

TENNESSEE TECH UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING AND PSYCHOLOGY
COUN 6830-001 INTERNSHIP IN SCHOOL COUNSELING

TUESDAY, 4-6:50PM, FARR 307A, 3 CREDIT HOURS, FALL 2021

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Ellen Blaylock

Office: Farr 303C

Telephone Number: 931

Email: eblaylock@tntech.edu

OFFICE HOURS TUESDAY, WEDNESDAY, AND THURSDAY: BY APPOINTMENT

TTU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



PREREQUISITES COUN 6300, COUN 6360, COUN 6362; **CO-REQUISITE** COUN 6320

TEXTS AND REFERENCES

Required:

Individual professional counseling liability insurance (\$1,000,000 liability policy).
Interns may obtain their professional liability insurance from ACA or ASCA.

Course materials and readings will be available electronically via iLearn.

Recommended:

American Counseling Association. (2014). *ACA code of ethics*. Author.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

American School Counselor Association. (2016). *ASCA ethical standards for counselors*. Author.

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

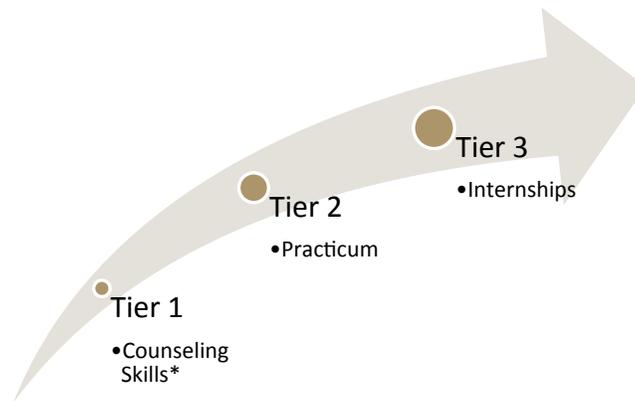
COURSE DESCRIPTION COUN 6830: INTERNSHIP IN SCHOOL COUNSELING (3 CREDIT HOURS)

THE SCHOOL COUNSELING INTERNSHIP EXPERIENCE SERVES AS THE PINNACLE OF SCHOOL COUNSELOR PREPARATION. THE INTERN IS EXPECTED TO ASSUME, AS MUCH AS POSSIBLE, THE ROLE OF A PROFESSIONAL SCHOOL COUNSELOR WITH GUIDANCE AND FEEDBACK FROM AN ON-SITE SUPERVISOR AND UNIVERSITY SUPERVISOR. THE INTERNSHIP IS DESIGNED TO RELATE THEORETICAL AND ACADEMIC LEARNING TO REAL LIFE PROFESSIONAL PRACTICE. OVER THE COURSE OF THE EXPERIENCE, INTERNS WILL SERVE 300 HOURS AT THE ELEMENTARY SCHOOL LEVEL AND 300 HOURS AT THE SECONDARY SCHOOL LEVEL. THUS, THE INTERN WILL GAIN EXPOSURE TO WORKING WITH STUDENTS ACROSS GRADE LEVELS WHILE ALSO MEETING STATE LICENSURE REQUIREMENTS. THE INTERNSHIP EXPERIENCE WILL INCLUDE INDIVIDUAL COUNSELING, GROUP WORK, DEVELOPMENTAL CLASSROOM GUIDANCE, AND CONSULTATION, AMONG OTHER SCHOOL COUNSELING ACTIVITIES. INTERNS WILL RECEIVE FEEDBACK ABOUT THEIR SKILLS, PROFESSIONAL BEHAVIOR, AND KNOWLEDGE, WHICH WILL FACILITATE CONTINUOUS IMPROVEMENT IN THEIR CHOSEN PROFESSION.

COURSE CACREP OBJECTIVES/STUDENT LEARNING OUTCOMES

Standard	Content/Reading	Formative Assessment	Summative Assessment
Counseling and Helping Relationships			
2.F.5.g. essential interviewing, counseling, and case conceptualization skills	Case Presentations Supervision	Case Conceptualizations	Assessment of School Counseling Competencies (ASCC); Lambie & Haugen, 2021.

