



**COUN 6930 - INTERNSHIP: ELEMENTARY SCHOOL
COUNSELING**

REQUIRED TEXTS:

- Axline, V. (1969). *Dibs: In search of self*. Ballantine Books. (Try Amazon.)
- Landreth, G. (2002). *Play therapy: The art of the relationship* (2nd ed.) New York: Brunner-Routledge.
- Thompson, C., & Henderson, D. (2007). *Counseling children* (7th ed.). Pacific Grove, CA: Brooks/Cole.

REFERENCES:

- Egan, G. (2002). *The skilled helper* (5th ed.). Pacific Grove, CA: Brooks/Cole; (Reference)
- Stone, C., & Dahir, C. (2011). *School counselor accountability: A measure of student success* (3rd ed.). Upper Saddle River, NJ: Pearson Education Inc.
- Morganette, R. (2004). *Skills for living: Group counseling activities for elementary students*. Champaign, IL: Research Press or any other group counseling resource.

COURSE OBJECTIVES:

The primary objective of this culminating course in the students' formal preparation is to provide them with a supervised internship experience in an elementary school counselor position. Here they will continue to exhibit appropriate dispositions and to integrate their knowledge and skills as they apply them to every aspect of their work in this setting. The objectives of this class mirror the objectives of the Professional Counseling Program. Therefore, the 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.

In addition,

6. Interns will need to apply their accumulated knowledge and skills to actual counseling and guidance situations and to the demands of a job within a school system.
7. Interns are encouraged to use this opportunity to ask questions of themselves and others, to review what they have learned in their academic program, to further clarify and consolidate their own theory of counseling, and to make a conscious effort to apply their knowledge and understanding of counseling, cultural diversity, administrative theory, ethical behavior to every aspect of their jobs.
8. Interns are expected to evaluate their current level of competency, to obtain pertinent knowledge that they feel they may lack, and to seek ways to develop even greater skills as they complete their formal preparation to become a professional school counselor.
9. Interns will learn how to build constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success.
10. Interns will practice individual, group, and classroom guidance approaches systematically designed to promote school success and to assist all students with academic/career, and personal/social development.

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

COURSE REQUIREMENTS:

I. WORK IN AN ELEMENTARY SCHOOL FOR 300 HOURS (with at least 120 hours being in direct service to students) AS AN INTERN COUNSELOR, SATISFACTORILY EXECUTING THE FOLLOWING RESPONSIBILITIES:

A. GENERAL GUIDELINES- *ARRIVE ON TIME at your SITE*****

1. Participate in all activities and learning experiences as requested by site supervisor; follow all state, county, & school policies; of particular interest 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.**
2. Maintain current professional liability insurance in the amount of \$1M/\$1M **minimum.** Bring proof of such to your professor **prior to beginning work** in the school.
3. Adhere to the ethical standards of counselors as outlined in the *Codes of Ethics and Standards of Practice* of the American Counseling Association.
4. Obtain supervision from site supervisor and/or professor ***immediately*** if you become aware of any information that would cause you concern for anyone's safety. If the site supervisor is most accessible, then ***inform the professor as soon as possible*** after alerting the site supervisor.
5. If you begin your internship prior to the beginning of the university semester on campus, **DO NOT see ANY students by yourself** until your professor gives you permission.

