

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 614: Internship in School Counseling
Spring 2022
Course Syllabus

Instructor and University Supervisor: Kristin Myers, PhD, LPC, LSC

Class Times: January 22, February 12, March 19, April 9, and April 30 from 9:00am-3:00pm

Location: Spring session will be held virtually – Zoom link will be sent for each class meeting

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Office Hours: Wednesdays and Thursdays from 11:00-1:00

****Syllabus is subject to change. Please refer to the syllabus provided directly by instructor****

Prerequisites:

APCE 608, APCE 612, consent of coordinator

Course Description:

A culminating field experience for qualified school counseling students engaged in counseling and guidance activities in elementary, middle, and high school settings under the supervision of one or more licensed school counselors (refer to program handbook and internship manual for more information). Minimum of 600 total on-site hours are required. S/U graded. Repeatable, maximum of 18 credits.

Important Note:

Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advanced notice and/or accommodations as possible.

Required Readings:

Internship Handbook. http://www.unco.edu/cebs/prof_counseling/pdf/DenverInternship2.pdf

This syllabus is supplemental to the internship handbook; all policies in that handbook are applicable. Comprehensive Student Evaluation Process document located under the current students tab on the professional counseling website.

http://www.unco.edu/cebs/prof_counseling/pdf/AnnualReviewStudentHandbook.pdf

American School Counselor Association. (2012). *ASCA National Model* (3rd ed.). Alexandria, VA:

Author. ASCA. (2010). *Ethical standards for school counselors*. Available online at

<http://www.schoolcounselor.org/>

ASCA. (2014). *ASCA mindsets & behaviors for student success: K-12 college- and career- readiness standards for every student*. Alexandria, VA: Author. Available online at

<http://www.schoolcounselor.org/>

Colorado Department of Education. (2015-2016). *Rubric for evaluating Colorado's special service professionals: School counselors*. Available online at

<https://www.cde.state.co.us/educatoreffectiveness/sspcounselorrubric>

Knowledge and Skill Outcome:

Upon successful completion of this course students will:

1. Students are covered by individual professional counseling liability insurance policies while

- enrolled in practicum and internship (CACREP Standard: 3.A).
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (CACREP Standard: 3.B).
 3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (CACREP Standard: 3.C).
 4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (CACREP Standard: 3.D).
 5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (CACREP Standard: 3.E).
 6. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (CACREP Standard: 3.J).
 7. Internship students complete at least 240 clock hours of direct service (CACREP Standard: 3.K).
 8. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard: 3.L).
 9. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member (CACREP Standard: 3.M).
 10. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience (CACREP Standard: 3.N).
 11. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty (CACREP Standard: 3.O).
 12. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP Standard: 3.P).
 13. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors (CACREP Standard: 3.Q).
 14. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (CACREP Standard: 3.R).
 15. When individual/triadic supervision is provided by the counselor education program faculty or a student under supervision, practicum and internship courses should not exceed a 1:6 faculty:student ratio. This is equivalent to the teaching of one 3-semester credit hour or equivalent quarter hour course of a faculty member's teaching load assignment (CACREP Standard: 3.S).
 16. When individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses should not exceed a 1:12 faculty:student ratio. This is equivalent

