COUN 585 COUNSELING METHODS: SCHOOL COUNSELING INTERNSHIP 
COURSE SYLLABUS – THE UNIVERSITY OF MONTANA 
Autumn 2012

Course dates: 8/27/12 - 12/10/12
Class meeting time: Mondays 2:10-3:30 PM
Location: Education 210

INSTRUCTOR INFORMATION:
Sidney L. Shaw, MA, LCPC
Phone: (406) 546-2363 (cell)
Email: sidney.shaw@mso.umt.edu
Office: 109-D
Office hours: By appointment

Lindsey Nichols, Ph.D., NCC
Phone: (406) 243-5820
Email: lindsey.nichols@umontana.edu
Office: PJWEC 211A
Office hours: By appointment

*Feel free to contact us if you have an ethical issue or crisis arise in your internship work.

COURSE CONTENT & DESCRIPTION: This course focuses on the practice of school counseling. To obtain credit, you must have an internship placement and provide direct counseling services in a school setting. Course content will vary, depending upon your placement and the issues addressed within that setting. General information covered will include the initiation, maintenance, and termination of counseling relationships, developing collaborative working relationships within employment settings, and practical, cultural, and ethical dilemmas you face during the semester.

TEXTBOOK/READINGS/SUPPLEMENTARY COURSE MATERIALS:
Required
Department of Counselor Education Practicum and Internship Guide.
Additional Reading as assigned and provided by student presenters.

Recommended
Tough Kids, Cool Counseling: User-Friendly Approaches with Challenging Youth. By John Sommers-Flanagan and Rita Sommers-Flanagan

COURSE PURPOSE AND OBJECTIVES: The overall purpose of this course is to oversee your internship direct counseling services experiences. Because of the general and comprehensive nature of providing direct counseling services, the learning objectives are diverse and cover many of the skill-oriented internship-related CACREP Standards. Specific objectives are listed on page 6 of the syllabus.

TEACHING METHODS:
1. Lectures/class demonstration.
2. Student presentations and class activities.
3. Video presentations.
4. Class discussions.
5. CACREP standards activities and discussion.

DISABILITY ACCOMMODATIONS: If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for
Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at http://life.umt.edu/dss.

ACADEMIC INTEGRITY: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/AS/APSA/index.cfm/page/1321.

GRADING PROCEDURES AND COURSE ASSIGNMENTS

Grades (this is a Credit/No Credit course) will be based on attendance/participation, completion of internship hours, responsiveness to feedback and supervision, quality of case presentations. You will be expected to participate in class goal-setting, role plays, and in-class oral and written self-evaluations.

Attendance:
Attendance is mandatory to pass this course. You may miss one class meeting without having your grade affected. If you miss three class meetings you may not pass the course (or you may pass with a lowered grade . . . depending on your performance). However, if you miss class four times, you will not receive credit and will need to retake or make up the class meetings.

Hours Logs:
You must keep a record of your hours engaged in the internship (see PIG), distinguishing between direct and in-direct service; a description of the events and activities that you engaged in on the sheets provided. Your site supervisor must sign your logs, and they must be turned in at monthly meetings to the instructor and at the end of the semester.

Presentations:
All students must give at least two formal case presentations to the class.

Presentation 1: When you present your first case you will be required to simultaneously present on a professional journal article related to your case. This part of the presentation is to encourage you to do outside reading related to the cases you’re seeing . . . as all competent professionals should do. This is a requirement. If you don’t integrate a journal article review (and provide a handout summarizing the reading) into your case presentation, you won’t receive credit for the course. We will discuss this requirement during our first meeting and intermittently as needed throughout the semester.