B. INDIVIDUAL COUNSELING

1. Work with a variety of students in a counseling relationship, **seeking diversity of clients** and problems, and maintain counseling notes on **everyone** seen. You need to see younger & older children; males & females; and client(s) from an ethnicity different from yours.
2. Establish **at least** three (3) continuing counseling relationships (5 or more sessions with each) and turn in all counseling notes. (This constitutes the 15 notes required.) Keep case notes on **all** students seen. It is important for you to work with as many students as you can.
Play therapy client X 5 notes + Talk counseling client X 5 notes + Another client X 5 notes = 15 notes.
3. Write **counseling notes** (also **tape self-critique form** for those tapes or observed sessions you're turning in for a grade) following each session and bring **all** up-to-date case notes on **every** client to each supervision session on campus.
4. If you're having trouble making progress with a client, bring with you to individual supervision, counseling tapes for students about whom you have questions, **set** to the place on the tape that best represents your question. These can be tapes you are submitting for a grade or sessions about which you have questions.
5. Submit a **minimum** of **five (5) videotaped (or DVD) individual sessions** (at least 3 of which are to be with the **same client** who has shown **progress**) for a grade. (The other two are with another "same client" with talk counseling.) Turn these in **AS THEY OCCUR. Do NOT save all the tapes to be turned in at one time.** Hoarding tapes until you find one you like, diminishes the amount of supervision you can receive on your tapes. (**Indicate which 15 min. of every tape turned in you would like the professor to watch and grade.**)
6. At the time you turn in the 3rd videotape ("showing progress"), please also include a two-page, **typed explanation** of why you believe that **STUDENT** has shown progress and why you believe **YOU** have shown progress, too. Videotapes or DVDs are **required. At least two videotaped play therapy sessions** are required. You may use play therapy sessions for your "three tapes with the same client who has shown progress", but you still need to turn in at least two (2) "talk counseling" tapes (**both** with another same client), as well. You do **NOT** need to transcribe any videotaped sessions (**UNLESS the dialog cannot be heard easily**). PLEASE DO THIS ON YOUR OWN; DON'T WAIT FOR THE PROFESSOR TO REJECT AN INAUDIBLE TAPE.
NO AUDIOTAPES!

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

7. Obtain signed **assent** from the student and written **consent** from the parent **prior to** any taping (see consent form). Bring these with you to supervision. **YOU MAY NOT SEE ANYONE WHOSE PARENT REFUSES TO SIGN PERMISSION FOR TAPING. ALL of YOUR SESSIONS MUST BE TAPED!**
8. For **videotaped play therapy sessions**, please have parent sign the **additional consent form** to use the tape as a “teaching demonstration” in class.
9. **Every tape turned in** for a grade must be accompanied by **(a) a completed tape self-critique form for that tape, (b) ALL case notes up to that point.**
10. **Interview EVERY PARENT** whose child you are seeing for counseling, play or talk, during the first week you see the child and **periodically during the duration of your sessions**. This is done preferably *in person*; however, if that is just not possible, a phone interview will suffice.
11. Demonstrate frequent appropriate **facilitative** and **action-direction responses** (Egan, 2002). See “Thoughts on What Constitutes Progress in Internship”.
12. Demonstrate on at least two (2) of your tapes the appropriate application of child-centered play therapy. **Both** of these two sessions must be **videotaped**. (You may also turn in a 3rd play therapy session.)
13. Create **your own** portable **PLAY THERAPY BAG**, **not** one using your supervisor’s materials. Include items that are important for facilitating play therapy & have this completed **BEFORE** you begin play therapy (See handout & suggestions in play therapy texts). Bring bag to class to share with your classmates during either the 1st or 2nd meeting.
14. Read and absorb **Axline’s Dibs**. Write a 2-page **reaction paper/critique** to be turned in on the 1st evening of class or as soon thereafter as possible. (You may want to start reading over the summer break, if you get bored.☺) [**CRITIQUE** = give your opinion on...]
15. Read and absorb the **Landreth** play therapy text. Write a 2-page **reaction paper/critique** to be turned in on the 2nd evening of class or as soon thereafter as possible.
16. Read **Counseling Children** text. Critique your 6 (six) to 8 (eight) favorite theories/chapters all in a 2-3 page typed **reaction paper/critique** due on the 3rd evening of class or soon thereafter.
17. It is **strongly suggested** that you attend the **TNAPT PLAY THERAPY WORKSHOP**. (The instructor will have registration forms for you.)

