation of the group experience (i.e., open-ended questions, “In what ways was this group valuable to you?” or “What did you like most about being in group?” or “Should I offer a group like this to other students? Why or why not?” or a Likert-like scale.) Submit your case notes, these pre/post tests and an Excel spreadsheet of the data.
6. Write case notes following each session and bring all to each supervision session.
7. Submit at least 2 videotapes - one from each group.

D. LARGE GROUP GUIDANCE

Interns who do not have a teaching license are to observe at least **two** teachers who have been recommended for their outstanding teaching methods or classroom management, and are to submit a “Teaching Observation” form for each class. (One of these observations may be of the class that you will be teaching for your classroom guidance lessons.)

All interns must:

1. Submit for approval a 3- to 5-session classroom guidance unit that includes in the objectives, the **Tennessee School Counseling and Career Guidance Standards** that are to be addressed. The unit may be based on materials from group books (such as the Vernon text listed above.) You may revise and/or supplement these “borrowed” units as appropriate. Many interns in the past have used the Jason Foundation suicide prevention materials. If your supervisor would like for you to do so, please let the instructor know. If your site supervisor has another unit, he/she wants you to present, please do so, but check with the instructor to see if this will fulfill the course requirements. Be prepared to e-mail your lesson plans to the instructor and to the other students in the class.

SAMPLE SYLLABUS--WE RESERVE THE RIGHT TO MAKE CHANGES AT ANY TIME

2. Conduct this entire unit with at least 1 classroom. If a 5-session unit is not possible, then conduct a 3-session unit in at least 2 different classes. Observe the classroom once prior to conducting the unit.
3. Create pre/post test to be complete before and after you teach the unit to measure what the students have learned. (See Small Group Counseling for additional information.) In addition to measuring learning of content, the post-test should include some additional items that will provide you with information regarding your teaching skills. Submit Excel spreadsheet of student pre/post test data.
4. Submit an evaluation form to be completed by the school counselor or teacher who observed all or most of the sessions. You may modify the "Teaching Observation" form provided for your own classroom observations or create another form.

E. CONSULTATION

Interns will be required to use your consultation skills and expertise in human development to facilitate the academic/ career, and/or personal/social development of at least one student. (Any intern who has not yet taken PSY 6890, Consultation in the Schools, prior to or during this semester, will receive an "I" in internship and will complete this portion of the course in the next semester.)

1. Participate in collaborative consultation with at least one teacher or parent following the techniques learned in PSY 6890. (Refer to General Consultation Model handout.) Complete this consultation within 3-4 sessions, or more if needed.
2. Submit a typed, double-spaced summary of the consultation process demonstrating successful resolution of the presenting problem. Include a copy of the summary sheet that you gave to the teacher, the behavioral contract (if applicable), and any other documents that were used in the process.
3. Submit your evaluation of your performance and an evaluation completed by the consultee.

F. ADMINISTRATION/COORDINATION DISCUSSION TOPICS

Be prepared to discuss each of the following in supervision:

1. **General School Policies:** Discuss any school policies you have been able to learn including those with regard to "Zero Tolerance," limits of confidentiality in that setting, and procedures for dealing with a student who may be a victim of abuse, or who may be of potential harm to self or others.
2. **Challenge Day:** If at all possible, volunteer at one Challenge Day event in an area school. If you attend 1 or 2 days, you may count 4 hours per day as direct service hours; 4 hours per day as indirect hours. If you attend a 3rd day, this can count as 8 hours of indirect time.
3. **Conflict Resolution:** What is being done at your school concerning conflict resolution? Identify the role of counselors and other personnel.
4. **IEP or Other Special Education Meeting:** How are special education referrals handled in your school? Attend an IEP meeting or other special education meeting and pay particular attention to the counselor's role in the entire process. What would you want your role as a counselor to be?

5. **At least one of the following:**

- a. Attend a meeting of a student organization. How could this group serve as a vehicle for accomplishing one or more of the guidance/ counseling goals of the school?
- b. Describe one additional program in your school (not described in other assignments) which involves counseling and is particularly beneficial to students.
- c. Identify an area of need in this setting which should be addressed by a school-wide, comprehensive plan. What would you suggest be done if you were an established counselor in the school and had the power to create a program? How do you envision the counselor's role? How might you employ students, administrators, and other faculty (or even parents and community resources) in the project?
- d. Try to get your clients involved in some aspect of the school or community to help them meet their needs in positive ways.
- e. Participate in a cultural enrichment activity such as a cultural diversity festival, an international fair, the local Buddhist temple festival, or an immersion experience that will provide greater awareness or understanding of a culture that is different than your own.
- f. In addition to your M.E.A S.U.R.E project (described below), identify a student or a group of students in your school for whom you would want to advocate if you were the school counselor. Describe an advocacy plan that you feel could be effective.