Presentation 2: (FINAL CASE PRESENTATIONS) Every student will complete a final case presentation. This presentation will be formal and professional. It will be video-recorded and will cover all items in the COUN 585 Final Presentation Outline (see Outline on pg. 3 of the Syllabus) and will also provide living examples of the knowledge and skills of the appropriate CACREP standards covered in this course.
Student performance evaluation criteria and procedures:
Our entire department uses both grades and other feedback to let students know how they are doing and how we are doing as instructors and supervisors. A scoring rubric applied to specific assignments and activities will be provided. These rubrics are intended to demonstrate the acquisition of knowledge and skills named in the CACREP standards. Our departmental rubric has three levels:

- “Needs Improvement,” is a signal that students have not mastered the essence of the standards in question.
- “Acceptable” is what we expect that most students most of the time will achieve. This signals that the student has learned and demonstrated sufficient mastery of the skill or understanding of the concepts to make effective and meaningful professional application.
- “Exemplary” signals a stellar effort, and excellent outcome, and/or a product that is truly above the usual expectations.

These ratings serve to provide our department with feedback about the standards and course objectives that give substance to the journey of becoming an effective and ethical professional counselor.

Final Case Presentation Outline
For your final case presentations you should address all items on the following outline and additional issues (e.g., ethical dilemmas) as appropriate.

I. Provide student/client first name, age, and nature of the referral or referral question
II. Share relevant background information, including: previous school counseling experience, biopsychosocial history, previous counseling/treatment, current mental status, medications, and client goals for counseling
III. Describe assessment procedures you used (or will use), why, and whether these procedures were culturally acceptable, and your process in considering this
IV. Describe specific developmental domains that you have or plan to facilitate using specific counseling interventions
V. Identify what student/client advocacy and/or systemic needs are prominent in this case and how you can provide advocacy or work toward social justice
VI. Provide a problem list/ or set of counseling goals with the class
VII. Prior to showing your video, identify at least two areas of concern/supervision needs and share the journal article or professional book chapter that you found to help you in your work with this student or client.
VIII. Show/play 15-20 minutes of tape:
IX. Reflect on the theoretical orientation you propose to use or that you’re currently using and provide a rationale
X. Reflect on your progress toward attainment of the counseling goals you noted above
XI. Reflect on whether and how the interventions you provided were culturally sensitive and responsive
XII. Reflect on what community resources might be helpful for the student/client to access and discuss how you have or could facilitate that access
XIII. Reflect on whether the symptoms identified before and during the session shown are or could be a function of a crisis or trauma-causing event in the student/client’s life
XIV. Identify methods you have used or will use to evaluate your counseling effectiveness in this case
### APPROXIMATE WEEKLY SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Date</th>
<th>In-Class Topic (in addition to the topics listed, we will cover a range of topics including client engagement, rapport, specific techniques, ethical dilemmas, counselor identity, and other issues as they arise).</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | August 27| Orientation to internship/goal-setting—PIG read Discussion Topics:  
1. The case presentation outline  
2. Looking ahead: Integrating and using your skills for D.1, D.2, F.4, and H.1. This course is where you bring your classroom knowledge in these areas to bear on your work and presentation. | Begin Planning for site visits |
|      | September 3 | **No class – Labor Day** | |
| 2    | September 10 | Discussion Topic: TBD from Week 1 Site visit clarification | |
| 3    | September 17 | **Case presentations** Discussion Topic: How have you and how will you apply effective strategies for accomplishing H. 3, 4, and 5 | **Student Presenter:** ____________________ |
| 4    | September 24 | **Case presentations** Discussion Topic: J.2, outcomes and research | **Student Presenter:** ____________________ |
| 5    | October 1 | **Case presentations** Discussion Topics: L.1, 2, and 3 | **Student Presenter:** ____________________  
**Hours Logs Due** |
| 6    | October 8 | **Case presentations** Discussion Topics: N.1, 3, and 4 | **Student Presenter:** ____________________ |
| 7    | October 15 | **Case presentations** Discussion Topics: P.1 and 2 | **Student Presenter:** ____________________ |
| 8    | October 22 | **Case presentations** Discussion topic: How your presentations will demonstrate your skill acquisition and highlight areas of need from the list of Standards. | **Student Presenters:** ____________________  
____________________ |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event</th>
<th>Student Presenters:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>October 29</td>
<td><strong>Case presentations</strong>&lt;br&gt;Further review of Student learning outcomes and rubric measures</td>
<td>__________________________<strong>&lt;br&gt;</strong>____________________________________________________</td>
</tr>
<tr>
<td>10</td>
<td>November 5</td>
<td><strong>Final case presentations begin this week</strong></td>
<td>Student Presenters:&lt;br&gt;____________________________________________________________</td>
</tr>
<tr>
<td>11</td>
<td>November 12</td>
<td><strong>No class – Veteran’s Day</strong></td>
<td>Hours Logs Due:&lt;br&gt;__________________________________________________</td>
</tr>
<tr>
<td>12</td>
<td>November 19</td>
<td>Final case presentations</td>
<td>Student Presenters:&lt;br&gt;_______________________________________________________</td>
</tr>
<tr>
<td>13</td>
<td>November 26</td>
<td>Final case presentations</td>
<td>Student Presenters:&lt;br&gt;_______________________________________________________</td>
</tr>
<tr>
<td>14</td>
<td>December 3</td>
<td>Final case presentations</td>
<td>Student Presenters:&lt;br&gt;_______________________________________________________</td>
</tr>
<tr>
<td></td>
<td>December 10</td>
<td>Final case presentations if needed and end of course reflections.</td>
<td>Student Presenter:&lt;br&gt;________________________________________________________</td>
</tr>
</tbody>
</table>