C. **SMALL GROUP COUNSELING**

1. Establish a problem-centered or growth-centered counseling group that will meet for a minimum of six (6) sessions regarding a specific topic unit. BOTH this unit and a large group (classroom) guidance unit can be based on materials from **Skills for Living** (Morganette, 2004) or another source book, but **NOT** something your supervisor wrote. You may revise and/or supplement the source books as appropriate. Be creative!
2. Establishing **at least one growth** group is a minimum. You are encouraged to conduct at least 2 or 3 different groups (with your supervisor’s permission).
3. Obtain signed **consent** from parents and **assent** from students (*make sure student has actually signed the form*) for participation and for taping. (See consent form.) Bring these with you to supervision

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SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

4. Make sure **YOU** carefully select and **individually interview** your group members before meeting with the group. Be very careful about taking on an already formed group that someone else gives you. (See “Some Guidelines for Small Counseling Groups.”) Make sure each group has **at least two POSITIVE role models** as members. Try not to accept a group at grades lower than 3rd grade.
5. Write **counseling notes** (see form) following every session and bring **ALL NOTES** to each supervision session on campus. Individual notes for each group member are NOT necessary, just one for the “group.” Submit at least 6 counseling notes for this group.
6. Complete **Small Group Lesson Plans** (see form) for ALL group sessions (6 or more) and turn in **ALL lesson plans** as well as **ALL counseling NOTES** for sessions that were not previously turned in with a tape/DVD.
7. Submit at least two (2) videotaped group sessions from the SAME **growth** group for a grade. Both of these **must be video taped**. Submit **counseling notes, a tape self-critique form, and lesson plans** for **BOTH** sessions **at the time each tape is turned in**. Do NOT turn in any tape without the counseling note, the critique form (same form as for individuals), and the lesson plans for that session with it. Do NOT turn in either the first or last session of your group, please. Indicate **which 15 min.** of the group session you would like the professor to watch for your grade.
8. Do a **pre-test and post-test** with this small group (indicate grade level of the group) for the purpose of **accountability**. Turn in your pre-test & post-test questionnaires for approval **BEFORE** you administer them. Add extra items (not scored) to the post-test re: your competency as a counselor. If you use a pre-/post-test from Morganette, you need to reverse the scoring, (e.g., 5 = Strongly agree to 1 = Strongly **disagree**, etc.)

D. **CLASSROOM (LARGE GROUP) GUIDANCE**

1. Submit for approval **Guidance Lesson Plans** (see *Guidance Lesson Plan* format) for a **four (4)-session classroom guidance unit**. Whether you use Morganette or another resource for large group, the unit **MUST** be submitted to the professor for **APPROVAL BEFORE** presenting
2. Indicate on the lesson plans where and how each session of your unit fits into **specific TN School Counseling & Career Guidance Standards**. Write out the standard, not just the number.
3. Also include with the guidance unit, a **blank evaluation form** **YOU** devise for the **students** (Make sure it’s age-appropriate.) and **one for the teacher** who will observe all your sessions. If you use a post-test from Morganette, you need to reverse the scoring, (e.g., 5 = Strongly agree to 1 = Strongly **disagree**, etc.). These evals. should include items about the content of your unit as well as items re: your competency as a “guidance teacher”. Turn these evaluation forms in for approval **before** beginning the unit at the same time you turn in your guidance unit for approval and a grade.
4. This is the unit your **counseling supervisor will observe** (all 4 of your sessions) and evaluate. Please ask your **supervisor to observe ALL four of your lessons at least once**, then complete the evaluation form provided that she/he will fax to me (see “*Classroom Guidance Unit Evaluation Form for Counselor Supervisor*”).
5. **Conduct this entire unit** in **at least** one (1) classroom, preferably in 3 or 4 classrooms.
6. At the end of the unit, have each classroom of **students** and each **observing teacher(s)** who observed **all** 4 of the lessons (in **ALL classes to which you presented the unit**) fill out your **evaluation forms** (that you devised & your professor approved) and turn ALL of these in to your professor. **(continues)**

SAMPLE SYLLABUS—WE RESERVE THE RIGHT TO MAKE ANY CHANGES

7. You may do as many other classroom guidance units as you have time for regarding topics of your own choice (with your supervisor's approval) and/or those your supervisor requests. You will need to do as much **classroom guidance** as possible during your internship.

