

Austin Peay State University
Department of Psychological Science & Counseling
COUN 5725: Internship in School Counseling

Term: Spring 2022	Meeting Time: Tues. 4:30-6:00	Room #: CL 302
Credit Hours: 6	Instructor: Dr. Eva Gibson she/her/hers	E-mail address: gibsone@apsu.edu
Telephone: (931) 221-6224	Student Hours: Tues - Thurs: 2:00 – 4:00	Office: CL 303B Schedule an appointment: https://calendly.com/gibsone/30min

REQUIRED TEXT:

Metcalf, L. (2019). *Counseling toward solutions: A practical solution-focused program for working with students, K-12, teachers, and parents* (3rd ed). Metcalf Family Publishers.

APSU Practicum and Internship Handbook (July 2021 edition)

REQUIRED READINGS:

Cook Sandifer, M. I., & Gibson, E. M. (2020). School counselors as social justice change agents: Addressing retention of African American males. *Journal of School Counseling, 18*(21).

Stewart Kline, D. M. (2016). Can restorative practices help to reduce disparities in school discipline data? A review of the literature. *Multicultural Perspectives, 18*(2), 97-102.
<https://doi.org/10.1080/15210960.2016.1159099>

Young, A. (2019, November/December). From doer to leader. *School Counselor, 57*(2), 10-15.

Young, A., Dollarhide, C.T., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling, 18*(1), 49-60.
<https://doi.org/10.5330/2156759X1501900101>

SUPPLEMENTAL READINGS:

American School Counselor Association. (2019). *The ASCA National Model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author.

Goodman-Scott, E., Bobzien, J., & Milsom, A. (2018). Preparing preservice school counselors to serve students with disabilities: A case study. *Professional School Counseling, 22*(1), 1-11.
<https://doi.org/10.1177/2156759X19867338>

Luti, V.-G., Cavazos, J., Johnson, M. B., Cheryl, F., Cavazos, A. G., Leslie, C., & Iliana, R. (2009). "My counselors were never there": Perceptions from Latino college students. *Professional School Counseling, 12*(4), 272-279.
<https://doi.org/10.1177/2156759X0901200407>

Novakovic, A., Michel, R. E., & Ockerman, M. S. (2020). Teaching school counselors to use evidence-based practice to advance social justice: A case study. *Professional School Counseling, 23* (1), 1-7.
<https://doi.org/10.1177/2156759X20904472>

Simons, J., & Cuadrado, M. (2019). Narratives of school counselors regarding advocacy for LGBTQ Students. *Professional School Counseling, 22*(1), 1-9. <https://doi.org/10.1177/2156759X19861529>

COURSE DESCRIPTION:

This course is an *advanced supervised* field experience in which the student refines and enhances counseling and conceptual skills and integrates professional knowledge under close supervision. Internship includes a field placement setting consistent with the student's selected emphasis area. Internship approximates a full-time counseling position and is considered the "capstone" experience in the counseling program. Internship requires 600 clock hours divided equally among the elementary, middle, and high school levels.

**Austin Peay State University
College of Education**

CONCEPTUAL FRAMEWORK OVERVIEW, INITIAL LICENSURE PROGRAMS

As part of the educational unit at Austin Peay State University, the School Counseling program embrace the College of Education’s commitment to preparing highly qualified professionals who are knowledgeable in standards-based practice. Our common goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Our focus is on preparing professionals for the P-12 environment by providing three key elements – knowledge, skills, and dispositions.

COURSE POLICIES

STUDENTS WITH DISABILITIES

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (MUC 114, phone #: 221-6230; email: disabilityservices@apsu.edu)

CAMPUS RESOURCES

Resource	Website
Adult, Nontraditional & Transfer Student Center	https://www.apsu.edu/student-life/ants/antsresources.php
S.O.S. Food Pantry	https://www.apsu.edu/volunteer/sos-food-pantry/index.php
Heath & Counseling Services	https://www.apsu.edu/health-and-counseling/

COUNSELING SERVICES

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

ACADEMIC AND CLASSROOM MISCONDUCT

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

PLAGIARISM POLICY

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

WRITING QUALITY AND ACADEMIC HONESTY

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: writinglab@apsu.edu)

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.

If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

POLICY ON MINORS

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

SERVICE ANIMALS IN THE CLASSROOM

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

CONFIDENTIALITY

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class and then only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA and ASCA Codes of Ethics will be followed.

CHANGES TO COURSE SYLLABUS

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

EMAIL POLICY

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Mon-Fri).

REQUESTING ASSISTANCE

Communicate as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/>.