G. ADMINISTRATION/COORDINATION WRITTEN REPORTS

1. **Small Group Research:** Research at least one of your group topics. **Submit 2 or more journal articles**, at least one of which must be empirical studies and a summary (1 or more pages per article) of what you learned from the research that helped you prepare for or lead your group. This may be in list form rather than paragraph form **but must include the results of the empirical study** and must be of such depth as to indicate that you read and understood each article.
2. **Transcript Evaluation:** Evaluate the transcript of at least one transfer student from a different school district; remove the student's name; have your work signed by your site supervisor to validate accuracy; submit the results.
3. **Testing Program of the School:** Participate in the school's testing program in any capacity and submit a chart summary (see handouts) or double-spaced, typed summary (including the information requested of the chart) of the school's entire year testing program for all grade levels.
4. **Career Counseling and Post-Secondary-Planning:** Submit 1-2 page typed paper describing the comprehensive career counseling and post-secondary planning program of your school. This will include the 4- (or 6-) year planner, financial aid, scholarship, how students know about ACT, etc.. IF the junior/senior counselors have materials, newsletters, time-lines, that they give students, include these. Identify the role of counselors and other personnel in preparing students for career and educational choices. Please organize this by year, beginning with the 8th grade feeder school.

Written Reports

5. **M.E.A.S.U.R.E.** Submit the following:
 - a A brief answer to the following: (1) According to Stone and Dahir (2007 or 2011), what are the three ways that counselors demonstrate accountability and explain each.; (2) Which do they believe to be the most appropriate? (3) List three reasons why this type of approach is important.
 - b Obtain and submit as much data as you can obtain about your school. Achievement data for your school is available through the Tennessee Dept. of Education website <http://www.state.tn.us/education>. While this website periodically changes, when checked recently, you could click the No Child Left Behind icon, follow links to the most recent NCLB Results and follow the directions to find your county and school. Locate your school or district's disaggregated TCAP test results or discipline-expulsion results. If a disaggregated group (e.g., racial group, SES group, students with disabilities, or limited English Proficient) does not meet the Federal Benchmark, complete all six steps of the MEASURE, including the SPARC, with the intention of impacting that group. Use real data to begin the process, pretend that you implemented interventions successfully, and create data for your results. If all groups in your school met the Federal benchmarks, ask your supervisor to help you identify a specific subset of the student population with specific area(s) of need in your school and complete this assignment with that data rather than "global" interventions.
7. **Time and Task Activity Logs:** Submit each month, with cumulative totals, initialed by site supervisor.
8. **Case Load Summary:** Submit a list at the end of the semester of each student (first name, last initial) seen in individual counseling and the number of sessions. List names of groups, number of students, length of sessions, and number of sessions.

H. PROFESSIONAL IDENTITY DEVELOPMENT

1. **Professional Meeting:** Attend at least one professional counselor meeting (e.g., MTCA, SCCO/Admin Institute, etc.)
2. **E-mail Connection:** Dr. Dansby will be using your MTSU e-mail for communication. If you prefer to use your personal e-mail address, please follow the easy steps to forward the MTSU mail to a your personal address. Do not communicate through D2L.
3. **Listserv Connection:** Subscribe to the MTSU counseling listserv.

III. PARTICIPATE IN INDIVIDUAL SUPERVISION

- A. As per your contract with the school, you will participate in at least one hour of face-to-face, one-on-one supervision weekly with your on-site supervisor.
- B. Participate in at least 4 individual supervision sessions on campus with the instructor.
 1. Bring at least one tape with you for which you desire assistance.
 2. Bring all consent forms and individual and group counseling case notes.

IV. EVALUATION

The outcomes expected of interns will be evaluated by both the site supervisor and the instructor.

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1. The site supervisor will complete the Site Supervisor Evaluation of Intern form and will provide what he/she believes to be an appropriate grade at midterm and at the end of the semester.
2. The instructor will grade the class assignments. See “The Secondary School Internship Assignments: Due Dates and Grading Sheet” for deadlines. She will take into account the site Supervisor’s feedback when assigning the grade for the course as noted below. She will also take into consideration all of the Professional Counseling Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class (see Professional Counseling Program Handbook for details.)
3. Students must receive a grade of B- or above in order to be eligible for recommendation for licensure as a school counselor (or to be allowed to proceed to the next internship if that has not yet been completed.)