D. **CONSULTATION**

In order to use your expertise in human development and your skills in consultation for facilitation of academic/career and/or personal/social development, you are required to:

1. Participate in formal collaborative consultation with **at least** one (1) teacher or parent following the process and techniques learned in COUN 6890 (refer to *General Consultation Model* handout). Complete this consultation within 3-4 sessions.
2. Submit a tape (or DVD) of **your first (1st) consultation session only**, (b) a transcription of that tape (if audio taped), and (c) a "**Practicum Tape #1**" critique form for that session **immediately after** you have completed this first session.
3. At the **completion** of your entire consultation experience, submit a 2-page, typed, double-spaced summary describing your entire consultation process and demonstrating successful resolution of the presenting problem.
4. Turn in also (a) a copy of the **Consultation Brief Summary** that you gave your consultee after session #2 and (b) the **2 evaluation forms** completed after session #3: one completed by the **consultee** & one completed by **you**.

F. **ACCOUNTABILITY**

1. **Complete the M.E.A.S.U.R.E. assignment.** (Read Chapters 1-6 in the Stone & Dahir text). To find the disaggregated data for your school, go online to the **Tennessee Dept. of Education** website <http://www.tn.gov/education>. Click on "2010 REPORT CARD", choose your county or system, choose your school. Locate your school's disaggregated TCAP test results or discipline/expulsion results, etc.
 - a. Choose a disaggregated group (e.g., racial group, SES group, males, females, limited English proficiency, etc.) and prepare a *M.E.A.S.U.R.E.* proposal & SPARC for a group who most needs your help as a school counselor (refer to *MEASURE* text).
 - b. Go to **D2L** and find your COUN 6930 class. Go to Internship Tools> Accountability Tools & Assignment. All the materials and forms you will need are there. Follow the pattern in one of the completed *MEASURE* examples, placing yours on the blank format. (You are NOT expected to implement a program, just write a proposal.) Make sure your proposal is creative, original, yet do-able. Do not just copy what you find in the example. To complete the assignment, make up bogus results & a SPARC. Turn this in to your professor by **mid-term** so that we can discuss them in class.
2. **Complete a pre-test/post-test evaluation with your small counseling group on the excel spreadsheet provided.** (See I. C. 8. above.)
 - (a) Find the format on D2L. Use this to enter your pre-test scores, then your post-test scores. Excel will give you a difference score. Gain approval from your professor BEFORE using your pre-/post-test to make sure your items and response choices are appropriate for the age-level on which you're using them. Be sure to "reverse score" items that require it. If you don't know how to do this, ask a classmate or your professor.
 - (b) When you turn in your **excel spreadsheet** for accountability after your small group is completed, also turn in:
 - (1) a blank copy of the post-test **questionnaire**, AND
 - (2) a **brief (1 page) typed explanation** of what your excel results MEAN (to you).

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G. COORDINATION/ ADMINISTRATION

