**SGC 514 INTERNSHIP IN SCHOOL COUNSELING I**

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**Chat Time:**

**Virtual Office Hours:**

Any day by appointment.

**Regular Office Hours**:

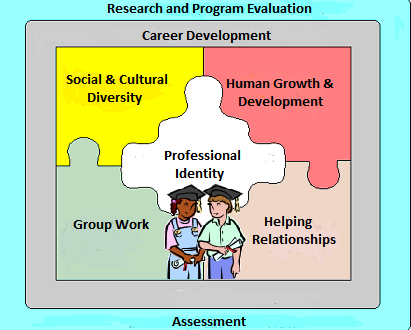
M & F 9:00 a.m. - 11:00 a.m. M, T, W 12:00 p.m. - 1:00 p.m.

T & Th 8:00 a.m. - 9:00 a.m.

1:00 p.m. - 2:00 p.m.

***School of Education School Counselor Conceptual Framework***

**Theme: Empowerment for Learning Model:**

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**Credit:** 1.5 hours

**Course Description** Candidates participate in 100 hours of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources.

**Required Course Texts:**

**Hamlet, H. (2017). School Counseling Practicum and Internship (30 Essential Lessons), *Sage Publications***. ISBN 978-1-5063-0487-8:

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|  | KSGCP | KGCPO&C | CACREP 2009  \*School Counseling  #Professional Identity  CACREP (2016) | ASCA  (2016) | CAEP  Adv. | InTASC | ISLLC | TSSA | Assessments |
| Obj. 1  (Weeks 2,8) | C2a,b,c,f,g,h,C3a,b,c,f,g,h | 1b,2c,e,3c,5a,b,c,d,e,f,6a,b,c,d,e,f | (5.G.3.b)  Foundations A2  \*Foundations A3  \*Foundations A5  \*Counseling, Prevention, & Interventions C.4  \*Collaboration & Consultation N.4,5 | A1, A6, A9,A10,A11,B2,C, | 1,4 | 1,10 | 1,2,3,4,5,6 | I,II,III,V | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |
| Obj. 2  (Weeks1, 2,7) | A7,8,  A 9, B 1, C 1a,g | 1 c, 2a, 7a,b,c,d,e,f,g, h, 8a,b,c,d,e | (5.G.2.1)  \*Foundations A4  (5.G.3.b)  (5.G.3.o)  (5.G.2.k) (5G.2.n)  (5.G.2.b)  \*Foundations A3  Diversity & Advocacy F4  \*Collaboration & Consultation M.1  (5G.2.m)  (5.G.2.m) (5G.2.e)  (5.G.2.n)  \*Foundations A2  \*Foundations A3  \*Foundations A5  \*Counseling, Prevention, & Interventions C.4  #2.1.J  \*Foundations A1  \*Research & Evaluation I2,5; J1 | A2,A3, A5, A7,A9, A10,A11,A12,A13,A14,A15,B1,B2,B3,D,E,F | 1-4,5 | 6,9 | 1,2,3,4,5,6 | I,II,III,V,VI | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |
| Obj. 3  (Weeks 4,6,7,8) | A7,8 B1,2,3,4,5,6C,1c, d,e,C,2b,d,e | 2a, 2b,d, 3a,b,d,  4a,g,h | (#2.2.a) (#2.2.c) #2.2d  \*Counseling, Prevention, & Intervention D1  \*Diversity & Advocacy F.1  \*Assessment H.1  (5G.3.h)  (7.c) (2.2d)  #2.2.b  \*Foundations A.6  \*Diversity & Advocacy E4  (2.2.e)  (2.2f) #2.2f  (2.2.g)  (5.G.3.b)  (5G2.1)\* Leadership O4  \*Academic Development K2  \*Collaboration & Consultation M.4, N2 | A3,A6, A7,A9, A10,A11,A13,B2,C | 1-4 | 1,2,3,4,7,9 | 1,2,3,4,5,6 | I,II,III,V | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |
| Obj. 4  (Weeks 4,5,6,8) | C2a,b,c,f,g,h,C3 a,b,c,f,g,h C3a,b,c,d | 1b,2c,e,3c,5a,b,c,d,e,f,6a,b,c,d,e,f | (5.G.3.b)  5.G.3.h)  \*Diversity & Advocacy E4 \*Assessment G.1  \*Academic Development L1  (5.G.3.k)  \*Academic Development L2,3  (5.G.3.f)  \*Academic Development K1,3  \*Counseling, Prevention, and \*Intervention C1,3,5 & D1  \*Assessment AG3, H2  \*Collaboration & Consultation M6, N3  7.c  \*Counseling, Prevention, & Interventions D4 | A4,A6,  A8 A9,A11,B1,B2,B3,C | 1,4 | 1,10 | 1,2,3,4,5,6 | I,II,III, IV,V | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |
| Obj. 5  (Week 3) | C2a,b,c,f,g,h,C3 a,b,c,f,g,h C3a,b,c,d | 1b,2c,e,3c,5a,b,c,d,e,f,6a,b,c,d,e,f | (5.G.2.b)  \*Foundations A3  \* Diversity & Advocacy E.3  \*Foundations B.2  \*Diversity & Advocacy F4  \*Collaboration & Consultation M.1  (5.G.2.m)  \*Diversity & Advocacy E.1  (5.G.2.n)  \*Foundations B1  (5.G.3.b)  (5.G.3.d)  \*Counseling, Prevention, and Intervention C2  \*Diversity & Advocacy E2  \*Assessment H.4  (5.G.2.f)  \*Diversity & Advocacy F2,3,4  \*Leadership O3  #2.1.h  (5.G.3.o)  \*Research & Evaluation J.2,3 | A4,A6, A7,A13,B2, B3,D | 1,4 | 1,10 | 1,2,3,4,5,6 | I,II,III,  IV,V | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |
| Obj. 6  (Weeks 1,5) | A 1, 2,3,4,5,6,  10,  C2, a,b,c,d,f,g,h C3,a,b,c,d | 1a,b, 2c,d,e,3c,  5a,b,c,d,e,f  6a,b,c,d,e,f | (5.G.2.1)  (5.G.2.d)  Leadership O.5  (5.G.3.b)  \*Counseling, Prevention, & Interventions D3 \*Research & Evaluation  I3 & J3 \*Leadership O3 \*Leadership P1,2  \*Collaboration and Consultation M2,5; N1  \*Leadership O.1; P2  (2.e)  (2n) | A3, A5,A7, A8,A10,A11,A14,A15,B1,B2, B3,C | 1,2,4 | 1,7,9,10 | 1,2,3,4,5,6 | I,II,III,V,VI | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |
| Obj. 7  (Week 7) | B6,C1,b,c,g | 8c,d,e | (G.5.2.1,;b,e,f,m,n)  \*Foundations SCA5 \*Foundations A7,\*Counseling, Prevention & Interventions C52e, D5; \*Assessment G1; H5  (5.G.3.b)  (5G3.o)  \*Research & Evaluation i1 | A3,A.5  A13,B2,B3, E | 1,4,5 | 4,6,9,10 | 1,2,3,4,5,6 | I,II,III,V | Log, Performance Evaluation Checklist,  Reflection, Discussion Board |

**Professional Standards**

**Kentucky Standards for Guidance Counselor Programs Addressed:** Candidates will demonstrate proficiency on all *Kentucky Standards for Guidance*

*Counselor Programs.*

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

Candidates will demonstrate proficiency on all *Kentucky Guidance Counselor Program*

*Objectives and Curriculum.*

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

Candidates will demonstrate proficiency on all *Council for Accreditation of Counseling*