Students will earn grades for assignments based on the following Likert-type scale:

0 = Insufficient in quality or is not submitted by 1 week after deadline

1 = Minimal in quality and is submitted 1 week after deadline

2 = Does not meet expectations or meets expectations but is 1 submitted 1 week after deadline

3 = Meets expectations and is submitted by deadline

4 = Exceeds expectations and is submitted by deadline

Grading:

A grade of an A in the internship will be assigned according to the follow standards:

- All work completed
- Average score on all papers/oral reports ≥ 3 on 0-4 scale.
- Average score on all counseling tapes ≥ 3 on 0-4 scale.
- Consistent use of empathic counseling responses in individual and group counseling
- Demonstration of the effective, helpful use of two counseling theories
- Disposition ratings of “Acceptable” or “Target
- Grade assigned by site supervisor $\geq 93\%$

A grade of \leq A- will be at the discretion of the instructor if any of the above criteria are not met.

Incompletes are highly unusual. They are given at the discretion of the instructor only in the most extreme circumstances.

Disabilities: If you have a documented disability as described by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact John Harris, Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

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TENTATIVE SCHEDULE for group supervision plus at least 4 individual supervision sessions to be scheduled.

Sessions	TOPIC(S) FOR BRIEF DISCUSSION	SEE ASSIGNMENT SHEET for complete list AND ALSO BE PREPARED TO...
Submit your Intent to Graduate form within the 1st two weeks if this is your final semester!		
1	<ul style="list-style-type: none"> • Internship overview • “Intro to counseling” in sessions • Large group guidance • Selection of major theories for focus of semester • Reality Therapy 	<ul style="list-style-type: none"> • Turn in signed agreement packets. • Turn in proof of liability insurance. • Turn in Child Abuse Reporting Tutorial certificate • Ask questions about syllabus –Be sure to check the syllabus for directions throughout the semester. • Bring Reality Therapy Handout with 1st page completed • Report on school policies (See I. A. 2) • Report on Challenge Day (if applicable) • Take an oral “quiz” on Reality Therapy
2	<ul style="list-style-type: none"> • Reality Therapy • Suicide intervention • Self mutilation • Overview of graduation requirements • Overview of small group counseling • Overview of assessment interpretation • SFBT 	<ul style="list-style-type: none"> • Discuss articles, “Kids Who Cut;” & “Recognizing and Managing Critical Client Problems” • Small Group Checklist • Be ready to discuss on-line Reality Therapy counseling session • Identify target goal or “element” of the MEASURE • Discuss conflict resolution of your school • Discuss Ch. 1-4 of Sklare text
3	<ul style="list-style-type: none"> • Individual counseling • SFBT • Counseling “process” vs. “content” • Integrating theories into individual counseling 	<ul style="list-style-type: none"> • Discuss Ch. 5-7 of Sklare text • Small group research articles & summaries • Small group pre-tests • Teacher observations (if applicable) • Large group lesson plans & pre-tests • Bring your calendar to schedule supervision
<p>INDIVIDUAL SUPERVISION BEGINS for those who have begun conducting counseling sessions. These supervision sessions will focus primarily on supervision of taped sessions of clients.</p>		
4	<ul style="list-style-type: none"> • Individual counseling • Cognitive strategies • Creative techniques (Jacobs text) 	<ul style="list-style-type: none"> • Apply theories to counseling cases • Discuss Ch. 1, 2, 5, & 6 of Jacobs • Bring at least 5 props for creative technique • Reports
5	<ul style="list-style-type: none"> • Addictions and related issues • More creative techniques 	<ul style="list-style-type: none"> • Reports • Discuss Ch. 3, 4, & 7 of Jacobs • Present a counseling case • Midterm evaluation from site supervisor
6	<ul style="list-style-type: none"> • Counseling cases 	<ul style="list-style-type: none"> • Present a counseling case • Reports (MEASURE and other) • Classroom guidance info
[Given date] TCA meets in Memphis		
7	<ul style="list-style-type: none"> • Counseling cases 	<ul style="list-style-type: none"> • Consultation report • Small group info

SAMPLE SYLLABUS--WE RESERVE THE RIGHT TO MAKE CHANGES AT ANY TIME

		<ul style="list-style-type: none">• Submit evaluations• Present a counseling case
8	<ul style="list-style-type: none">• Closure for 1 ½ hours• Celebration with dinner out	<ul style="list-style-type: none">• Turn in final time logs• Turn in case load summary