* Please remember topics and schedule are subject to possible change.

**Site Visits:**
Between **October 1st** and **November 1st** your faculty supervisor (either Sidney or Lindsey) will be meeting with you and your site supervisor(s) at your site(s). These arrangements will be made during the semester based on site supervisor availability and details of visit will be reviewed in class.
CACREP STUDENT LEARNING OUTCOMES:

Counseling, Prevention, and Intervention Skills and Practices
D. Skills and Practices
D. 1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Diversity and Advocacy Knowledge
F. 4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment Skills and Practices
H. 1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
H. 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.
H. 4. Makes appropriate referrals to school and/or community resources.
H. 5. Assesses barriers that impede students’ academic, career, and personal/social development.

Research and Evaluation
J. 2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Academic Development
L. Skills and Practices
L 1. Conducts programs designed to enhance student academic development.
L. 2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
L. 3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Consultation and Collaboration
N. Skills and Practices
N. 1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
N. 3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
N. 4. Uses peer helping strategies in the school counseling program.

Leadership
P. Skills and Practices
P. 1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
P. 2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
In this course student performance is evaluated in many ways. Below are the school and clinical mental health counseling standards that are evaluated in this course. Although your competence with respect to the following standards will undoubtedly be related to your final grade in the course, the particular rubric included below is also designed for faculty to systematically evaluate our effectiveness in teaching these areas. We provide this information because it may be useful to you to know what sorts of standards we’re covering in the program and how we’re going about measuring these standards in this course. Further, in this particular course, we have operationalized the rubrics slightly differently, and we are interested in your own assessment of your learning outcomes. We will ask you to rate these at the end of the term, and will of course, do ratings ourselves, based on your final presentation, your clinical work shown in class, and conversations with and ratings from your site supervisors.

Student Self-Rating Form  
Please provide short examples when appropriate

Name_______________________________ Date____________________
Instructor__________________________ Supervisor(s)_____________________________

STUDENT LEARNING OUTCOMES with Rubrics—Please rate yourself on the following dimensions by circling one of the three levels:

Counseling, Prevention, and Intervention Skills and Practices

D. Skills and Practices

D. 1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

Needs Improvement – Student is out of touch or insensitive in specific ways and shows little skill in including or even awareness of diverse points of view.