- to the teaching of one 3-semester credit hour or equivalent quarter credit hour course of a faculty member's teaching load assignment (CACREP Standard: 3.T).
17. Group supervision of practicum and internship students should not exceed a 1:12 faculty:student ratio (CACREP Standard: 3.U).
 18. When counselor education program faculty provide supervision of students providing supervision, a 1:6 faculty:student ratio should not be exceeded. This is equivalent to the teaching of one 3-semester or equivalent quarter credit hours of a faculty member's teaching load assignment (CACREP Standard: 3.V).
 19. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l).
 20. The role of counseling supervision in the profession (CACREP Standard: 2.F.1.m).
 21. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g).
 22. Suicide prevention models and strategies (CACREP Standard: 2.F.5.l).
 23. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m).
 24. School counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP SC Standard: 5.G.2.a).
 25. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (CACREP SC Standard: 5.G.2.b).
 26. School counselor roles in relation to college and career readiness (CACREP SC Standard: 5.G.2.c).
 27. School counselor roles in school leadership and multidisciplinary teams (CACREP SC Standard: 5.G.2.d).
 28. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP SC Standard: 5.G.2.e).
 29. Competencies to advocate for school counseling roles (CACREP SC Standard: 5.G.2.f).
 30. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP SC Standard: 5.G.2.g).
 31. Common medications that affect learning, behavior, and mood in children and adolescents (CACREP SC Standard: 5.G.2.h).
 32. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP SC Standard: 5.G.2.i).
 33. Community resources and referral sources (CACREP SC Standard: 5.G.2.k).
 34. Legal and ethical considerations specific to school counseling (CACREP SC Standard: 5.G.2.n).
 35. Interventions to promote academic development (CACREP SC Standard: 5.G.3.d).
 36. Use of developmentally appropriate career counseling interventions and assessments (CACREP SC Standard: 5.G.3.e).
 37. Techniques of personal/social counseling in school settings (CACREP SC Standard: 5.G.3.f).
 38. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (CACREP SC Standard: 5.G.3.h).
 39. Techniques to foster collaboration and teamwork within schools (CACREP SC Standard: 5.G.3.l).
 40. Strategies for implementing and coordinating peer intervention programs (CACREP SC Standard: 5.G.3.m).

Course Content:

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The faculty member will provide an average minimum of 1½ hours of group supervision per week to internship students. The supervising faculty member will also provide evaluations of the student's

counseling performance throughout the internship, including documentation of a formal evaluation in consultation with the site supervisor at the end of the internship experience.

Method of Instruction:

This course will consist primarily of group supervision, however, individual supervision may be provided as needed. This is a clinical course involving personal examination, reflection, lecture, role plays, group discussion of site activities, formal and informal case presentations, and student-led class discussions. This class will include facilitated group discussions around experiences, expectations, challenges, shared information, responses to supervision, site supervisors, ethical issues, and The ASCA National Model. Information related to the requirements of the University of Northern Colorado school counseling internship and state licensure requirements will be provided.

Evaluation:

This course is graded on an “S/U” basis. An “S” will be awarded to the student following the successful completion of six (6) semester hours of internship in school counseling (APCE 614) in at least two school levels and the submission of all relevant documents and forms.

A Satisfactory/Unsatisfactory grade is based on the following:

1. Active and engaged participation in supervision
2. On time and prepared for all supervision sessions
3. Progress toward personal and professional goals
4. Demonstration of developmentally appropriate case conceptualization skills, school counseling skills, and self-awareness
5. Engagement in school counseling activities outlined in your internship agreement
6. Quality of case presentations
7. Depth and breadth of professional self-analysis and application of information to improve case conceptualization, client-counselor interaction, and intervention development
8. Feedback from site supervisor
9. Professionalism
10. Completion of all assignments, required hours, and related paperwork

A Satisfactory grade indicates that students have fulfilled all requirements of the internship as listed above as well as adherence to all policies and requirements of the site. Acceptable completion is defined at the discretion of the instructor.

An Incomplete may be given in usual circumstances and according to University policy. Incompletes are **usually due to occurrences with the site**, not with the student, and may include (but is not limited to) lack of client availability for direct contact hours. Incompletes will be given at the discretion of the instructor, if it is determined that the student has done everything within her or his power to fulfill all requirements of the internship.

Course Requirements/Assignments:

1. **Group attendance is mandatory and essential**, not only to your own development but also to the development of your peers.
2. Active participation in ALL class discussions and supervision meetings. This will require you to complete assigned readings prior to class meetings and be prepared to facilitate and respond to discussions.
3. Read the Internship Handbook and adhere to all policies and paperwork requirements outlined in this handbook.

