



School Counseling Internship
COUN 6071
Fall/Spring/Summer Semester
Three Credit Hours

Instructor: Theresa Thomas, Ph.D.
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Office Location: Strauss Hall 362 or online
Office Hours: Mondays and Tuesdays from 9am – 11am

Preferred mode of communication with professor: email
Preferred mode of communication with other students: email

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

Supervised work experience in clinics or other agencies engaged in professional counseling and therapy services. Prerequisite: Approval of Major Professor, Practicum Supervisor and Internship Coordinator - CR (credit) or NC (no credit) awarded.

Internship is designed to provide a transition from academia to the world of practice. Students have an opportunity, under the direct supervision of an appropriately credentialed practitioner in an appropriate setting, to apply the knowledge and skills they have acquired. This course should spread over two semesters, or one semester and an entire summer (i.e. both sessions) to allow time for assimilation and integration of skills and acquire consistency between the student's theory and his/her practice.

Prerequisites

Prior to enrolling in Internship, student must have successfully completed COUN 5065

Course Objectives

Objectives	CACREP Standards
This course is designed to enable the student to:	
You can fill in non cacrep objectives here.	
Students will learn the following CACREP standards:	
	School 5.G.
techniques of personal/social counseling in school settings	3.f

Course Topics

- *History of School Counseling*
- *Comprehensive School Counseling Program*
- *ASCA National Model*
- *Theories*
- *Brief/Solutions Focused Approaches and Techniques*
- *Legal and Ethical Issues*
- *Maladaptive Behavior (Psychopathology and Diagnosis)*
- *Assessment*
- *Developmentally Appropriate Approaches/Interventions*
- *Crisis Intervention*
- *Multicultural Issues and Considerations*
- *Group Work*
- *Career Counseling*
- *Licensure*
- *Professional Advocacy*

Instructional Methods and Activities

Lecture, individual supervision, group supervision, site supervision and/or supervision via videoconferencing, review of written documentation, and formal evaluation at the end of the semester.

Class Structure

Check-In/Announcements*: 5:00 PM-5:15 PM

Client Staffing: 5:15 PM – 7:30 PM

- Site Update
- Brief Client Conceptualization (Client Bio, Presenting Problems, Theoretic Approach and Interventions Applied, Client Progress and Prognosis)
- Questions/Feedback

Class Wrap-up: 7:30 PM – 7:45 PM

This course is a combination of classroom supervision, individual supervision, classroom presentations, and written assignments. Students are expected to participate in class exercises and discussions, develop case conceptualizations, and obtain feedback on student evaluation of competencies. The instructional philosophy for the current course is based on a learning-centered, outcome-based approach, which is briefly summarized below:

Learning Centered. A cross-disciplinary, constructivist pedagogical model, learning- or learner-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content. In this approach, learning is the focus of curriculum design. Student learning is frequently measured to determine whether students are meaningfully engaging the material and applying the information to case studies. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it. Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship. In this course, students will be learning information using experiential activities to enhance understanding and application.

Outcome-Based: Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives. In the case of this course, the learning objectives focus on learning aspects of theory that are relevant to everyday practice. Thus, learning is measured through experiential activities and outcome measures.

Evaluation and Grade Assignment

Internship is graded on a CR (credit), NC (no credit) basis. Grades will be determined through on-going dialog with the Site Supervisor and the combined results of the mid-term and final evaluation. The evaluation form, specific to each setting (agency), will be distributed to each student and site supervisors at the beginning of the semester. At that time the evaluation process will be discussed.

1. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires students to complete a minimum of 600 clock hours in supervised clinical experience at the internship level. Of those 600 clock hours, a minimum of 240 are to be spent in direct service to clients, a minimum of one hour per week of individual supervision

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with the site supervisor throughout the experience and a minimum of one and a half hours per week (or equivalent) of group supervision with the University supervisor on campus.

2. In addition to the above specific required allotments of time, there should be opportunities for students to become familiar with a variety of professional activities, make audio and/or video tapes of their interactions with clients, and learn how to use a variety of professional resources such as assessments instruments, computers, professional literature, information and referral to appropriate providers, etc.
3. Students are expected to keep logs of their experiences during internship. The logs are to be kept current and available to the faculty supervisor upon request and should include approximate hours spent in specific activities. Individual students may be assigned additional readings as their professional growth and development dictate.
4. In addition to the above, the student is expected to exhibit the behaviors and attitudes becoming a professional counselor and practice in an ethical manner in addition to giving evidence of possessing the knowledge and skills of an entry level professional.
5. Site Supervisor's Evaluation Form (Midterm and Final)
6. Students will complete a Case Conceptualization to demonstrate competency in clinical knowledge, practice, and skills.
 - As you begin seeing clients, you will choose one client you have seen more than three times to conduct a case conceptualization on to be presented during group supervision. The case conceptualization will demonstrate your ability to understand your client through the lens of your chosen theory and how it views human nature, pathology, wellness, counselor/client relationship, techniques, interventions for change, etc. The case conceptualization will include specific discussion on client progress. The case conceptualization will consist of two parts. Part One of the case conceptualization will include client information, including a) identifying information, b) mental status exam, c) presenting problem, d) client history, e) environmental factors, f) multicultural/socioeconomic considerations, g) legal/ethical considerations, and h) theoretical orientation. Part Two of the case conceptualization will be Seligman's (2016) DO A CLIENT MAP explaining your treatment plan for your client. The template will be added to Moodle, and a rubric will be provided.
 - The Key Assignment for COUN 6071 is to complete a case conceptualization within a clinical mental health counseling context. You will need to draw from and reference texts from your Theories, Advanced Techniques, School Counseling, and Maladaptive courses. Please cite 3-5 peer reviewed articles. You will determine a diagnosis from the DSM-5/ICD-10, develop a treatment plan (Seligman's DO-A-CLIENT-MAP), and provide a detailed *raison d'etre* (discussion) of how and why you made your treatment decision. The paper should be *at least 5 pages* in length, including references. Please observe proper grammar, spelling, and APA style from the *Publication Manual of the American Psychological Association, 6th Edition*.
7. Students will submit a Professional Personal Resume.
8. Students will submit their hours logs at midterm and at final. It will be your responsibility to have your Hours Logs completed and submitted by due date. If you believe you are not

getting enough hours to complete the required 60 indirect and 40 direct, please contact Dr. Gilstrap ASAP. It would be wise to save your logs to multiple sources just in case something happens to your main source.

Grades will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

Week/ Dates	Objectives/ Topics	Student Expectations & Outcomes	Due
Week 1	Internship Procedures	Attend class Review Syllabus and class requirements/ student expectations Overview of internship expectations Review of documentation necessary from internship site supervisors	<ul style="list-style-type: none"> • Make sure all paperwork is complete and current.
Weeks 2 - 13	<ul style="list-style-type: none"> • Treatment Planning • Diagnosis • Techniques and Intervention s/ Applying Theory • Job Search 	<ul style="list-style-type: none"> • 90 minutes of Group Supervision • Case conceptualizations will be assigned during this time. • Resumes will be reviewed on Moodle during this time. 	
Weeks 14 - 16	Continued	<ul style="list-style-type: none"> • Case conceptualizations will be presented during this time. 	<ul style="list-style-type: none"> • Student Final Case Conceptualizations
Week 16	Continued	<p>Student Intern Evaluations from site supervisors/Final Internship Logs Due</p> <p>Overall course evaluation from university supervisor</p>	<ul style="list-style-type: none"> • Student Final Case Conceptualizations • Student Intern Evaluations from Supervisor • Final Internship Logs • Overall Course Evaluations • Final PCPE • Student Evaluation of Supervisor

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Class Policies and Procedures

Required Textbooks

Recommended Textbooks

Other Materials

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

COVID – 19 Statement:

Practicum and Internship students will adhere to the rules and regulations of their respective clinical and/or school sites regarding COVID-19. This is specific to seeing clients face to face and virtually, as well as but not limited to safety requirements and good hygiene practices such as frequent handwashing, 6-feet social distancing, and wearing a face mask or covering.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

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Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

How to use Moodle:

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

KPI Assessment COUN 6071 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	School	
	5.G.	
techniques of personal/social counseling in school settings	3.f	
		Performance Level 1-5
Average (i.e., total scores divided by number of requirements/standards)		
Percentage (i.e., an average performance level of 3.5 will be $3.5/5 = 70\%$)		
Total Points (i.e., syllabus assigns 30 points to assignment – $70\% = 21$ points)		

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