COUNSELING SKILLS DEVELOPMENT CHART



Tier 1: Counseling Skills (COUN 6360): Learning the basic counseling skills for helping through role-plays.

Tier 2: Practicum (COUN 6800): Learning how to implement counseling techniques with real students primarily through shadowing professionals. In addition, practicum includes faculty and on-site supervision.

Tier 3: Internship I & II (COUN 6830 & 7830): Performing counseling techniques with real students under faculty and on-site supervision.

INTERN RESPONSIBILITIES

The following dispositions summarize the responsibilities accepted by the student participating in this course. [Counseling and Psychology Graduate Program Information](#)

1. **Scholarship** (mastery in coursework and competency in application)
2. **Responsibility** (acceptance of ownership of personal, academic, and professional development and behavior)
3. **Respect for Diversity** (recognition of the needs and values of individuals)
4. **Effective Communication** (ability to communicate clearly verbally and in writing, and to accept new ideas and constructive feedback)
5. **Reflection** (ability to assess one's own decision-making process and recognize consequences of behavior)
6. **Professional Behavior** (recognition of ethical, legal, and professional standards of conduct)
7. **Critical Thinking** (capability for critical thinking and real world problem-solving)

Furthermore, by participating in this course, interns accept the following responsibilities:

1. Interns will protect their students at all times (e.g., their privacy, confidence, time, etc.). This includes obtaining appropriate consent to video record counseling sessions (consent form available on Internship Forms section of iLearn). All consent forms must be uploaded in iLearn. Video-recorded counseling sessions will be stored on password protected devices. Interns are responsible for deleting counseling videos at the end of the semester.
2. Interns will interact with their students, community professionals, classmates, and instructors in a manner that reflects the highest level of integrity and respect. This includes appropriate dress, punctuality, maintaining confidentiality, and supporting critical thinking and mutual learning.
3. Interns will complete all course assignments within specified time frames, including completing assigned readings before they are discussed in class.
4. Interns will continuously monitor their progress towards completing required hours at their placement sites. Additional information regarding these requirements can be found in the Course Assignments & Due Dates section of this syllabus. Interns will communicate challenges accruing the necessary hours to their site supervisors and course instructor in a timely manner.
5. Interns will engage actively and authentically, and will be evaluated on their ability to evidence self-reflection and self-awareness. You will, after all, ask at least this much from your students!
6. Interns will engage in introspective learning (i.e., learning about self within the context of group dynamics) in addition to academic study.
7. Interns will immediately bring emergencies and other critical issues arising at their placement sites directly to their site supervisors' attention. Interns will complete the Risk of Harm to Self or Others Report Form and/or the Child Abuse Report Form (see Appendices I and J of departmental School Counseling Handbook) when appropriate.
8. Interns will discuss concerns regarding their placement site with the course instructor in a timely manner.
9. Interns will be highly responsive to email communication related to the course and their internship experience. To that end, interns will check their Tennessee Tech email account at least once per day on weekdays and will respond to any emails regarding their internship within 24 hours of the email being sent

School Counseling Professionalism

This course emphasizes the development of essential counseling skills and professional behavior common, to a varying extent, to all counseling approaches. The skills and behaviors emphasized in this class are crucial to developing effective counseling relationships and demonstrating professionalism. These foci are supported by research suggesting that strong therapeutic relationships are the most significant element of effective counseling (e.g., see Hansen, 2013). Thus, the primary evaluation tool of interns' performance in this course are videotaped counseling sessions in which interns demonstrate their skills and professional behavior.

Counseling skill development is personally demanding. Therefore, interns' emotional stability will mediate their ability to perform effectively and, thus, will influence their success in this course. The following paragraphs delineate specific areas that may cause supervisors and course instructors concern during the fieldwork experience. Deficiencies in either area may result in not passing or being removed from this course.

