

COUN 6386.01 (Aldine) and COUN 6386.06 (TWC)
Internship II
Spring 2017

COUN 6386 is a required course for the MA in Clinical Mental Health Counseling and the M.Ed. in School Counseling, and meets the academic requirements for the Professional Counselor (LPC) in the State of Texas.

College of Education, Department of Counselor Education

Please Note: You may not use nor have your cell phone visible during class time. You may text at the break and talk in the hall ONLY DURING BREAK. If you have a family situation that requires you to have your cell phone on during class you must discuss with me prior to class beginning. If you do have your phone visible during class time, you will lose points on professionalism without warning. In addition, it is expected that you will not need to use your laptop during class unless you are presenting and have information stored on your laptop.

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Office hours: As Requested; Before/After Class

Class Format: Face-to-Face

Class Day and Time: Tuesday, 5:30-8:20

Class location: The Woodlands Center, Room 353

Aldine Cohort, Hall High School, Aldine ISD

Course Description: The course provides supervised experiences in a counseling setting. Study is made of the duties and responsibilities of the counselor at work. Two semesters of this course meet the 160-hour practicum required by TEA for students seeking school counselor certification and the CACREP requirement of 600 total internship hours (120 direct/180 indirect during each internship). Prerequisite: COUN 6376 and subject to individual placement (3 credit hours).

Textbooks: (Please bring both textbooks to every class.)

1. Texas Education Agency. (2004). *A model comprehensive, developmental and counseling program for Texas public schools: A guide for program development preK-12th grade*. Austin, TX: Author.
2. Texas Counseling Association. (2004). *Texas evaluation model for professional school counselors* (2nd ed.). Austin, TX: Author.

Other Materials:

1. American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th. ed.). Washington, D.C.: Author.

2. The American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA. Author.
3. American Counseling Association (2014). *2014 ACA Code of Ethics*
4. American School Counselor Association (2010). *Ethical Standards for School Counselors*.
5. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, D.C. ISBN-10: 0-89042-025-4

IDEA Objectives:

Essential:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IMPORTANT: COMPREHENSIVE EXAM INFORMATION

Students must take the Comprehensive Examination during their first semester of Internship. If they do not pass the examination, they may re-take it during their second semester of Internship. Students who choose to wait to take their Comprehensive Examination during their last semester may run the risk of staying an extra semester and delaying their graduation.

Course Objectives:

This course is primarily an experiential course in which students are expected to complete a minimum of **300 hours** of counseling experience in an appropriate work setting, of which **120 hours will be direct contact with students**. Class will be devoted to group supervision, which may include case presentations, listening to/viewing recordings, consultation, feedback, course readings and discussions of counseling issues, or mini-lectures. The instructor will make **at least one on-site visit to your field placement/school during the semester; while three total visits are required by TEA the second visit may occur in the first or second semester of internship.**

In addition, your internship site supervisor is invited and recommended to attend a Supervisor Workshop. This workshop will provide an orientation to the expectations of the supervisors and will give them an opportunity to meet your professors. Please encourage your supervisors to attend. Details will be forthcoming.

COUN 6386 will follow the 2009 CACREP Standards related to Internship as follows:

2009 CACREP Standards: Section III Professional Practice:

Supervisor Qualifications and Support

C. Site supervisors must have the following qualifications:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

Internship

G. The program requires completion of a supervised internship of 600 hours over two semesters in the student's designated program area, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. At least 240 clock hours of direct service provided during both semesters of internship, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (this requirement is met by our class meetings).
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with students.
6. Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Given the aforementioned standards, supervisors must sign a weekly log documenting supervision session in TK20.

Course Requirements:

1. Each student will be required to engage in a minimum of 300 hours of internship experiences including a minimum of 120 direct hours each semester. A minimum of 14 hours of individual supervision must be completed and approved by field supervisor on the *Supervision Log* form (In electronic folder in TK20).
2. Selected student/client sessions are to be audio- or video-recorded for critique and supervision purposes.
3. Prompt, regular attendance is expected for class, sessions with clients/students, and supervision.
4. Whether a member of ACA or not, the counselor intern must adhere at all times to the ethical standards of the American Counseling Association and the American School Counseling Association.
5. Each counselor intern is responsible for following the site's requirements for documentation, office and program procedures, and/or school guidelines and policies.