*And Related Educational Programs (CACREP2016) Core Curricular Areas.*

**Council For Accreditation of Counseling and Related Educational Programs (CACREP)**

**School Counselor Professional Knowledge, Skills, and Practices Addressed:**

Candidates will demonstrate proficiency on all *Council for Accreditation of Counseling*

*And Related Educational Programs (CACREP2009) School Counselor Professional*

*Knowledge, Skills, and Practices.*

**American School Counselor Association (ASCA) School Counselor Competencies Addressed:**

Candidates will demonstrate proficiency on all *American School Counselor Association*

*(ASCA) School Counselor Competencies.*

**American School Counselor Association (ASCA) Ethical Standards for School Counselors Addressed:**

Candidates will demonstrate proficiency on all *American School Counselor Association*

*(ASCA) Ethical Standards for School Counselors.*

**Council for the Accreditation of Educator Preparation Advanced Level Standards Addressed:**

Candidates will demonstrate proficiency on all areas of the *Council for Accreditation of Educator Preparation Advanced Level Standards.*

**Interstate Teacher Assessment and Support Consortium (InTASC) Addressed:**

Candidates will demonstrate proficiency on all areas of the I*nterstate Teacher Assessment and Support Consortium.*

**Educational Leadership Policy Standards (also referred to as ISLLC)**

Candidates will demonstrate proficiency on all areas of the *Educational Leadership Policy Standards.*

**Technology Standards for School Administrators**

Candidates will demonstrate proficiency on all areas of the *Technology Standards for School Administrators.*

**Specific Course Objectives**

Candidates will be able to:

1. Articulate and contribute to clinical case consultations.
2. Synthesize information into ethical clinical practice.
3. Access and apply the professional literature/research on specific client populations.
4. Demonstrate an ability to give feedback in an appropriate manner.
5. Demonstrate an ability to receive and integrate feedback into clinical practice.
6. Assimilate and negotiate professional roles in a multidisciplinary setting.
7. Understand and implement the credentialing/licensure process.

**Class Attendance and Participation**

Class attendance will be checked. Two unexcused absences (at instructor’s discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Please notify the instructor if you are to be absent.

**Clinical Experiences & Assignments**

Candidates participate in **100 hours** of clinical school counselor experiences in a school counseling setting under the supervision of a site supervisor using appropriate professional resources.

\*By the end of the Internship (SGC 514, 515, & 516) Candidates must score a minimum of **2** out of **4** on each standard for successful completion. Candidates will receive written evaluations from their site and university supervisors utilizing the **Performance Evaluation**

**Checklist of Internship Experiences.\***

Candidates **submit log information** **each week** documenting the completion of the required number of clinical school counselor hours and attend site supervision meetings (for completing log each week; and have attended **at least two supervision sessions set-up through Adobe Connect** , - (10 pts each week, 2 sessions worth 10 pts. Each=**100 points**)

Candidates will **submit a SKATES** (Skills, Knowledge, Attitude, Thoughts, Ethics, Supervision) **journal reflection each week** reflecting on the areas of SKATES and referring to indicators in Performance Evaluation Checklist through Moodle. **(These weekly journal entries will total 8-10 pages by the end of Week 8 and will count as a final for this course) 15 points each (120 points)**

**\*Additional Assignments in some weeks will include interviews with Site Supervisor/Mentor and specifically targeted reflections.** \*

**Midterm Evaluation**

At the end of Week 4, the Counseling Mentor will complete the Candidate’s Internship Evaluation 1 (p.30-31). Candidates who receive a 2-Demonstrating Competency on **most** of the standards assessed are candidates who are making proficient progress in this course of Internship.

**Late Assignments**

All work for the course is **due by Sunday evening before 11:55 p.m.**

**Weekly Discussion Forums (10 points each=80 points)**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. Initial Discussion Forums are due Wednesday night at 11:55 p.m. EST and responses to peer discussion forums are to be done by Sunday evenings at 11:55 p.m. EST.** Forum responses will be evaluated using the following criteria:

**Initial Response**

**4 pts.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment** | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support** | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections** | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment** | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**Grading Scale:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (Student Handbook)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Turn it in will be required for many assignments. For assignments where this is required, upload to the Turn it in site to check your citations. While writing your paper, make special effort to summarize (be sure to cite summaries, too) and to use quotation marks for direct quotes. Direct quotes need the source, date, page number--using APA style. Direct quotes need the source, date and page number--using APA style. Your originality report should not exceed 15%. That means that 15% of your paper consists of either quotations or summaries that have not been properly cited.

**Campbellsville University's Online Attendance Policy**

Bi-term and 8 week terms: Online Students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/4th of the scheduled class) without contact the student would fail the course and WA would be recorded.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Methods**

Communication during and outside of class will be primarily online; therefore, it is important that class members practice **netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the **Adobe Connect Classroom** are:

* Keep your microphone muted when you are not speaking. This will

keep distracting background noise to a minimum and also eliminate echoing when other classmates are speaking.

* Do not make comments in the chat box while the professor or other students are speaking during class. It is distracting to the speaker and other students.

Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:

* Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
* Avoid using sarcasm, and make sure humor is “G” rated and appropriate for all audiences. Profanity will not be tolerated.
* Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
* Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.

When communicating with your professor in **email** remember to include your name. Also, make sure your name is on any assignment that you submit through **email**.

**Technical Support and Assistance**

Students are required to have a computer, headset and microphone, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Resources**

Abildgaard, C. (2014). Processing the ‘whole’ with clients on the autism spectrum. *Counseling*

*Today*, 56(7), 60-65.

Burton, S. & Furr, S. (2014). Conflict in multicultural classes: Approaches to resolving

difficult dialogues. Counselor Education & Supervision, 53(2), 97-110.

Clapper, C. (2013). Social spies. *School Counselor*, 50(5), 22-25.

Conrad, S. (2014). A place to belong. *School Counselor*, 51(4), 10-15.

Dupre, M., Echterling, L., Meixner, C., Anderson, R., and Kielty, M. (2014). Supervision

experiences of professional counselors providing crisis counseling. *Counselor Education*

*& Supervision*, 53(2), 82-96.

Erford, B., Paul, L., Oncken, C., Kress, V., & Erford, M. (2014). Counseling outcomes for

youth with oppositional behavior: A meta-analysis. *Journal of Counseling &*

*Development*, 92(1), 13-25.

Gruman, D. & Owings, C. (2013). Literacy lessons. *School Counselor*, 50(5), 14-15.

Homrich, A., Lorenzi, L., Bloom, Z., & Godbee, B. (2014). Making the case for standards of

conduct in clinical training. *Counselor Education & Supervision*, 53(2), 126-144.

Kemer, G., Borders, L., & Willse, J. (2014). Cognitions of expert supervisors in academe: A

concept mapping approach. *Counselor Education & Supervision*, 53(1), 2-18.

Kocet, M. & Herlihy, B. Addressing value-based conflicts within the counseling relationship: A

decision-making model. *Journal of Counseling & Development,* 92(2), 180-16.

Lochary, C. (2014). A game plan for life. *Counseling Today*, 56(8), 36-43.

Macleod, B. (2014). Addressing clients’ prejudices in counseling, *Counseling Today*, 56(8),

44-49.

Meyers, L. (2014). Quieting the inner critic. *Counseling Today*, 56(8), 36-43.

Moffatt, G. (2013). Working with sexually abused children. *Counseling Today*, 56(6), 54-58.

Moody, S., Kostohryz, K., & Vereen, L. (2014). Authentically engaged learning through live

supervision: A phenomenological study. *Counselor Education & Supervision*, 53(1),

19-33.

Murphy, S. (2014). Angry words. *Counseling Today*, 56(7), 46-51.