• **Professional Behavior:** The practicum-internship series is meant to simulate real employment in the school counseling profession. The on-site supervisor and school administrators are the management in this experience. It is imperative for the intern to behave, dress, speak, act, and react in a professional manner at all times, when interacting with these managerial professionals or any other stakeholder. Furthermore, the intern must meet the policy and procedure requirements of the host school.

• **Impairment:** It is feasible that some form of impairment may surface during the course of the practicum-internship experience. If impairment is identified by either the site supervisor or university instructor, it will be brought to the intern's attention. A definition of impairment is offered by the following:

Overholser and Fine (1990) indicated that impairment is evidenced by a serious deficit in any of the following five areas:

1. Factual knowledge
2. Generic clinical skills
3. Orientation-specific technical skills
4. Clinical judgment
5. Interpersonal attributes

Toward that end, Frame and Steven-Smith (1995) offered an operationalized definition of impairment in terms of interpersonal attributes:

1. Not being open, flexible, positive and cooperative
2. Not willing to accept and use feedback

3. Not aware of one's impact on others
4. Not demonstrating an ability to deal with conflict, accept personal responsibility, or express feelings effectively and appropriately

Supervision Requirements

Interns will receive regular supervision through their site and through the university. Interns must receive both forms of supervision in order to count their weekly hours towards their total hour accrual.

- **University-based supervision (group/class supervision):** Interns will participate in group supervision with their faculty instructor during the weekly Internship class sessions. The instructor will meet with interns in a small group setting. Interns will keep weekly electronic logs of their accrued internship hours and will submit a copy of their most recent log via iLearn each week.
- **Site-based supervision (individual supervision):** Field placement site supervisors are specially designated professionals with appropriate professional qualifications and knowledge of the program's expectations and evaluation procedures. Interns will receive a minimum of one hour of supervision per week with their site supervisor. Supervisors will communicate directly with the faculty instructor regarding interns' performance at their sites. Supervisors will also provide feedback concerning interns' performance at midterm and semester's end via standard evaluation forms. Interns are responsible for providing copies of the forms to their supervisor and discussing their completed evaluations.

MAJOR TEACHING METHODS

Instruction will consist of lecture, demonstration, role play, and group discussion. Interns will provide videotaped samples of their work and will receive feedback via individual and group supervision. Supervision will be provided by both the university course instructor and by the intern's site supervisor.

The following major instructional strategies will be utilized in this course:

- Video recording of counseling sessions with real students at internship sites.
- Case presentation and case conceptualization experiences.
- Observation of classmates' videotaped counseling sessions and provision of feedback.
- Reading assignments followed by group discussion.
- Reflective writing assignments.

- Independent research regarding specific presenting concerns students bring to the counseling setting.
- Intern-led discussions of literature supplemented with lecture by instructor.

TOPICS TO BE COVERED

internship site experience; supervision; documentation; ethical decision-making; professionalism; application of counseling skills and theories; comprehensive school counseling programs; school counselors' roles; evidence-based practice.

SPECIAL INSTRUCTIONAL PLATFORM/MATERIALS

- iLearn
- Tk20: TTU's College of Education uses Tk20, a comprehensive data and reporting system to improve our processes, manage student transition points, and track key assessments in program coursework. All students, regardless of affiliated major and college, enrolled in courses requiring Tk20 must purchase an account and submit the appropriate coursework. Failure to purchase Tk20 can result in a zero for Tk20 assignments and/or final course grade reduced a full letter. There is a one-time-only system cost at the university bookstore, and your account is valid for seven years. You will be asked to access Tk20 for a variety of tasks, including coursework, advisement, field/clinical experiences, portfolios, and key program assessments. Access the [TTU Tk20 website](#) for more details.
- A portable device that can be used to record counseling sessions at their internship site.

GRADING AND EVALUATION PROCEDURES

The following assessment procedures will be used to evaluate students' knowledge of the course.

Evaluation and Assessment Procedures

Category	Assignment	Percentage	Overall Category Weight
Class Participation		10%	10%
Case Presentations	#1	5%	15%
	#2	5%	
	#3	5%	
Midterm Case		30%	30%

Conceptualization			
Final Case Conceptualization		30%	30%
Site Supervisor's Evaluation of Intern		10%	10%
	Total	100%	

All course requirements will be used to determine student's achievement of the course objectives listed under section "assignments and related policy" of this syllabus. All required assignments would be given a specific grade. Final course grades will incorporate the grading system as follows:

Grading Scale

A	93 -100
B	85 – 92
C	77 – 84
D	69 – 76
F	<68

Grades of A or B demonstrate competence, while grades of C and below do not. In order to advance in the internship experience, interns must earn a grade of A or B.

An incomplete mark ("I") is given in place of a grade only when a valid rationale for doing so is presented. Moreover, the terms for completing the course must be agreed upon prior to the course instructor rendering an incomplete mark. If an incomplete is granted, the intern must continue accumulation of hours only when the course is offered again (i.e., fall or spring semester). **Therefore, if the intern does not have significant progress in accumulation of hours, it is strongly recommended that the intern drop the class by the TTU drop date.**

LATE ASSIGNMENTS

All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

ASSIGNMENT FORMAT

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (*APA Publication Manual*, 7th ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

ATTENDANCE POLICY

Attendance and on-time arrival are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me. ***Arriving late or leaving early is a disruption to the entire class; therefore, I ask that all candidates inform their classmates and myself if they are required to leave early or arrive late.*** You are responsible for making sure you receive the necessary assignments and class notes you miss.

If a student will miss more than one class (or more than two hours and 50 minutes of class time), the participation grade for the course will be impacted by the absence. One point for every 15 minute increment of time missed will be deducted after the initial one class absence.

ASSIGNMENTS AND RELATED POLICY

A) ADMINISTRATIVE MATERIALS – AS SOON AS POSSIBLE

Prior to working with students, interns must:

- Submit a completed Internship Site Agreement & Contract via iLearn
- Submit proof of professional liability insurance on iLearn
- Submit a completed Intern Contact Information Form to the course instructor via iLearn

B) INTERNSHIP HOURS ACCRUAL - ONGOING THROUGHOUT THE SEMESTER

The program requires completion of a supervised internship of 600 clock hours in the intern's designated program area. Direct services must constitute at least 240 clock hours of the internship experience and must include group facilitation experience. Interns are expected to spend approximately 20 hours per week at their internship sites.

Interns enrolled in COUN 6830 for 3 credits will complete 300 internship hours per semester of course enrollment. In this scenario, interns must complete 120 direct contact hours, including group facilitation, and 180 indirect service hours. Direct contact hours are defined as time with students in direct service (e.g., individual counseling, group counseling, classroom guidance, crisis intervention, etc.). Canceled counseling sessions or other direct service activities do not count as direct hours. Indirect service hours are defined as time spent in supervision, staff meetings, workshops/seminars, assessment preparation, and so forth. Both direct and indirect service experiences are valuable. Interns should take advantage of opportunities to become familiar with a variety of professional activities and resources pertinent to school counseling.

C) WEEKLY LOGS – ONGOING THROUGHOUT THE SEMESTER

Interns will complete weekly logs documenting their activities at their placement sites. The electronic log template is available on iLearn. Completed logs will be submitted via iLearn each week. In addition to documenting accrued hours via the logs, challenges accumulating internship hours must also be reported to the course instructor directly.

D) CASE PRESENTATIONS:

Each intern will share their clinical work with their peers and the course instructor via three case presentations over the course of the semester. Case information and conceptualizations will be organized in advance of the presentation using a standardized report. Interns will submit their report via iLearn before class begins on the evening they are presenting. Interns should also have a copy of the report available to refer to during their presentation. Presenters will prepare 20 minutes of a videotaped counseling session to play during class. Presenters should also prepare questions or areas of feedback they would like to ask of the group. After showing their recorded session, presenters will engage in dialogue with the group, during which openness to and integration of feedback must be evidenced. During classmates' case presentations, interns will be actively engaged in providing constructive feedback. Interns will likely find it helpful to take notes while the videotape plays, paying special attention to the areas for which feedback was requested.

E) CASE CONCEPTUALIZATIONS

Midterm Case Conceptualization: Interns will identify a videotaped session that best evidences their command of counseling skills and behaviors. The entire session will be submitted to the course instructor along with a completed Midterm Case Study Worksheet and evaluation forms completed by their site supervisor. These materials are due by 4 pm on the due date.

Final Case Conceptualization: Interns will identify a videotaped session that best evidences their command of counseling skills and behaviors. The entire session will be submitted to the course instructor along with a completed Final Case Study Worksheet and evaluation forms completed by their site supervisor. All materials must be submitted by 4 PM on the due date.

F) SITE SUPERVISION EVALUATION

Interns will complete a formal evaluation of their site supervisor at the end of the semester. The evaluation results are invaluable in considering placement opportunities for future interns. Additional details regarding evaluation documents will be provided to students.

FLEXIBILITY STATEMENT

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students' experiences and needs, as well as emerging knowledge and competencies will be used to modify the course syllabus. **I am happy to meet with you and discuss ways you can be more successful.**

DISABILITY ACCOMMODATION

Students with a disability requiring accommodations should contact the Accessible Education Center (AEC). An Accommodation Request (AR) should be completed as soon as possible, preferably by the end of the first week of the course. The AEC is located in the Roaden University Center, Room 112; phone 931-372-6119. For details, view the Tennessee Tech's Policy 340 – [Services for Students with Disabilities at Policy Central](#).

COVID – 19

1. Students must take personal responsibility in following the recommended CDC COVID-19 guidelines. Students are expected follow all COVID-19 directives published by Tennessee Tech including, but not limited to, notices on Tennessee Tech's webpage, building and facilities signage, and similar publications. The university's Return to Campus Student Handbook can be found at <https://www.tntech.edu/return/index.php>.
2. According to Tennessee Tech University's protocols, face coverings must be worn (covering the mouth and nose) by students in the classroom at all times.
3. Students must abide by predetermined social distancing guidelines and seating arrangements. Movement during class sessions should be limited as to not endanger other students or faculty. Students should be conscious and respectful of others and their health concerns.
4. Students who refuse to comply with university protocols on these matters will be reported to the Tennessee Tech Dean of Students.
5. Students should direct all requests for excused class absences related to COVID-19, regardless of where the COVID-19 testing is performed, to Tennessee Tech's Health Services. The Office of Student Affairs will provide notifications to faculty members of student absences and the expected length of the absence.

COURSE SCHEDULE				
<i>COUN 6830: INTERNSHIP IN SCHOOL COUNSELING</i>				
Week	Date	Discussion Facilitator	Case Presenter(s)	Assignments
1	8/24	Introduction, Course Overview, and Syllabus Review		
2	8/31	Dr. Blaylock		Group Supervision Needs Assessment
3	9/7	Dr. Blaylock		Group Supervision In-class review of: ADD/ADHD
4	9/14	Dr. Blaylock		Group Supervision In-class review of: Grief/Losses Play Therapy in Schools
5	9/21	Case Presenter(s)	Alec P. Jacee V. Tisha S.	
6	9/28	No Class: TNSCALI		
7	10/5	Case Presenter(s)	Brandi R. Olivia W. Bhoomi P.	Midterm Case Conceptualization
	10/12	Fall Break NO CLASS		
8	10/19	Case Presenter(s)	Tessa C. Bhoomi P. Olivia W.	
9	10/26	Case Presenter(s)	Alec P. Jacee V. Tisha S.	
10	11/2	Case Presenter(s)	Brandi R. Tessa C. Olivia W.	
11	11/9	Dr. Blaylock		Group Supervision In-class review of Self-harm and Suicide
12	11/16	Case Presenter(s)	Alec P. Jacee V. Brandi R.	
13	11/23	Case Presenter(s)	Tisha S. Tessa C. Bhoomi P.	Final Case Conceptualization
14	11/30	Dr. Blaylock		Site Supervisor Evaluation Group Supervision In-class review: SFBT in Schools Motivational Interviewing in Schools

15	12/7	Semester Wrap-up		
16	12/10 - 15	Finals Week		