6. Students need to present to the instructor a copy of the appropriate professional disclosure, used at the internship site, by the second-class meeting.
7. Students meet all specialty standards (CMHC, SC, MCFC) and program specific requirements.

CACREP 2009 Standards

Core Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	
Completion of supervised internship in the student's designated program area of 600 clock hours, with at least 240 clock hours of direct service, including experience leading groups (the 240 direct hours is spread across two consecutive semesters)	Engage in direct counseling experience with individuals, couples, children, families, and groups at an approved internship	Log of completed direct contact hours approved and signed by the internship student, site supervisor, and faculty instructor	III.G III.G.1
Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, performed by the onsite supervisor	Participate in one hour of individual/triadic supervision each week with an approved site supervisor throughout the internship	Supervision log of completed supervision hours approved and signed by the student and site supervisor	III. G.2
An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a faculty member	Attend all scheduled COUN 6386 class meetings	Attendance log maintained by faculty supervisor	III.G.3
The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g. record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)	Engage in indirect counseling experiences associated with internship site protocol	Log of completed indirect contact hours approved and signed by the internship student, site supervisor, and faculty instructor	III.G.4
The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her clients	Presentation of video/audio recording to internship class and/or evaluation of live supervision form by site supervisor and/or internship faculty supervisor	Live supervision evaluation form and/or log of video/audio recording presented during internship class meetings	III.G.5

Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor	Evaluation by site supervisor on the student; Observation by faculty supervisor during site visit	Midterm and final evaluations by site supervisor; Feedback from site visit faculty internship supervisor	III.G.6
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School Counseling Specialty Standards

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignm ent
Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development (b) health and wellness (c) language (d) ability level (e) multicultural issues (f) factors of resiliency on student learning and development	Students will develop and present and case conceptualization that includes intervention and prevention plans related to: (a) atypical growth and development (b) health and wellness (c) language (d) ability level (e) multicultural issues (f) factors of resiliency on student learning and development	Case Study Presentation	SC D.3.
Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	As part of the case presentation, students will select one of their current clients at their internship site and draft a mock letter to a real referral source that will advocate for services (counseling, community, family, addiction, social, etc.) that will benefit the selected client. <i>The letter will be used as a course assignment only and will deidentify information about the client to avoid breaches of confidentiality.</i> The letter should be 1-2 pages in length and include a statement of the client's presenting problem, how current services are insufficient to meet the needs of the client, what services the client believes are needed for the client, and how the intern believes that services provided by the addressee of the letter will benefit the client.	Advocacy Letter	SC F.2

Engages parents, guardians, and families to promote the academic , career, and personal/social development of students	Final Reflection Paper: will discuss experiences related to engaging parents, guardians, and families to promote the academic , career, and personal/social development of students	Final Reflection Paper	SC F.2.
Makes appropriate referrals to school and/or community resources	As part of case presentation assignment, students will provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation	Case Study Presentation	SC H.4.
Assesses barriers that impede students' academic, career, and personal/social development	As part of case presentation, students will describe and assess potential barriers that impede students' academic, career, and personal/social development	Case Study Presentation	SC H.5
Conducts programs designed to enhance student academic development	Final Reflection Paper: will discuss experiences related to conducting programs designed to enhance student academic development	Final Reflection Paper	SC L.1.
Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities	Final Reflection Paper: will discuss experiences related to implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities	Final Reflection Paper	SC L.2.
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Final Reflection Paper: will discuss experiences related to working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	Final Reflection Paper	SC N.1
Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Final Reflection Paper: will discuss experiences related to consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Final Reflection Paper	SC N.3.
Uses referral procedures with helping agents in the community (e.g. mental health centers, businesses, service groups) to secure assistance for students and their families	As part of case presentation assignment, students will provide three potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a	Case Study Presentation	SC N.5.

	detailed description of how the referral will serve the interests of the client under discussion for the case presentation		
Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Final Reflection Paper: will discuss experiences related to participating in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Final Reflection Paper	SC P.1.
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)	Final Reflection Paper: will discuss experiences related to planning and presenting 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)	Final Reflection Paper	SC P.2.