1. Observe & interview 3 “master teachers”, two of them for 4 hours each, and write up what you learned from each of them re: classroom management (See *Teacher Interview / Observation* forms.) Also, follow and interview at least one teacher during an entire day (or for at least 7 hours of one day) and write up your observations & interview insights. Make sure at least one observation is in a lower grade class (i.e., K, 1, 2) and at least one is in an upper grade class (i.e., 4, 5, 6).
2. Attend *at least one* or more **special faculty meetings** (i.e., M-team meeting, S-team, 504, etc.). Submit a 2-page typed, double-spaced summary of (a) how **Special Ed. and 504** referrals are made in your school, (b) what happened in the meeting, and (c) your **reactions** to it. Include also (d) **your role** and (e) your perception of **the counselor's role** at such a meeting. (f) What would you **do differently**, if anything. (g) **Why?**
3. **Crisis Response/Post-vention Plan** – Interview the person who is in charge of your school’s crisis response & post-vention plan. Turn in a 2-page typed summary of the school’s procedures. Include any and all “crises” that the school is equipped to deal with, during & immediately AFTER the crisis.
4. Find out the **Child Abuse Reporting** procedures of your school. Go to this website http://www.sworps.utk.edu/child_abuse_reporting/start.html, take the quiz, print off your results, put your name on it, and turn it in to the professor. Please put your **NAME** on it.
5. **Assessment**
 - (a) Participate in the school's **group testing program** in any capacity or, if testing does not occur during the time of your internship, discuss the school’s group testing program, (e.g., Terra Nova, TCAP, etc.) with the individual who is responsible for it in your school.
 - (b) Submit a 2-page typed, double-spaced summary of the school's *entire year testing program*. This should include (a) every **group test** administered; (b) **why** it is given; (c) **when** it is given; (d) to **whom** it is given; (e) **how** results are reported to teachers, to parents, to students; (f) **how** results are used; and (g) the counselor's **role** in all of the above. Also describe (h) the role **YOU** played and (i) how you would do things **differently**. (**NOTE:** If the group testing occurs late in your internship, get permission from the professor to turn in your summary late.)
6. **Administrator Interview**
 - (a) You will need to interview the principal (and assistant principal, if there is one) regarding his/her **philosophy** of discipline and school/classroom management. Find out if there is a school-wide **discipline program** and the philosophy behind that, as well. Find out about the school’s documentation process related to discipline and behavior management. Ask about their beliefs re: when a teacher should refer a discipline problem to them and not continue to handle it in the classroom. Also, find out if a **positive encouragement program** is used school-wide to promote good citizenship/behavior.
 - (b) If you have the opportunity to **observe the principal** (and/or the assistant principal) in the halls, cafeteria, office, etc., include those observations, and indicate if the observations conform to the principal’s stated philosophy, and how they fit.
 - (c) Document your findings and be prepared to discuss these in class.

H. PROFESSIONAL IDENTITY DEVELOPMENT

1. Attend at least one (1) professional counselor meeting (e.g., **MTCA**, TCA, or, other regional branch meetings).
2. Discuss your experience and share your impressions of this meeting during class.

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3. Subscribe to the **INTERNATIONAL COUNSELOR NETWORK (ICN)**. Introduce yourself to the others on the network, then ask at least one **rather extensive** professional question that pertains to your elementary internship. **Forward** your question plus all your responses to Dr. Slicker via email. *To subscribe* (free of charge), send the following message to: **listserv@listserv.utk.edu**
SUBSCRIBE ICN <your first name> <your last name>. (Omit the carats.)

To address correspondence to folks on the ICN, use: **ICN@listserv.utk.edu**

4. Subscribe to the **MTSU Counseling Listserve** by entering the following URL into the address box of your browser and selecting “**MTSUCOUNSELING**” from “**List**”:

<http://frank.mtsu.edu/~listadm/weblistproc2.html>

To address correspondence to folks on this network, use:

MTSUCounseling@lists.mtsu.edu

II. PARTICIPATE IN SEMINARS AND GROUP SUPERVISION

- A. Attend **ALL** scheduled classes.
- B. Become very familiar with the counseling theories discussed in **Counseling Children**. Use them during group supervision to assist your peers, and identify from which theory your suggestion comes.
- C. Participate in group supervision by presenting **at least TWO** (different) of your own cases and discussing cases presented by your peers. Bring case notes to each class meeting for a case with which you would like assistance. Although you may not be asked to, **be prepared to present at EACH class meeting** (see preparation form, *Guidelines for Case Presentation*). **Do NOT present if you are not fully prepared, with ALL requested information, including parent interview.**
- D. One of your two class presentations will be of a **play therapy** client. You must bring with you a videotape (DVD-R) of a session that is either troubling for you or in which you look like a “star”. The videotape needs to be of the student who you will be presenting. (Make sure you have written permission from the parents to do this; see *Play Therapy Consent Form*.) Make sure your DVD will play on normal PC equipment.
- E. Your second presentation will be of a talk “counseling” client. No videotape is necessary here. Subsequent presentations may be of either play or talk counseling clients.