DEMONSTRATING RESPECT

- **Respectful use of technology:** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in vibrate or silent mode and keep them out of sight. If you absolutely must take a call, please be respectful and quietly step out of the classroom.
- **Respect of time:** Be prepared for class each day and be on time. Participate fully, but avoid dominating the conversation. See specific attendance policies under Student Performance Evaluation Criteria and Procedures.
- **Respect of others:** Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- **Respect for self:** In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

CLASS GRIEVANCES:

I am willing to meet with you to discuss our class and/or particular assignments. I ask that you wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion.

DIVERSITY STATEMENT

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

COVID-19 STATEMENT & GUIDELINES

We should all continue to take steps to mitigate the spread of COVID-19. Masks are recommended for all faculty, staff, and students while indoors. To help keep our university community safe, vaccination and boosters are strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

Any student exhibiting symptoms of COVID-19 should seek a test. If any student tests positive for COVID-19, or if an unvaccinated student is exposed to someone who has tested positive, that student is required to fill out the [COVID-19 Self-Reporting Form](#) and isolate for five days from the onset of symptoms. If fever-free without medication, and if other symptoms are improving, the student can return to normal activities on Day 6. The student is strongly encouraged to wear a mask through Day 10. To help prevent further spread, students who test positive should notify anyone with whom they were within six feet for more than fifteen minutes. Students missing class should email their instructors when possible. The COVID-19 vaccine, booster, and testing are still free and widely available through Boyd Health Services. Visit the [APSU Coronavirus Dashboard](#) webpage for more information.

COURSE OBJECTIVES AND REQUIREMENTS

Knowledge and Skill Outcomes: The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understanding the role of counseling supervision, professional standards, and relevant policies to the profession	F.1.m SC G.2.l-m	Readings, discussion, orientation
Demonstrating strategies for personal and professional self-evaluation and implications for practice	SC G.2.n	Readings, discussion, fieldwork evaluation process, case conceptualization
Designing and evaluating school counseling programs	SC G.1.b SC G.2.m	Readings, discussion, reflective response
Knowing school counselor roles as leaders, advocates, and systems change agents in P-12 schools	SC G.2.a, f; G.3.k	Readings, discussion, site experiences, professional identity project, NSCW activities
Knowing school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	SC G.1.d SC G.2.b	Readings, discussion, site experiences, reflective responses
Knowing school counselor roles in school leadership and multidisciplinary teams	SC G.2.d	Readings, discussion, site experiences, reflective reading, faculty presentation
Recognizing school counselor roles and responsibilities in relation to school and student crisis	SC G.2.g; G.3.h.	Readings, discussion, site experiences

Course Objectives	CACREP Standards	Course Activities
Knowing how to find and utilize community resources and referral sources	SC G.2.k	Readings, discussion, site experiences
Demonstrating techniques of personal/social counseling in school settings	SC G.3.f	Readings, discussion, site experiences, case conceptualization
Assessing strategies to support academic growth	SC G.3.d	Readings, discussion, site experiences, case conceptualization
Demonstrating techniques to foster collaboration and teamwork within schools	SC G.3.l	Readings, discussion, reflective responses
Utilizing accountability data to inform decision making and advocate for programs and students	SC G.3.n SC G.3.o	Readings, discussion, stakeholder report presentation
Demonstrate a commitment to advocacy, courageous conversations, and antiracism.	SC G.2.f SC G.2.l	Readings, discussion, reflective responses

MINIMAL TECHNOLOGY REQUIREMENTS

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at govstech@apsu.edu with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

METHODS OF INSTRUCTION:

- Field experience
- Supervision sessions
- Readings/class discussions/assignments

Fieldwork Requirements

Activity	Hours	Time
Direct Student Services <ul style="list-style-type: none"> • Instruction • Appraisal & Advisement • Counseling 	At LEAST 240 direct (approx. 80 per site)	80%
Indirect Student Services <ul style="list-style-type: none"> • Referrals • Consultation • Collaboration 	NO MORE THAN 360 indirect (approx. 120 per site)	600 total
Program Management and School Support <ul style="list-style-type: none"> • Program Foundation, Management, and Accountability • Fair-share responsibility 		20%

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

(Please note: The following assignments are intended to facilitate engagement in this course and to satisfy the course objectives.)