Acceptable—Student shares information about self as appropriate to situation, and for the purpose of helping others feel at ease, or grow and develop. Student acknowledges differences in points of view when presenting, consulting, or guiding individuals or groups.

Exemplary—Student is able to integrate diverse points of view and practices in a synergistic way that actually turns tense or conflicted situations into opportunities for growth and development by using his/her own life experiences as well as those of students involved.

Notes/Examples:

D 2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

Needs Improvement – Counselor works with students in a purely reactive way. Counselor does not run groups and does not regularly facilitate classroom guidance.
Acceptable – Counselor meets with as many individual students as possible, facilitates small groups when needed, and visits each classroom to promote the academic, career, and social development of each student.

Exemplary – Counselor ensures that each student is given the opportunity to participate in a group and receive individual attention. Counselor presents guidance lessons in each classroom during the year.

Notes/Examples:

**Diversity and Advocacy Knowledge**
F. 4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Needs Improvement – Counselor only makes contact in emergency situations and is available but does not actively reach out to families.

Acceptable – Counselor contacts families or guardians when necessary and is available through a variety of means in order to discuss and promote the academic, career, and personal development of targeted students.

Exemplary – Counselor continuously and personally contacts all families or guardians to promote the academic, career, and personal development of all students multiple times a year

Notes/Examples:

**Assessment Skills and Practices**
H. 1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

Needs Improvement – Counselor is not culturally self-aware and uses one measure to determine outcomes. Counselor lacks awareness of student culture and background and has a poor understanding of measurement tools.

Acceptable – Counselor uses multiple measures and tools sensitive to students’ cultural background and developmental abilities to assess and interpret students’ strengths and needs. Counselor makes sure to build a relationship with students in order to understand their unique circumstances and needs.

Exemplary – Counselor researches multiple tools and measurements prior to choosing an assessment. Counselor continuously engages in self-exploration.

Notes/Examples:
H. 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.

Needs Improvement – Counselor fails to use assessment results appropriately or implement needed interventions. Counselor does not monitor the success or failure of programs, thus not making the necessary changes.

Acceptable – Counselor integrates results from multiple measures to get an accurate understanding of the individual student within a larger context. Counselor utilizes results to help individual students as well as the school as a whole. Counselor uses evidence-based programs and ongoing evaluation of program effectiveness. Counselor implements appropriate changes in programs as needed.

Exemplary – In addition, counselor also researches evidence-based programs, conducts on research on programs, and shares results with faculty at in-services or conferences.

Notes/Examples:

H. 4. Makes appropriate referrals to school and/or community resources.

Needs Improvement- Counselor is unwilling to address unknown barriers or chooses to focus on a select few. Counselor does what they think is important rather than what is in the best interest of the students. Counselor fails to reach out to stakeholders.

Acceptable- Counselor has knowledge of barriers and is willing to investigate if more information is needed. Counselor conducts surveys or questionnaires of both students and staff to understand the barriers and implements interventions.

Exemplary- In addition, counselor engages in peer consultation and coordination with other counselors, schools, districts etc.

Notes/Examples:

H. 5. Assesses barriers that impede students’ academic, career, and personal/social development.

Research and Evaluation

Needs Improvement- Counselor is unwilling to address unknown barriers or chooses to focus on a select few. Counselor does what they think is important rather than what is in the best interest of the students. Counselor fails to reach out to stakeholders.
Acceptable- Counselor has knowledge of barriers and is willing to investigate if more information is needed. Counselor conducts surveys or questionnaires of both students and staff to understand the barriers and implements interventions.

Exemplary- In addition, counselor engages in peer consultation and coordination with other counselors, schools, districts etc.

Notes/Examples:

J. 2 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

Needs Improvement- Counselor has vague ways of measuring outcomes, shows select results, inconsistently testing programs, and producing measurable outcomes only when tools are provided.

Acceptable- Counselor creates goals and plans based on ASCA National Standards and measures effectiveness using methods such as: surveys, pre/posttests, schools records etc.