Course Outline

Assignments

Students are required to 1) ***complete all assignments*** and 2) ***demonstrate proficiency in the objectives.***

1. **Professional Disclosure Statement.** Before you begin seeing students, develop an age appropriate Professional Disclosure Statement that is in line with the site and is approved by the University instructor. You will use this Disclosure Statement with all students that you see at your school. You may use your Disclosure Statement from 6376 as a template. The Disclosure Statement shall contain the following information.
 - a. Name, title, room number or meeting location
 - b. A listing of degrees, credentials, and licenses, including a clear statement that you are a student intern enrolled in COUN 6386: Internship
 - c. A statement of your goal to become a school counselor
 - d. A general statement of what counseling is and expectations for students and you as the counselor
 - e. Confidentiality
 - f. Supervision
 - g. Appointments

Students may use their own creativity and layout to formulate an Disclosure Statement that changes the order or integrates the categories. The only requirement is that all of the above information be included in their statement

2. **Logs of all activities** will be maintained throughout the semester in TK20. By the end of the semester, students must have the minimum hours at a ratio of 120 direct/300 total to meet CACREP standards.

3. **Evaluations by clinical supervisors** at your site(s) (midterm and final) will be completed by the clinical supervisor in TK20. Your supervisor should review your evaluation with you. The midterm evaluation consists of two parts (included in this syllabus) including a form to note strengths and weaknesses and a Likert scale form. The final evaluation consists of only the Likert scale form. It is expected that growth will occur from the midterm to the final. Site supervisors should be requesting recordings of field students in addition to observing students directly in sessions. **Students cannot pass the course if any score on the site supervisor's *final* Likert scaled evaluation form is lower than a (3)**

4. **Site visit by the university professor** will be made at least one time each semester. It is the student's responsibility to set up the site visit for the professor of the course. The site visit needs to include a meeting between the instructor, student and clinical supervisor at the internship site. Site visits will need to be scheduled for 45 minutes in duration. TEA requires three observations and permits videotaping of a counseling activity to be submitted to the university professor. Therefore, one of the three required visits may be on the student's campus or videotaped.

5. **Students are required to submit a minimum of two session recordings to the instructor of the course.** You are required to review the recording and submit a typed session critique that contains the following elements. The recording should not be of an initial session or intake session with a client. Include an APA 6 formatted cover page when submitting this assignment.
 - a. Part I: Basic Information
 - i. Students/Client initials
 - ii. Student's/Client's presenting concern when initiating counseling
 - iii. Summary of treatment plan, including goals for counseling
 - iv. Number of sessions client has attended with you as counselor
 - v. Progress made towards meeting counseling goals to this point, including evidence for noted progress (e.g. client report, assessments, parent or caregiver report, your own observation, etc.). If no progress has been made, explain lack of progress.
 - vi. Theoretical orientation framing your work as the counselor

 - b. Part II: Session Critique. Select a 10-minute portion of the recording you want me to review. For this 10-minute segment, provide a critique that addresses the following points:
 - i. Student's/Client's presenting concern for this session
 - ii. Relevance of presenting concern this session to overall treatment plan and counseling goals
 - iii. Summary of what transpired during 10-minute segment, including how this segment ties in with overall treatment plan and goals for counseling, as well as your goals during this 10-minute segment (e.g. what were you trying to accomplish as it relates to the student's/client's overall treatment plan?)
 - iv. Self-Critique of your use of basic counseling skills in this 10-minute segment (include examples)
 - v. Self-Critique of your use of your guiding theory in this 10-minute segment (include examples)
 - vi. How would you improve your performance as a counselor during this 10-minute segment? Why?
 - vii. What skills did you demonstrate that you want to retain in your future sessions? Why?

6. **Students will present to the class a written case study** that will also include a 3-generation genogram, to illustrate or clarify student/client dynamics or other information presented. Other materials, such as, session recordings, activities used with the student/client counseled, homework assignments, etc. may be used in the presentation so long as confidentiality of the student/client is not violated. **Please have a paper copy of the genogram and treatment plan for the professor and class members.** This presentation should last approximately 30 minutes. *See instructions in this syllabus.* (SC D.3.; SC H.4.; SC H.5.; SC N.5.)
7. **Students are required to create and turn in an Advocacy Letter** (CMHC F.2; SC F.2)
- Write a letter on behalf of the school counseling profession to an elected representative, board member, or other institution/individual with power to influence the school counseling profession for your student. Specific emphasis given to the learning and academic experiences necessary to promote the academic, career, and personal/social development of students within the Texas Comprehensive School Counseling Program. The letter is to follow the four-paragraph format in the TedTalk discussion: “Political Change with Pen and Paper”
 - Paragraph 1: You appreciate them
 - Paragraph 2: Your concern
 - Paragraph 3: Appease them. If you had information you would have done the right thing.
 - Paragraph 4: Provide appropriate information about your concern (how to remedy problem)
 - Signature of Letter: Exert your influence
 - You are not required to mail your letter, but should you choose to using the format discussed (send letter to regional and main office), and can verify the information was mailed to both locations (photo of stamped letters) you will earn an extra 10 points to your final grade (SC).
8. **A paper summarizing the field internship/practicum experiences** will be submitted before the last class meeting.

Below are some questions to consider when completing your paper:

- What were your expectations at the beginning of your internship?
 - What were your goals at the beginning of your internship?
 - In what ways did your site meet and not meet your expectations?
 - What progress did you make towards reaching your goals?
 - In what ways did your goals change?
 - What were the most important things you learned in internship this semester?
 - What are some areas where you still want to grow?
 - How have you changed as a counselor and as a person as a result of your internship experience?
- You don't have to follow this format linearly (but don't make me hunt for information!), and if there's some overlap, you can organize your reflection in a way that works for you. Approximately 3-5 pages in a good length, but you can go over if you need to do so. Please follow APA 6 guidelines for grammar and structure, including a cover page.

- SCHOOL COUNSELING (M.Ed.) STUDENTS MUST INCLUDE THE FOLLOWING ELEMENTS IN THEIR FINAL REFLECTION PAPER:**

- i. Experiences related to engaging parents, guardians, and families to promote the academic, career, and personal/social development of students (SC F.2.)
- ii. Experiences related to conducting programs designed to enhance student academic development (SC L.1.)
- iii. Experiences related to implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities (SC L.2.)
- iv. Experiences related to working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (SC N.1)
- v. Experiences related to consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development (SC N.3.)
- vi. Experiences related to participating in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (SC P.1.)
- vii. Experiences related to planning and presenting 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) (SC P.2.)

9. Students are expected to be professional, participate in the class discussions, and provide feedback to their peers during case presentations. NO ELECTRONICS WILL BE USED DURING CLASS EXCEPT WHEN PRESENTING CASES STUDY RECORDINGS.

Professionalism Policy: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Please dress professionally in accordance with your internship site.

Tardiness, failure to have recordings, weekly logs, weekly readings or other required paperwork will be reflected in the professionalism/class participation grade. Drinks are allowed, but no food in class is allowed. Areas for eating are provided in the building. Please take scheduled breaks with the class unless there is an emergency.

Rubric for Student Intern Professionalism:

- 1) On time for class
- 2) No electronics in class without prior approval
- 3) Complete weekly logs each week in TK20
- 4) Complete ALL final paperwork in TK20 on or before the last day of the semester
- 5) Complete all required evaluation forms in TK20 on due dates (including evaluation of site and supervisor)
- 6) Submit reading assignments as scheduled in Blackboard
- 7) Submit final reflection paper as scheduled in Blackboard
- 8) Exhibits professional conduct in class (attentive and participates in discussion, is appropriate during class discussions, participates in class discussions, refrains from using cell phone or eating in class, waits for scheduled breaks).

9) Schedules and completes all requirements for observations by field supervision (university professor).

10) Reschedules observations by professor if problems arise (e.g., not enough students attend a group, student fails to meet the majority of competency indicators on the university observation form). **Please notify the professor as soon as possible if the observation must be rescheduled.**

Course/Instructor Requirements:

- 1. Weekly Reading Reflections.** Periodically, you will turn in a ½ page - 1 page reflection based upon what you read. Include in your reflection something *specific* with page number that you found interesting, and explain why you found it interesting. Your explanation might come from personal experience, client or student experience, or academic experience (i.e. something you read does not match what you learned). You do not need a cover page. The title of your paper should be the reading assignment for that class. Reading assignments will be arranged with the instructor.

Grades

Students must turn in all logs and evaluations; meet expectations for the recordings, case study, advocacy letter, and final paper; gain satisfactory evaluations by site supervisor; meet expectations for session recordings; and demonstrate high levels of professionalism to receive a grade of A or B.

Professional Disclosure Statement	Complete/Incomplete
Formal Observation 1 Internship I	50 points (Guidance Session) (order of counseling activities may be adjusted and will be approved by professor)
Formal Observation 2 Internship I	50 points (Group Counseling Session – may occur in COUN 6386 I or II – points to be included when the second observation occurs)
Formal Observation Internship II	[50 points] (Consultation Session with Parent COUN 6386 II- points not included in COUN 6386 I)
Recording One	50 points
Recording Two	50 points
Classroom Guidance Plan (<u>Internship I Students</u>)	10 points (reviewed at pre-observation meeting)
Group Counseling Plan (<u>Internship I Students</u>)	10 points (reviewed at pre-observation meeting – points will be included in the semester this observation occurs)
Consultation Plan (Internship II Students)	[10 points] (reviewed at pre-observation meeting – points not included in this semester's total points)
Case Study	100 points
Advocacy Letter	40 points
Final Reflection Paper	100 points
Professionalism	50 points

TOTAL: 450-510 POINTS RANGE

Weekly Logs must be completed at the end of each week. The instructor will check each student's log in the electronic folder on TK20 on Monday of the following week. Failure to complete the Weekly Logs each week will result in a reduction of 10 professionalism points for each week that logs are not complete including the signature of the site supervisor.

*All final paperwork (Final Evaluation, final Weekly Logs, End of Term Activity Summary, Site Evaluation by Internship Counseling Student, Supervision Evaluation by Internship Counseling Student, Supervisor's Evaluation of SHSU Counseling Master's Program; COUN 6386 Supervision Log, Documentation of Practicum Experience Form, and documentation of 10 hours group if applicable) must be complete in TK20 and with all signatures by 5:00pm on the final Friday of the semester. Failure to do so will result in you receiving an automatic F for the semester. **ALL PAPERWORK MUST WILL BE MAINTAINED IN TK20 NO HARD COPY PAPERWORK WILL BE ACCEPTED.** You are responsible for completing all final paperwork by the deadline.

Late assignment policy: All assignments must be turned in "complete". For late assignments, extra time may be "purchased" at the rate of 5 percent off the total assignment grade, per day, after 6:00 P.M. on the day the assignment is due, and bought at an additional 5 % daily up to 6 days. If the instructor notices something is missing and an assignment is deemed incomplete, grade deductions are retroactive to the original due date. If late more than 6 days, the assignment score will be 0. Any missing assignments must be completed, even if not turned in until after a 6-day delay. If, at the end of the semester, one or more assignments have not been turned in "complete", or requirements have not been met, the student will be assigned the letter grade of F for the class.

Tentative Class Schedule:

Aldine Cohort

January 30
February 13
February 27
March 20
April 3
April 17
May 1

The Woodlands Cohort

January 23
February 6
February 20
March 6
March 27
April 10
April 24
May 8

The Spring Creek Counseling Association meets on Tuesdays, February 6 and April 3. Attending one of those meetings may substitute for a class that is missed. We may also attend as a class.

Date	Topics	Readings Covered/Due Dates	Assignments due on this date –completed prior to the class
September 11 (Aldine and TWC)	<ul style="list-style-type: none"> - Review TK20 Electronic Portfolio Guest: Mr. Andy Oswald Orientation to Internship Class -Review of the Syllabus --Question and Answer Period - Introduction to the Comprehensive Guidance Program Model and Content -Introduce Guidance Plan, Group Counseling Plan, and Consultation Plan requirements and review forms (plans due at time of scheduled observations) -Schedule observation visits <p>The link below takes you to the TEA Guide:</p> <p>https://www.dpsd.org/cms/lib4/TX01001079/Centricity/Domain/152/counseling%20program-TX.pdf</p>	-Review TEA Model	<p>Read TEA Guide, Sections I-II</p> <p>Bring Professional Disclosure Statement to class</p> <p>-Watch Adam Galinsky's Ted Talk: http://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself?utm_source=linkedin.com&utm_medium=social&utm_campaign=tspread</p> <p>Watch 1st 31 minutes</p> <p>Adlerian Parent Consultation: http://search.alexanderstreet.com/view/work/529676</p>
September 25 (Aldine)	Designing A Comprehensive and Developmental Guidance and Counseling Program	-Review TEA Model	Read TEA Guide Section III-IV-TEMPSC II
October 9 (TWC)	<p>Review Structural Components, Delivery Components And Counselor TEMPSC II Domains</p> <p>Introduction to Consultation, Review Adlerian Parent Consultation</p>	<p>-Weekly Log updated</p> <p>Reading Reflection 1 Due</p>	<p>Read Dinkmeyer, Carlson, & Michel, Chapter 3 (Blackboard)</p> <p>Watch 31 minutes- 1:57 minutes Adlerian Parent Consultation: http://search.alexanderstreet.com/view/work/529676</p> <p>Recording 1 Due next class meeting</p>

<p>October 16 (Aldine)</p> <p>October 23 (TWC)</p>	<p>-Mock Consultation Session Practice Guidance and Counseling Program Delivery Components Operational Definitions (program activities) -Demonstration of Guidance Curriculum</p> <p>Case Study Presentation:</p>	<p>-Recording 1 Due</p> <p>-Reading Reflection 1 Due: TEA Sections 1-IV, Adam Galinsky, Dinkmeyer, et al. Second 30</p> <p>Update Weekly Log</p>	<p>Midterm Site-Supervisor Evaluation due this week</p> <p>Recording 2 Due next class meeting</p>
<p>October 30 (Aldine)</p> <p>November 6 (TWC)</p>	<p>-Operationalizing the Service Delivery Components: Program Delivery Components activities-planning session</p> <p>site supervisor's mid-semester evaluation and discuss</p> <p>Case Study Presentation:</p>	<p>-Midterm Site Supervisor Evaluation Due</p> <p>-Reading Reflection 2 Due:</p> <p>-Update Weekly Log</p>	<p>Recording 2 due</p>

November 13 (Aldine) November 20 (TWC)	Case Study Presentation: Case Study Presentation:	Update -Weekly Log - Reading Reflection 3 Due	
November 27 (Aldine) December 4 (TWC)	Case Study Presentations	-Advocacy Letter Due	Advocacy Letter Due 05/03 Final Supervisor Evaluation Due 05/03 All logs Due 05/03 End of Semester Paperwork Due 05/03 Final Reflection Due 05/03 Watch 4 minute TedTalk https://www.ted.com/talks/omar_ahmad_political_change_with_pen_and_paper

December 8	ALL required paperwork must be completed in TK20 by 5:00pm	-Final Reflection Paper Due	
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Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006: Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex \(telephone 936-294-3512, TDD 936-294-3786\) to request accommodations.](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Use of technology is not allowed unless it is being used to contribute to academic learning as it relates to the objectives of this course.
 - Technology during exams: There are no exams for this course.
 - Technology in emergencies: Students may receive phone calls and text messages in cases of emergency. It is expected that emergency phone calls and text messages be conducted in a manner that is not disruptive to the objectives of the class. Should students anticipate an emergency situation during scheduled class time, it is expected that they notify the instructor in advance, such as at the beginning of class or during a scheduled break.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

- 1) Students are permitted to miss one class (3 hours during fall and spring) with no penalty, but a call to the professor of the class is expected beforehand.
- 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.
- 3) A drop of a letter grade will occur for each subsequent absence.
- 4) Repeated lateness will count towards an absence.

****For this class, any missed class must be made up by the student. Each class counts as group supervision and cannot be made up except by attending other group supervision meetings. If a student must be absent, she or he is required to make up the missed group supervision and is responsible for contacting the instructor with the reason for the absence.***

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

Case Presentation Outline

Address each item below that is pertinent to your case. It is expected that some items may not be relevant to your client/student. Use a fictitious name or initials only.

1. **Identifying Data:** Client name, age, race or ethnicity, marital status, occupation, grade in school, members of household.

2. **Initial Presenting Concern:** Brief statement of the problem that led to client initially seeking counseling services
3. **Current Difficulties:** History of problem, precipitating events, symptoms, previous occurrences of problem, previous method of resolution, effects of problem on client's life. (This section should be extensive and detailed.)
 - a. **School Counselors:** What barriers impede student's academic, career, and personal/social development? (SC H.5)
4. **Physical Health History:** Significant health history, illnesses, injuries, current medications.
5. **Psychological Health History:** Previous treatment, duration, compliance, past and current psychotropic medication, past or current suicidal ideation/attempts.
6. **Educational History:** Where is client in school or what level of educational achievement did client achieve, significant school experiences, level of client's satisfaction with school achievement.
7. **Occupational History:** Client's work history, reasons for job changes, level of satisfaction with employment.
8. **Testing:** Summary of any psychological or educational assessments.
9. **Family and Home Background:** Construct appropriate multigenerational genogram. Describe in narrative form client's perspectives of the family and critical family incidents.
10. **DSM 5 Diagnosis** (Include this even if not required at your site. If your site still uses the DSM-IV TR or instead used ICD 10, include this information as well) (CMHC.L.1)
11. **Strengths and Resources:** Include the positive things going for the client or student that will help for addressing the problems and needs (personal, familial, intellectual, financial, social, spiritual, physical, medical, or affective supports)
12. **Theoretical Conceptualization and Treatment Plan (i. through vi. Will be delivered verbally)**
 - a. **CMHC/MCFC** (CMHC L.2; MCFC B.2; MCFC D.1)
 - i. **Theoretical Orientation** used in working with the client. Also discuss whether your theoretical orientation matches the expectations of your internship site. If there are differences, how you reconcile these differences.
 - ii. **Theoretical Conceptualization of Client** – including your theoretical conceptualization of how the client developed the presenting concern(s), how the client is dealing with the presenting concern(s), and barriers to the clients addressing these concerns independently.
 - iii. **Treatment Plan & Goals for Counseling using your Theoretical Conceptualization** – including theoretically consistent goals for counseling, as well as how your theory helps explain and justify the counseling goals you have established for the client. Use the treatment plan format you learned in Effective Human Behavior when presenting your treatment plan to the class.
 - iv. **Evidence that demonstrates progress towards client's goals**
 - v. **Counseling techniques and/or strategies used to help client progress towards meeting objectives and goals** that are internally consistent with your guiding theory.
 - vi. **Role of supervision in helping you address this case** (MCFC D.6)

b. **School Counseling** (SC D.3)

- i. Design and implement prevention and intervention plan related to the effects of:
 1. atypical growth and development
 2. health and wellness
 3. language
 4. ability level
 5. multicultural issues
 6. factors of resiliency on student learning and development

13. Referrals: As part of case presentation assignment, students will provide **three** potential referral sites for the client/subject of the case presentation. Students will need to list the referral, including address and contact person, and provide a detailed description of how the referral will serve the interests of the client under discussion for the case presentation (CMHC F.1; SC H.4; SC N.5)