- A. **Professional Identity Project (50 points):** Each student will create and implement a plan to celebrate National School Counseling Week, promote the role of the school counselor, and provide information to stakeholders. Note: If you completed a similar project in a previous course **the new project must be original!** More resources can be found in D2L.
- B. **Faculty presentation (50 points):** Students will create a presentation geared toward school faculty for a one-hour professional development session led by the school counselor. Each presentation should utilize a Powerpoint (or similar) format. The content should be relevant to school faculty, visually appealing, and free of errors. A rubric is provided with assignment criteria.
- C. **Case Conceptualization (25 points):** **After obtaining signed consent for taping,** students will present a portion of a taped counseling session and provide a case conceptualization during class.
- D. **Collaborative Presentation (50 points):** Students will work collaboratively to create and present a professional development session geared toward self-care.
- E. **Stakeholder Report presentation (50 points):** Students will use data from the internship experience to create a stakeholder report. Required components include an introduction, school-at-a-glance information, data regarding services rendered, specific information on direct services, specific information on indirect services, charts/graphs, program management information, and an image of the ASCA National Model (4th edition). Feel free to include any other relevant information. The corresponding PowerPoint presentation should be 7-10 minutes. A rubric is provided with assignment criteria.
- F. **Fieldwork Forms (50 points):** Students will complete all required fieldwork forms as outlined in the program handbook. All forms are required and must be turned in per the schedule listed below.
- G. **Reflective Responses (9 @15 points each):** Students will submit a written response to a prompt based on the week's readings. Responses should be submitted on a word document and must adhere to the unique guidelines posted for each submission.
- H. **Participation (14@ 10 points each):** Students will arrive to (physical or virtual) class prepared and abide by the attendance policy. Preparation does require reading the material before class. Additionally, students should actively engage in classroom discussions and activities. **Each** missed class (physical or virtual) results in the loss of **10** participation points. If you miss a class, you are responsible for the information presented or the assignments due that day. Students have the opportunity to earn 140 points at the conclusion of the semester. Three times tardy (tardy is defined as arriving late or leaving early) comprise one absence. Attendance will be taken at the beginning of each class period.
 - ❖ Physical class considerations: Cell phone usage AND computer usage is prohibited. Social distancing and masks are recommended.
 - ❖ Virtual class considerations: Videos should be on for the duration of the class. Students should be in an area free from distractions and background noises. Students should refrain from eating, drinking, smoking, vaping or engaging in any other distracting activities during virtual class session. Other individuals should not be in the room while class is in session due to the confidential nature of supervision.

Assignment	Date	Points	Percent
Professional identity project (NSCW)	2/6	50	9
Faculty presentation	2/27	50	9
Case conceptualization	3/22	25	5
Collaborative presentation	4/5	50	9
Stakeholder report presentation	4/19	50	9
Fieldwork forms	4/26	50	9
Participation (14)	ongoing	140	25
Reflective responses (9)	ongoing	135	25
TOTAL		550	100

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

ASSIGNMENT DUE DATES

Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include case conceptualizations, submission of fieldwork forms, and presentations which are due the day of class. Instructor may make exceptions to fieldwork forms on a case-by-case basis.

Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

LATE ASSIGNMENTS

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

STUDENT WORK ARCHIVES

Please note that exemplary student work will be archived to provide student examples in future courses.

STUDENT COMPLAINTS AND APPEALS PROCEDURES

FIRST discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

Course Schedule

Date	Topic	Activity
1/18 Week 1	Professional practice <i>CACREP F.1.m</i>	Orientation to course PREP: Initial forms for Field Site (with supervisor signatures) DUE: Proof of Insurance
1/25 Week 2	Critical inquiry <i>CACREP G.2.a; CACREP G.2.f</i>	READ: <i>Stewart Kline's</i> article DUE: • RR 1 • Weekly log
2/1 Week 3	Professional identity <i>CACREP G.2.a; G.2.l</i>	DUE: • Professional Identity Project • Proposed timeline for evaluations
2/8 Week 4	<i>*National School Counseling Week*</i> Creating change <i>CACREP G.2.a</i>	Come to class prepared to discuss <i>National School Counseling Week</i> and advocacy READ: <i>Young et al.</i> (2015) article DUE: • RR 2 • Weekly log <i>Indirect Hours Opportunity: NSCW Celebration (Collaboration- Feb. 10)</i>
2/15 Week 5	Professional development <i>CACREP G.2.a; G.2.k</i>	Collaborative Presentation Prep DUE: Submit Preferences for Supervisor Visit
2/22 Week 6	School culture <i>CACREP G.2.a; G.2.d</i>	READ: Working with teams at school (pg. 205-212) DUE: • RR 3 • Faculty Presentation
3/1 Week 7	Intentional interactions <i>CACREP G.3.f; G.3.h</i>	READ: Guidelines for developing SF conversations (pg. 88-92), Push the problem far away (pg. 155), & A SF approach to college readiness (pg. 180-184) DUE: • RR 4 • Weekly log
3/8 Week 8	BREAK – NO CLASS	BREAK – NO CLASS
3/15 Week 9	Leadership <i>CACREP G.2.n</i>	READ: <i>Young</i> (2019) article DUE: • RR 5 • Weekly log
3/22 Week 10	Student support <i>CACREP G.2.g; G.3.h</i>	CASE CONCEPTUALIZATIONS READ: Helping Students work through grief & loss (pg. 238-248) DUE: • RR 6 • Weekly log
3/29 Week 11	Clinical skills in the school setting <i>CACREP G.3.f.</i>	CASE CONCEPTUALIZATIONS, cont. Collaborative Presentation Prep
4/5 Week 12	Consultation <i>CACREP G.1.b; G.1.d; G.2.b; G.2.d; G.2.k; G.3.l.</i>	COLLABORATIVE PRESENTATIONS READ: Guidelines for using the SF approach in schools (pg. 19-28) DUE: • RR 7 • Weekly log
4/12 Week 13	Advocacy <i>CACREP G.2.a; G.3.d.; G.3.k.</i>	CASE CONCEPTUALIZATIONS READ: <i>Cook Sandifer & Gibson</i> article PREP: Final field site forms DUE: • RR 8 • Weekly log
4/19	Program planning	STAKEHOLDER REPORT PRESENTATIONS

Week 14	CACREP G.2.m.; G.2.n	<p>READ: <i>Comprehensive School Counseling Program Implementation Plan</i> & <i>Developing an Implementation Plan</i> (powerpoint)</p> <p>DUE:</p> <ul style="list-style-type: none"> • RR 9 • Weekly log • Course evaluation in OneStop
4/26 Week 15	<p>Accountability</p> <p>CACREP G.1.b; G.2.m; G.3.n; G.3.o</p>	<p>STAKEHOLDER REPORT PRESENTATIONS, cont.</p> <p>DUE:</p> <ul style="list-style-type: none"> • ALL ORIGINAL FORMS FOR FIELDWORK • Cumulative Internship Summary form

Scoring Rubric Faculty Presentation

	Highly Effective 10	Effective 8	Improvement Necessary 6	Does not meet standards 4
Suitability to given time duration	Appropriate for one-hour session.	Can be used for a one-hour session, but some content should be cut to adhere to time frame.	Almost enough information for a one-hour session, but more content is needed.	Amount of content falls short of professional expectations.
Format	Use of PowerPoint (or other appropriate presentation format); created through the lens of a school counselor presenter.	Use of PowerPoint (or other appropriate presentation format); sufficient school counseling perspective.	Use of PowerPoint (or other appropriate presentation format); does not appear to be presented with school counselor expertise.	Format falls short of professional expectations.
Relevancy to school faculty	Topic and content are relevant for school faculty.	Topic is relevant to the audience, but application is not clear.	Topic/content is loosely connected to the field, but connections and applications are not readily discernable.	Not relevant for school faculty.
Appearance	The presentation is visually appealing and professional in appearance.	The presentation is text/picture heavy and visually overwhelming.	The presentation is sparse and requires more content and/or font is difficult to read.	Not suitable for professional presentations.
Writing skills	Demonstrates exemplary graduate level writing skills.	Proficiently demonstrates graduate level writing skills.	Few errors in presentation.	Multiple errors in presentation.

Scoring Rubric Stakeholder Report presentation

	Highly Effective 10	Effective 8	Improvement Necessary 6	Does not meet standards 4
Introduction	Provides a comprehensive overview of report and demonstrates exemplary graduate level writing skills.	Provides a brief summary while proficiently demonstrating graduate level writing skills.	Introduction is unfocused or contains errors.	Absent
School-at-a-glance	Presents relevant information about the school to include data on demographics, location, administrations, and unique characteristics.	Presents demographic information about the school.	Provides unclear information or material that is not relevant.	Absent
Services Rendered	Uses data to detail services rendered to include components of direct and indirect services.	Provides an overview of services rendered through direct and indirect methods.	Provides examples of work.	Absent
Graphics	Appropriate use of charts/graphs depicting relevant data. Includes ASCA National Model (4th) edition.	Includes charts/graphs & ASCA National Model (4th) edition.	Missing graphics and/or ASCA National Model (4th) edition.	Absent
Program Management	Expertly describes program management of site and includes relevant data.	Provides examples of program management.	Describes concept of program management.	Absent