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 at your site. Please make sure your on-site supervisor honors this commitment every week.**
- B. Participate in at least **three** (3) individual supervision sessions on campus with the instructor:
1. Bring tapes with you for which you desire assistance and tapes you are turning in for a grade. Specify which 15 min. we will watch together.
 2. Bring **all** individual counseling and group counseling **case notes** as well as all signed **assent** (by the student) **and consent** (by the parent) **forms**.
 3. Turn in a copy of each monthly log (**you keep the original**) at the end of each month with totals added and percentages calculated, signed by your internship supervisor. **At the end of the internship, turn in a final log with all hours totaled and percentages calculated, signed by supervisor.** (You can’t do this if you don’t remember to keep a copy of each month.) **Be SURE that your direct contact hours equal 40% of your total hours** (300 hours minimum) or 120 hours.

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IV. EVALUATION

A. In order to receive a passing grade in the course (B or above), ALL of the requirements (tapes & written papers) listed above must be met at an acceptable level of competency. **All written reports need to be turned in by the middle of GIVEN MONTH.** The professor will determine if work, that meets acceptable standards, is the quality of an A , A-, B+, B, or a B- for a graduate internship.

Pronounced interest in, enthusiasm for, and a positive, energetic attitude toward internship and its assignments is expected!

The professor does not look favorably upon interns who are simply “going through the motions” in order to “get their hours in” or on those who are excessively worried about “the grade”.

~Just do the very best you can!!!~

B. It can be assumed that if you are not asked to do a written assignment over, then the assignment is acceptable, as is. Acceptable assignments **will have a score of 4 or 5 and/or a check mark** in the upper right hand corner. If an assignment is excessively late or must be re-done, the score will be adjusted accordingly. Assignments should be turned in regularly and in a timely manner **as they are completed.** Due dates are provided on your checklist. If, due to some emergency (not just “forgot” or you were “too busy”), you are unable to turn in an assignment on time, please discuss this with the instructor. Allowances can be made.

C. A score (1-5) will be assigned on 10 written papers & 8 counseling tapes turned in for a particular activity (e.g., small group, consultation including the summary, “play therapy”, talk counseling). If that score is lower than you would like, you may re-do portions of the assignment for a possibly higher score. The original score and the make-up score for a particular activity/tape will be averaged (see Elementary Internship Grading Matrix). Your total score on the professor’s matrix plus your score on the *professor’s evaluation of intern* will determine approximately 60% of your final grade.

D. Your site supervisor will submit a grade for you at midterm and at the end of the semester on the Supervisor Evaluation of Intern Form. The final evaluation and your overall conduct & performance at your site may count for approximately 40% of your final grade. [The numbers on the left side of the form correspond to the first five course objectives listed on page 1 of this syllabus.] Both Supervisor Evaluation forms that are turned in **MUST** also have a **percentage score** marked at the top right of the form in the appropriate box, based on a comparison of your skills to those of a beginning counselor.

E. NO NOTES OR TAPED ASSIGNMENTS WILL BE ACCEPTED AFTER GIVEN DATE,
UNLESS YOU HAVE GAINED SPECIAL PERMISSION FROM the instructor.

F. Incompletes are highly unusual. They are given at the discretion of the professor only in cases of **severe medical or psychological trauma!** If this is NOT your situation, then please do NOT ask.

G. Each intern is asked to specify goals that he/she wants to accomplish by the end of this internship. Please have those in mind at your first supervision session on campus.

H. Once you complete this internship, you will be considered *a professional colleague*. If you perceive areas of weakness in your counseling skills or in your personal self-appraisal, please use this internship semester to work on those areas. I will be happy to help you along that journey. Just ask.