Exemplary- In addition, counselor shows results for all student interactions and is able to demonstrate effectiveness. Counselor shares outcomes at conferences and/or through publication.

Notes/Examples:

**Academic Development**

L. Skills and Practices

L 1. Conducts programs designed to enhance student academic development.

Needs Improvement- Counselor takes a reactionary approach and lacks preventative programs and proactivity. Programs implemented are general and not school specific.

Acceptable- Counselor implements programs to enhance all students’ academic development as well as targeted interventions which address specific student concerns.

Exemplary- Counselor collects and analyzes data to determine specific needs for individual students and the school as a whole. Counselor develops these programs as needed.

Notes/Examples:
L. 2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

Needs Improvement- Counselor has a limited focus, fails to address non-traditional options and doesn’t have other information available.

Acceptable- Counselor provides information and resources to all students on traditional and non-tradition post-secondary options throughout their education.

Exemplary- In addition, counselor makes an effort to connect with community resources to provide guest presenters and collaborate with teachers to enhance necessary skills for students post-graduation.

Notes/Examples:

L. 3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

Needs Improvement- Counselors only uses strategies that he/she is comfortable with, without regard to the needs of students. Lacks awareness of student’s learning styles.

Acceptable- Counselor utilizes multiple methods and venue to reach students such as classroom guidance, group sessions and individual work. Counselor has an awareness of different learning styles and incorporating them when working with students.

Exemplary- In addition, counselor follows up on strategies, adjusts delivery method related to student learning and feedback from students and teachers and other stakeholders.

Notes/Examples:

Consultation and Collaboration
N. Skills and Practices

N. 1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

Needs Improvement- Counselor does not consult with parents and family and makes decisions on their own leaving out stakeholders.

Acceptable- Counselor collaborates and consults with parents and family about the student’s academic and school life making accommodations and decisions based on everyone’s input.
Exemplary- In addition, Counselors engages in continuous follow up and makes changes as needed with every student while maintaining contact with family and stakeholders.

Notes/Examples:

N. 3.Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

Needs Improvement- Counselor does not consult with teachers and staff and makes decisions on their own leaving out stakeholders

Acceptable- Counselor collaborates and consults with teachers and staff and community based organizations about the student’s academic and school life making accommodations and decisions based on everyone’s input. Counselor knows available organizations and resources in the community as well as strengths within the staff members at the school.

Exemplary- In addition, counselor also makes personal contacts with outside resources and invites community resources to the school.

Notes/Examples:

N. 4.Uses peer helping strategies in the school counseling program.

Needs Improvement- Counselor doesn’t select or screen peer supporter. No necessary training is provided for peer supporters. Peer supporters are not held accountable and not required to regularly check in.

Acceptable- Counselor utilized groups and clubs within the school as peer support. Counselor trains peer supporters and evaluates strategies. Counselor holds peers supporters accountable and require regular check ins.

Exemplary- In addition, counselors create new peer support groups.

Notes/Examples:
Leadership
P. Skills and Practices

P. 1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

Needs Improvement- Counselor doesn’t make changes or evaluate school’s needs. Counselor implements a generic program that doesn’t reflect the school’s needs.

Acceptable- Counselor knows and understands the ASCA standards and competencies. Counselor includes programs that focus on all three domains- personal/social, academic, career. Counselor is aware of school’s needs and continuously evaluates and changes the program as needed. Counselor participates and works with others to implement programs.

Exemplary- In addition, counselor leads the program implementation and is an advocate for the program with school board, administration, parents, community etc.

Notes/Examples:

P. 2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Needs Improvement- Counselor only provides services when requested by others. Counselor fails to share information with stakeholders.

Acceptable- Counselor holds teacher/staff in-services when needed, hosts parent nights and educational programs, keeps an updated website with available resources and sends informational letters home etc.

Exemplary- In addition, counselor has regular in-service presentations and parent nights and also invites community resources and agencies to the events.

Notes/Examples: