

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership Counseling and Special Education
Counselor Education Program

Fall 2011

COURSE TITLE: COUN 6900/6920 COUNSELING INTERNSHIP I & II (A)
HOURS: 3 semester hours (3-0-3)
PREREQUISITES: 11 out of 13 program courses
TIME: Mondays 5:00-7:45 pm; Aug. 15, 29; Sep. 12, 26; Oct. 10, 24; Nov. 7, 21
LOCATION: UHall 318

INSTRUCTOR: Richard G. Deaner, Ph.D., LPC, NCC
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COURSE DESCRIPTION

Counseling Internship is designed to meet the CACREP accreditation standards and is a tutorial form of instruction. The program requires students to complete a clinically supervised internship of **300 clock hours for each internship (or a total of 600 hours combined for Internship I and Internship II), which is to be fulfilled in an academic semester.** Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform.

- A minimum of **120 hours per semester** of direct counseling service with clients, of which 20 hours must be in leading or co-leading group work (i.e., , conducting a psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties.
- A minimum of **1 hour per week of individual supervision** throughout the internship, usually performed by the on-site supervisor who has been approved a Counselor Education faculty member.
- A minimum average of **1.5 hours per week of group supervision** throughout the internship with the internship instructor. The group supervision will be held as a three-hour meeting every other week. This time typically will focus on a combination of the following experiences: role play situations encountered with clients; listening to and critiquing recorded counseling sessions; discussion of counseling theories and techniques related to common client problems and client work of concern to class members; discussion of pertinent legal and ethical issues; and giving and receiving feedback with instructor and peers regarding personal and professional interactions of mutual interest.

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- The internship provides opportunity for the student to become familiar with a variety of professional activities other than direct service.
- The internship provides opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.
- A formal **evaluation** of the student's performance during the internship will be conducted by the internship instructor in consultation with the site supervisor.

Internship supervision with the university internship instructor will be conducted following Bernard's Discrimination Model, a developmental and integrated theoretical approach as described in:

Bernard, J. M., & Goodyear, R. K. (2003). *Fundamentals of clinical supervision* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

INTERNSHIP SITES

Students will choose their internship site in consultation with the internship professor. The internship will be done in a Counselor Education Program-approved Augusta area school or community agency.

LIVETEXT REQUIREMENT

All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

COURSE OBJECTIVES

The overarching objective of the Internship experience is to allow students to gain clinical experience, develop a variety of counseling competencies, integrate past learning experiences, gain further insight into the application of counseling theory and technique, and increase self awareness. To this end, upon completion of this course, the student will, within a multicultural framework:

1. Further develop their counseling skills with individuals and groups and be able to conceptualize accurately both client/counselor dynamics and client dynamics in the service of planning and carrying out the counseling process.
2. Demonstrate skills in counseling roles such as individual counseling, group counseling, consultation, service coordination, referral, assessment, and case management.
3. Develop an understanding of the organizational and administrative aspects of delivering

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counseling services.

4. Understand and demonstrate appropriate ethical principles of the profession.
5. Work with client concerns such as stress, personal abuse, or discrimination. Students will use skills to help clients deal with these issues.
6. Develop skills in conceptualizing the counseling process from a theoretical framework.
7. Present case material clearly and give and receive feedback appropriately.
8. Recognize and address personal and/or professional behaviors affecting both the counseling and supervisory processes.
9. Relate to and work with colleagues in the internship setting.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions for, without educators, there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

Element 1: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

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Element 2: Able (AD)

A1: Understand, use and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element 3: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

TECHNOLOGY COMPETENCIES (ISTE Standards)

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Evaluate and use computers and related technologies to support the instructional process.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software, and associated documentation.
5. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and /or grade levels.

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8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
10. Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. Identify resources for staying current in applications of computing and related technologies in education.
12. Use computer-based technologies to access information to enhance personal and professional productivity.

PROGRAM SPECIFIC STANDARDS

Through the field experience associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G1-8 and BOR principles IIA(1), IIA(2), IIA(5), IIA(6), IIA(7), IIA(8), IIA(9)

INSTRUCTIONAL METHODS

The methods of instruction will include lecture, group discussion, role plays, review of live and recorded demonstrations of counseling techniques, and peer and instructor feedback.

CLASS SCHEDULE

Session Date	TOPIC	COUN 6900	COUN 6920
1 Aug. 15	Course orientation <ul style="list-style-type: none"> • expectations • requirements • appropriate activities • forms 		
2 Aug. 29	Interactions with students / clients	DUE: <ul style="list-style-type: none"> • Start submitting recordings (1 of 6) with completed CSS form • Signed contract with all signatures and resume of on-sight supervisor if not submitted during fall semester 	DUE: <ul style="list-style-type: none"> • Start submitting recordings (1 of 6) with completed CSS form • Signed contract with all signatures and resume of on-sight supervisor if not submitted during fall semester •

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3 Sep. 12	Establishing relationships with staff, administration, parents, students	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form 	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form
4 Sep. 26	Paper management	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • Start to schedule site visits with course supervisor • One of two class presentations of session recordings are due by this date 	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • Start to schedule site visits with course supervisor • One of two class presentations of session recordings are due by this date
5 Oct. 10	Time management	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form 	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form
6 Oct. 24	Receiving and giving feedback	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • School/Agency Improvement Plan Proposal (if all in one semester) or one page description (if in Int I) 	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • In-Service / Community Presentation
7 Nov. 7	Ending an internship <ul style="list-style-type: none"> • thank yous • gifts • saying goodbye to staff • concluding with clients 	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • Group Project <p>Last day to submit tape of sessions with students / clients</p>	DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • School/agency improvement project implementation <p>Last day to submit tape of sessions with students / clients</p>
8 Nov. 21	Course closure	DUE: <ul style="list-style-type: none"> • Second of two class presentations of recordings are due by this date • School/agency improvement project proposal • Completed final folder of all paperwork including on-site 	DUE: <ul style="list-style-type: none"> • Second of two class presentations of recordings are due by this date • Reflection paper on your journey • Completed final folder of all paperwork including on-site

		supervisor evaluation	supervisor evaluation
<i>All Internship Paperwork is due by 5:00 p.m. April 26.</i>			

PERFORMANCE ASSESSMENT

GRADING SCALE:

COUN 6900

Recordings (submit 6 recordings with CSS form) (50 pts each)	300 points
Class presentations (2) of session recordings (100 points each)	200 points
In-Service or Community Project Presentation	100 points
Small Group Project	150 points
Instructor and Supervisor Evaluations	250 points
Completed final folder	0 points

Total **1000 points**

COUN 6920

Recordings (submit 6 recordings with CSS form) (50 points each)	300 points
Class presentations (2) of session recordings (100 points each)	200 points
Client Development Project (COMMUNITY)	200 points
Impacting Student Learning Project (MEASURE) (SCHOOL)	200 points
Reflection paper on your journey (Capstone requirement)	50 points
Instructor and Supervisor Evaluations	250 points
Completed final folder	0 points
Completed Portfolio on Live Text (Capstone requirement)	0 points

Total **1000 points**

COUN 6900/6920 (Same Semester)

Recordings (submit 8 recordings with CSS form) (50 points each)	300 points
Class presentations (2) of session recordings (100 points each)	200 points
In-Service or Community Project Presentation	100 points
Small Group Project	150 points
Client Development Project (COMMUNITY)	200 points
Impacting Student Learning Project (MEASURE) (SCHOOL)	200 points
Reflection paper on your journey (Capstone requirement)	50 points
Instructor and Supervisor Evaluations	250 points
Completed Final Folder	0 points
Completed Portfolio on Live Text (Capstone requirement)	0 points

Total **1250 points**

The quality and completion of the above assignments will determine grades. Grades will be assigned in the

following manner:

- A = 900-1000 pts.
- B = 800-899 pts.
- C = 700-799 pts.
- D = 600-699 pts.
- F = 599 or below

Grades will be issued when all course requirements and a complete final folder of Internship Paperwork has been submitted to the instructor.

GENERAL EXPECTATIONS OF INTERNSHIP STUDENTS

During internship, the role of students shifts more towards that of a professional counselor. Students are expected to follow the rules and regulations governing the school or agency to which they are assigned. This requirement includes standard employee guidelines, such as arriving on time and calling in if you are ill, and following standard operating procedures and protocol. Students are expected to have and demonstrate the prerequisite skills of a professional counselor. Students are expected to recognize and acknowledge skill deficits and work toward refinement of counseling skills. Students are expected to continue to develop their own personal orientation/style of counseling.

Students are expected to monitor their personal and professional growth and to be able to identify those attitudes, beliefs, feelings, and personal characteristics that facilitate or hinder their growth as professional counselors and discuss them during individual and/or group supervision sessions. Additionally, during group supervision sessions, students are expected to provide constructive feedback to their fellow students, further developing their observation and facilitative skills.

1. **CLINICAL SERVICE.** Each student typically should provide at least 20 clock hours of counseling service at the assigned internship site each week. This typically involves 8 hours of direct clinical service and 12 hours of indirect service. Direct contact hours include face-to-face contact with clients and/or their families. Included in the 8 direct clinical service hours/week should be the following:

Individual counseling

- leading or co-leading a counseling group
- psychoeducational activities (classroom counseling/guidance activities, parent conferences, direct consultation with families, leading workshops with students/clients and/or parents)
- face-to-face intake interviewing
- administering and interpreting assessments to students/clients

Included in the remaining 12 hours/week should be the following:

- telephone intake interviewing (and other telephone activities)
- reviewing and scoring assessments
- report writing and completing paperwork
- professional activities (e.g., preparing for presentations for in-service)

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- case conferences/staffings (unless the client/student is present and participating)
 - supervision
 - development of an outreach project or site improvement project for the school or agency in which you are working
 - attending in-services or conferences related to your counseling duties at your site
 - other counseling-related duties
2. **WEEKLY LOG SHEET.** Make a copy available to the instructor each class meeting: Copy of Weekly Log Sheet
 3. **WEEKLY ON-SITE SUPERVISION.** Meet with on-site supervisor for 1 hour each week for clinical supervision. All relevant internship issues and/or emergencies should be brought directly to the attention of the on-site supervisor.
 4. **ON-CAMPUS GROUP SUPERVISION.** Attend and participate in the on-campus group supervision class. Group will meet approximately every other week for 3 hours each session.

SPECIFIC ASSIGNMENT DESCRIPTIONS

1. ATTENDANCE AND PARTICIPATION

Students are expected to arrive promptly, be prepared for, and attend all classes. For any absence over 1/2, a deduction of 5 points per half/class absence will be made from the final course grade. **Note: Another section of internship is being offered this semester. That section meets on opposite weeks on another night. If you must miss a class in your internship section, you may be allowed to make up that class by attending a class in the other internship section. Check with your instructor and the instructor of the other internship section to gain permission to substitute a class.** “If the student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences.” (p. 20, 2007-2008 *Augusta State University Catalog*). If you must miss class for any reason, please contact the instructor in advance. See the Course Requirements Contract for other management and procedural issues.

2. WEEKLY AUDIO RECORDING OF SESSIONS **Total of 6 per semester (8 if enrolled in 6900 & 6920)**

You will record individual sessions with students / clients

- Submit one recording per group supervision session for a total 6 recordings (or 8 if completing COUN 6900/6920 in one semester).
- Each recording must be accompanied with a completed *Counseling Skills Scale* (CSS) form. CSS forms will be sent via ASU Pipeline to students at the beginning of the course. CSS forms may be handwritten.
- Each recording must also be accompanied with a copy of a signed parent permission form, if applicable. Students are to keep the original signed parent permission form. Forms will be sent to students via ASU Pipeline at the beginning of the course.

- Do not leave recordings in the instructor's mailbox. Consult your ethics book and the ethics code on the proper handling of supervision tapes.
- Students are encouraged to pace submission of recordings throughout the semester starting the second session and one tape per session after that. No more than two recordings will be accepted at any one class. The purpose of recordings is to monitor the development of the student's skills.
- **Start each recording with the following statement:**
This is Tape No. __ recorded on __date__ by your name with student/client's alias.
- At the end of the semester, it is the student's responsibility to erase all tapes.

3. CLASS PRESENTATION AND REFLECTION OF RECORDINGS

Students are required to present two case recordings during the semester. These presentations are reflective in nature. Students will select a portion (approximately 5 minutes) of a recorded session (audio or video) and present this to the class. It is the student's responsibility to bring a cassette player to class to play the recording or have a disc that may be played on the classroom computer. Students need to confirm before the presentation that the entire class will be able to hear the recording. Students will begin their presentation with their tape or disc cued to the place in the session that they wish to share with the class.

Students will act as facilitators leading the class discussion and reflection—it will be the student's responsibility to lead the class discussion following the topics listed below. Students will be evaluated on the quality of their presentation and facilitation regarding the following information.

1. **Information about Counseling Case:** presenting problem, history of presenting problem, previous attempts at problem solution, and pertinent information regarding the counselee. Include information about how counselor's and client's culture lens may influence their perspectives of presenting issues.
2. **Counseling Plan:** goals, action step(s), and desired outcomes.
3. **Counselor's Action:** name techniques, skills, strategies, and interventions.
4. **Counselor's Self Awareness:** thoughts, feelings about client, about self, and about the counseling process.
5. **Counselor's Request:** *I need help with _____.*
6. Watch/listen to video or audio tape (suggested amount of time - 5 minutes). Tape should be prepared to start at the point the student wishes to share information with the class.
7. After all feedback from supervisor / supervisor group, determine
 - Future direction for the case: goals, action steps, evidence
 - Future goals for the counselor: goals, action steps, evidence

During the presentation the roles of the supervisor and supervising group are:

1. Give feedback first about the counselor strengths and then areas needing improvement.
2. Give feedback about the counseling case and future counseling direction(s).

4. GROUP PROJECT

In consultation of your site supervisor, design and implement a small group of 6-8 sessions for students/clients with a particular issue. The main purpose of your investigation is to review important considerations when forming groups, to learn more about an appropriate group topic for the population at your site, and to gain experience in conducting group treatment. The group will address a particular issue or phenomenon with which clients are currently struggling. Some examples include:

Depression in children or adults	Witnessing domestic violence	Decision-Making Skills
Having a parent or relative in prison	Assertiveness Training	Anxiety
Bullying	Sexual abuse Divorce	Parent deployment
Self-Esteem	Grief	Improving self-care

You will write a 3-5 page paper that will include the following sections: 1) Rationale for the Group, 2) Member Selection, 3) Group Format, 4) Outline of Sessions, 5) Brief Description of Group Activities and Closing Activities, 7) Description of Evaluation Methods (used to measure the effectiveness of the group), 8) Evaluation Results, and 9) your reactions to working with this group. Research and cite at least three professional references from which you gathered evidence-based successful interventions for the group.

Papers will be graded according to whether you selected appropriate goals for the group you described, whether your plan is realistic, whether you explained your lessons completely, if your evaluation method is appropriate, and whether you expressed yourself well.

5. CLIENT DEVELOPMENT PROJECT (Community) (Portfolio Assignment) 200 points

You will write a 3-5 page paper outlining in detail the Client Development Project on which you have embarked this semester at your internship placement. Your plan should incorporate and document all of the following components:

1. Identify a specific client, client population or group with whom you will be working this semester. Collaborate with site supervisor as needed.
2. Identify at least one treatment goal which you may be able to positively impact in your work with the client or client population.
3. Assess current functioning and establish baseline data. Consider cultural and developmental concerns in assessment. Provide citation and / or documentation of assessment techniques.
4. Solicit input from agency colleagues, multidisciplinary team members, community stakeholders, supervisors and current literature to identify appropriate, helpful strategies or techniques for client development.
5. Implement techniques and strategies to reach your identified goal or goals with your client or client population. Be sure that techniques and strategies you implement are within your level of competence.
6. Evaluate client functioning and analyze data you collected in your *Client Development Project* to

measure the effectiveness of your strategies and techniques on your treatment goals. Include copies of pre and posttests utilized to help the client achieve his/her goals.

7. Describe how you shared your positive outcomes with colleagues or others in your internship setting.
8. Describe what you may do differently if you encounter another client/client group with similar issues in the future.

Follow APA style format and include a reference list. Your papers will be graded on your ability to assess a client, develop and implement a plan which appropriately addresses the needs of the client or client population and which positively impacts their treatment outcome. Your paper will also be graded on your ability to summarize main points and follow the established guidelines; thoughtfulness of responses; staying within page and format guidelines; clarity of expression and organization of ideas.

6. IMPACTING STUDENT LEARNING PROJECT: MEASURE (School) (Portfolio Assignment)

The issue of accountability has become integral to the role of the school counselor working in the K-12 setting. The school counselor is required to demonstrate, as teachers are, that their efforts are contributing to the enhancement of student learning. Therefore, it is essential that you as a school counseling candidate can demonstrate that your work is positively impacting student learning in some manner. In order to do so, you will complete the MEASURE process outlined by Stone and Dahir (2011). According to these authors, "MEASURE is a six-step accountability process that helps school counselors demonstrate how their programs affect critical data, those components of a school report card that are the backbone of the accountability" (Stone & Dahir, 2011, p. 29).

You are expected to outline, describe and articulate each of the six steps of the MEASURE and apply it within your school. The six step process entails:

STEP 1: MISSION (Connect your work to the school's mission statement.)

Provide your school's mission statement and the comprehensive school counseling mission. Be sure to review the current school's improvement plan (SIP) to ensure your project will be aligned with both the school's mission statement and its SIP. Describe your collaboration with your site supervisor in developing a project that will promote student achievement.

STEP 2: ELEMENT (Identify the critical elements that you are trying to change.)

Identify critical data elements and develop appropriate goals. These elements may be found on the school webpage, report card or from sources such as the Department of Education. If appropriate and / or available, provide baseline data.

STEP 3: ANALYZE (Analyze the data elements using percentages, raw scores, quartiles, or stanines, etc.)

Identify, gather and analyze appropriate data to your school improvement plan in order to study the data as it relates to your project. In your paper, describe what data you reviewed and the conclusions you made from the review.

STEP 4: STAKEHOLDERS UNITE (Identify stakeholders to involve in strategies to improve the data elements.)

(a) Identify and involve stakeholders (partners) to develop a collaborative team that will work together to positively impact student learning. (b) Develop appropriate and achievable strategies for the project. (c) Implement selected strategies for impacting student learning.

STEP 5: RESULTS (Restate your baseline data, where your data is now, and whether or not you met the goals). Clearly and comprehensively state the positive outcome and results of the *impacting student learning project*. Include pre- and post-test results or other evaluative data to show the impact of your project on student learning. If student success was not supported by data, develop an alternative strategy for your next project.

STEP 6: EDUCATE (Disseminate to internal and external stakeholders the changes in the targeted data elements that show the positive impact the school counseling program is having.) Share the results of your efforts with your school and stakeholders. Document how you disseminated the information (e.g., power point presentation, brochures, webpage). Also, provide suggestions for future *impacting student learning projects*.

You will be required to discuss each step of the MEASURE in an organized, thoughtful, and meaningful manner in order to demonstrate your ability to improve student learning. Papers should be in APA format and should be 5-6 pages in length. A complete description of each element is provided in:

Stone, C. B., & Dahir, C. A. (Eds.) (2011). *School counselor accountability: A MEASURE of student success (3rd ed.)*. Upper Saddle River, NJ: Pearson Education.

7. IN-SERVICE OR COMMUNITY PRESENTATION

Consult with your site supervisor and choose a topic for a staff training session, “Parent Night,” or other community presentation. If there is no opportunity to present at a staff training session or workshop, arrange to make a presentation to a community organization. Consult with your university supervisor to determine an appropriate audience and topic. Examples of potential topics are crisis response systems in schools, study skill development, preventing burnout, living with a loved one with chronic mental illness, violence prevention, and developing career centers in school.

Students will develop and deliver a 30-minute to one-hour PowerPoint presentation that will be videotaped. Students will also develop an evaluation form that will be completed by those attending this presentation. A sample of an evaluation is included in this syllabus.

Upon completing the presentation, students will write a 2-3 page paper discussing their experience and include evaluation results from the targeted audience. The reflection paper should include

- a) how the topic was chosen
- b) goals of the presentation
- c) target audience
- d) evaluation results
- e) personal reflections on completing this assignment

Students will submit the completed In-service or Community Presentation project to instructor for evaluation including video of presentation, PowerPoint handout (6 slides per sheet), student reflection paper, and completed audience evaluation forms. Project will be graded on the following format:

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- Presentation skills 40%
- PowerPoint/Group activities 30%
- Reflection paper 20%
- Audience evaluations 10%

8. REFLECTION PAPER ON YOUR JOURNEY AS A COUNSELING STUDENT
(Portfolio Assignment)

Students in COUN 6920 will write a reflection paper on their experiences during their time as counseling student at Augusta State. A more detailed description of the assignment is included in the Portfolio Matrix that you received during the Professional Orientation and Ethics course. Include classes, clinical experiences, personal experiences, and peer interactions that helped you grow into your role as a counselor. This reflection paper will be included in your portfolio.

9. PORTFOLIO ON LIVETEXT (COUN 6920):

Students will upload all portfolio assignments for each course, personal reflections of each course, Reflection on Your Journey paper, and current resume into final Portfolio file on LiveText.

10. SUPERVISOR AND INSTRUCTOR EVALUATION

Your site supervisor will be asked to submit a rating on each designated component on the FIELD SUPERVISOR EVALUATION OF SCHOOL COUNSELING CANDIDATE or COMMUNITY COUNSELING CANDIDATE EVALUATION BY ON-SITE SUPERVISOR to the internship instructor by the end of the semester. The site supervisor's ratings will be considered for the final grade.

For students enrolled in COUN 6920, you will be evaluated by the ASU Counselor Education faculty on the Professional Counseling Development Evaluation (PCDE) by the end of the semester. Please look for your PCDE results on your LiveText account.

All internship-related paperwork, including the site supervisor's evaluation, is due to the internship instructor no later than **the date specified by the instructor**. Students submitting paperwork after this date will receive a grade of IP (Incomplete) for the course and will have the following semester in which to fulfill the requirements. Students will be required to register for Internship for each semester in which they are accruing hours (refer to pg. 30 Counselor Education Program Student Handbook). Failure to complete all internship requirements after this time will result in the grade IP changing to F for the course. Receiving an IP for the course also will delay those wishing to graduate at the end of the semester.

OTHER IMPORTANT INFORMATION

Written Assignment Guidelines

All written assignments, with the exception of weekly reflections, are to follow APA 6th edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point of either Times New Roman font.

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- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

MyASU Account

MyASU is a web based portal that contains a variety of information and services. A myASU account is created for all new applicants and stays with the student throughout their time at ASU and after graduation. MyASU gives you

- Access to JagMail (web-based Email system)
- Classroom tools such as class bulletin boards and class chat rooms
- Campus & Personal Announcements
- Access into ELROY (your personal student information)
- Access to GeorgiaVIEW Vista (An On-Line Course management system)

Students are encouraged to check their JagMail account daily. Students are responsible for any assignments or deadlines sent to them via JagMail. If you have trouble accessing your myASU account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus

Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at www.aug.edu/elcse. A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Assistance

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website (www.apastyle.org). A handout on APA Guidelines and differences between the APA Manual 5th and 6th editions is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or requirements of the course.

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones/Laptop Computers

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

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- Boylan, J. C., Malley, P. B., & Scott, J. (1988). *Practicum and internship textbook: Counseling and psychotherapy*. Muncie, IN: Accelerated Development.
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AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership Counseling and Special Education
Counselor Education Program

COUN 6900/6920 COUNSELING INTERNSHIP I & II
CLASS PRESENTATION OF RECORDINGS

STUDENT: _____ **DATE:** _____

1. **Information/Conceptualization about Counseling Case:** presenting problem, history of presenting problem, previous attempts at problem solution, and pertinent information regarding the counselee. Include information about how counselor's and client's culture lens may influence their perspectives of presenting issues. _____/10 pts

2. **Counseling Plan:** goals, action step(s), and desired outcomes. _____/10 pts

3. **Counselor's Action:** name techniques, skills, strategies, and interventions. _____/10 pts

4. **Counselor's Self Awareness:** thoughts, feelings about client, about self, and about the counseling process. _____/10 pts

5. **Counselor's Request:** *I need help with* ____.

Understanding for Teaching and Teaching for Understanding

6. Watch/listen to video or audio tape (suggested amount of time - 5 minutes). Tape should be prepared to start at the point the student wishes to share information with the class.

7 After all feedback from supervisor / supervisor group, determine _____/10 pts

- Future direction for the case: goals, action steps, evidence

- Future goals for the counselor: goals, action steps, evidence

Comments:

Points Earned _____ **/ 50 pts**

Counseling Intern Presentation Evaluation

Presenter: _____
Presentation Topic: _____
Date Presented: _____

Please respond on a scale of 1-5 with 5 being the highest, your agreement to the following:

- | | <i>Score
(1-5)</i> |
|--|------------------------|
| 1. The presentation was well organized, easily understood, and based on recent documentation. | _____ |
| 2. The presenter appeared to be comfortable and in command of the topic. | _____ |
| 3. The presenter has a relaxed and engaging delivery style which kept my interest throughout the presentation. | _____ |
| 4. The handouts were helpful and well designed. | _____ |
| 5. The PowerPoint used in this presentation was visually appealing, well organized, and helped my understanding of the presentation content. | _____ |
| Overall rating for this presentation on a scale of 1-5 | _____ |

Strengths of this presentation:

Recommendations for improving future presentations.

Understanding for Teaching and Teaching for Understanding

AUGUSTA STATE UNIVERSITY
 College of Education
 Department of Educational Leadership, Counseling, and Special Education
 Counselor Education Program

WRITING RUBRIC

Student name: _____ **Date:** _____

Assignment: _____

1-4	5	6-7	8	9-10	Score
WRITING MECHANICS:					
Organization – paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.					
<input type="checkbox"/> Little sense of direction <input type="checkbox"/> Paragraphs do not cohere <input type="checkbox"/> No transitions <input type="checkbox"/> Details do not relate to topic <input type="checkbox"/> No clear beginning/ending <input type="checkbox"/> Noticeable information gaps		<input type="checkbox"/> Sequence logical <input type="checkbox"/> Paragraphs cohere most of the time <input type="checkbox"/> May be missing transitions <input type="checkbox"/> Some details missing <input type="checkbox"/> Start/finish need improvement		<input type="checkbox"/> Sequence enhances understanding of topic <input type="checkbox"/> Paragraphs cohere <input type="checkbox"/> Transitions work well <input type="checkbox"/> Details fit/enhance piece <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	
Word Choice / Sentence Structure – writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.					
<input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Meaning difficult to determine <input type="checkbox"/> Wording often inaccurate <input type="checkbox"/> Clichés appear frequently <input type="checkbox"/> Rambling, awkward phrasing <input type="checkbox"/> Choppy, incomplete sentences <input type="checkbox"/> No variety		<input type="checkbox"/> Vocabulary ordinary <input type="checkbox"/> Words lack precision; meaning is lost occasionally <input type="checkbox"/> Clichés occasionally appear <input type="checkbox"/> Structure usually correct <input type="checkbox"/> Sometimes awkward <input type="checkbox"/> Doesn't flow smoothly <input type="checkbox"/> Some variety in structure		<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic <input type="checkbox"/> Strong, full, rich imagery as appropriate <input type="checkbox"/> Words are concise, eloquent <input type="checkbox"/> Words are chosen carefully / carry their own weight <input type="checkbox"/> Flows easily if read aloud <input type="checkbox"/> Structure effective, deliberate <input type="checkbox"/> Varied sentence structure	
Mechanics – writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.					
<input type="checkbox"/> Numerous errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Some errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Sophisticated use of mechanics <input type="checkbox"/> Few errors in <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation and capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other	
APA Guidelines – writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.					
More than 5 errors in paper <input type="checkbox"/> omitted to cite reference in text <input type="checkbox"/> incorrectly cited reference in text <input type="checkbox"/> improper headings <input type="checkbox"/> reference sheet missing or improperly formatted		Not more than 5 errors in paper <input type="checkbox"/> sometimes failed to cite reference <input type="checkbox"/> some incorrectly formatted citations <input type="checkbox"/> some errors in headings <input type="checkbox"/> some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in <input type="checkbox"/> citations within text <input type="checkbox"/> heading formation <input type="checkbox"/> reference page	
TOTAL POINTS FOR WRITING MECHANICS					/ 40 pts

Comments:

Understanding for Teaching and Teaching for Understanding

IDEAS AND CONTENT:					
1-4	5	6-7	8	9-10	Score
Ideas and Content – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.					
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skimpy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	/50 pts
Requirements of Assignment – has met all requirements of assignment					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	/10 pts
TOTAL POINTS FOR IDEAS AND CONTENT					/ 60 pts

Total Rubric Points _____/100 pts

Total Earned Points for this Paper

(total points as % x total possible points for assignment)

_____ pts

Comments:

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