I. Good luck !!! Although at first glance this may seem overwhelming, YOU CAN do it...

J. PROGRAM DISPOSITIONS STATEMENT:

Students in the Professional Counseling Program are required to demonstrate Program Dispositions (being collaborative, ethical, professional, reflective, self-directed, and critical thinkers) and target counseling skills in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions will be used as a component of the faculty’s continuous evaluation of student progress. (See Professional Counseling Program Handbook for further details.)

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V. UNIVERSITY NOTES

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

If you have a documented disability 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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**ELEMENTARY INTERNSHIP GRADING MATRIX
COUN 6930**

Counseling skill	Score	Score	Score		Cluster total	Cluster average
Classroom guidance	(guid. unit + eval. forms)	(supervisor evaluation)			/ 2	
Small group counseling	(taped session)	(taped session)	(Excel spdsh, copy, summary)		/ 3	
Consultation	(tape #1)	(written summary)			/ 2	
Play therapy	(tape #1)	(tape #2)	(tape #3)	(Progress Summ.)	/ 2 or 4	
Talk counseling	(tape #1)	(tape #2)	(tape #3)	(Progress Summ.)	/ 2 or 4	
Average of scores on the 7 written papers*					/ 7	
					SUB-TOTAL/6	
					FINAL TOTAL	

Explanation of Scores

Knowledge, skills, and attitudes observed: rapport-building, classroom/behavior management, energetic presentation, competent counseling skills, accurate use of theories, applicability of counseling plan to client(s), age/developmental appropriateness, identification of relevant issues, skillful goal-setting, goal-achievement, ethical behavior, self-confidence, & professionalism.

5 = Excellent quality (virtually no errors observed, target performance)

4 = Good quality (few errors observed)

3 = Average quality (some errors observed, but acceptable performance)

2 = Below average (many errors observed)

1 = Poor quality (excessive errors, unacceptable performance)

* Three book critiques; crisis response paper; special (IEP) meeting summary; MEASURE; & group testing program summary.
6930 GradingMatrix

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VI. TENTATIVE SCHEDULE:

Given Date: TN Association for Play Therapy (TNAPT) Annual Conference; see the instructor for registration forms.

Given Date: SUPERVISOR TRAINING – Remind your supervisor 😊

Sessions:

- *1 Class overview, turn in paperwork, completed forms; Begin play therapy training; Turn in typed critiques of play therapy books that are completed. Bring your toy bag.
- *2 Play therapy training, discussion of play therapy readings. Bring your toy bag. Turn in typed critique of *Counseling Children*. (MTCA reservations taken.)
- Middle Tennessee Counseling Association (MTCA); 5:30 PM;
(Reservations to the instructor.)
- *3 Play therapy training, demonstration, and role play. (Meet at CCPS.)
Discuss MTCA meeting.
- Individual supervision #1 begins this week. Schedule a regular time to meet with the instructor about every two or three weeks, preferably alternating with class weeks.
- *4 Group supervision in class. Plan to present a case. Discuss child abuse reporting.
- ~~ FALL BREAK ~~
- *5 Plan to present a case. **M.E.A.S.U.R.E. due; discuss.** Midterm evaluation due.
- Continue turning in assignments and attending individual supervision.
- *6 Group supervision in class. Plan to present a case. Discuss teacher observations & principal interview on classroom management.
- Middle Tennessee Counseling Association (MTCA); Professional Development;
Location: TBA; Nashville; 5:30 PM; FOOD. (Reservations to the instructor.)
- Continue turning in assignments and attending individual supervision.
- *7 Group supervision in class. Plan to present a case.
ALL WRITTEN REPORTS NEED TO BE TURNED IN BY THIS DATE.
- Continue turning in assignments and attending individual supervision.
- *8 Group supervision in class. Plan to present a case.
LAST day to turn in ANY work, including tapes!!!!
- *9 Tying up loose ends; Turn in final evaluations of self, supervisor, site, and final log. Out to dinner!

*Class meeting nights.