4. **Maintain liability insurance for the duration of the internship and related activities.**
Students should provide a copy of their liability insurance to their university supervisor prior to their first day on-site and provide an updated copy of the renewal policy if the insurance expires during the internship period.
5. Complete a formal written case conceptualization and treatment plan.
 - See formal outline and rubric in the student SLO Manual
6. Conduct both formal and informal case presentations during group supervision.
 - See outline for written and oral presentation in Appendix A and Appendix B.
7. Share best practices and resources with the class in the **Internship Tool Kit** folder provided by your instructor regarding resources and interventions that you have used or would like to apply to your practice. There are two documents in this folder for you to contribute to:
 - **Resources:** Share with the class a minimum of **two resources** that you have found helpful in your work. Consider community organizations, websites, partnership, professional development, and other resources that you or your site supervisors have found helpful. Provide a brief description. How are the resources used?
 - **School Counseling Delivery:** Share with the class a minimum of **two interventions** (direct student services) that you have used or could use as part of the delivery component of the ASCA National Model (e.g., small group activities, classroom lessons, individual counseling). Please provide a detailed description so others can incorporate the intervention in their own work. These may include worksheets, curriculums, lesson plans, mindfulness activities, or other approaches. Since data-driven school counseling is an important practice, reflect on how this intervention could be evaluated and/or if it is evidenced based. Please add your contribution to the toolkit by the time you sign up to present your tools to the class.
***A link to the Toolkit will be provided by your instructor*
8. **Toolkit Presentation:** Lead a short discussion (~10 minutes) to discuss and showcase the resources and interventions you added to the tool kit. Consider ways to showcase your resources and interventions to demonstrate the utility of these tools in practice.
**A sign up sheet will be distributed to identify a date you will present in class.*
9. Articulate a personal theoretical orientation and begin to demonstrate its application in sessions and in case presentations.
10. Actively engage in and regularly report professional self-care activities.
11. Complete all requisite Student Learning Outcomes (i.e., formal self-supervision forms with a current APCE 614 client, formal case conceptualization with a current APCE 614 client, etc.). This includes **three self-supervision forms per semester** of internship that will be due no later than our last day of class. See Appendix C for self-supervision form and rubric obtained from the SLO Manual.
12. Provide both formal and informal feedback to fellow class members during group supervision.
13. Arrange and participate in a minimum of one virtual site evaluation review between student, faculty supervisor/instructor, and on site supervisor each semester.

14. Demonstrate appropriate counseling skills (and ongoing improvement) equivalent to a master's level school counselor.
15. Demonstrate an openness to and willingness to incorporate supervisory feedback in a professional manner, to improve counseling effectiveness.
16. Demonstrate awareness, knowledge, and skills in counseling clients who are culturally different, including but not limited to race, gender, sexual orientation, socioeconomic differences, etc.
17. Follow all ACA/ASCA ethical guidelines.

General Expectations:

This course meets **once a month for 6 hours**, and due to the nature of this course, **you are expected to be at all scheduled class sessions**. While some events are unavoidable, it is imperative that you attend all class sessions. Therefore, requests to leave early or miss a session are discouraged. Class participation includes being present for all group meetings, providing consistent and constructive feedback to peers, being prepared for supervision, integrating supervisory feedback, and clearly demonstrating commitment to personal and professional development. Additionally, you will be expected to read all assigned material and complete course assignments by the dates indicated without exception. If a student is unable to attend the scheduled group supervision listed on this syllabus, they will be required to attend an equivalent number of hours of group supervision on the nearest available campus. The student will be responsible for organizing their additional group supervision attendance with the instructor of record for the appropriate campus.

Working With a Site:

An appropriate site location is one where the student can become familiar with a variety of professional activities in addition to engaging in direct service work. The site provides the opportunity for the student to gain supervised experience using a variety of professional resources such as assessment instruments, computers, print and non-print media, and professional literature and research. Internship students should arrange their on-site schedules to coincide with the work schedule at their sites. With regard to university breaks, students should adhere to the schedule at their site.

APCE Professional Counseling Policy:

As of March 4, 1996, all incoming Ph.D. in Counselor Education and M.A. students are required to join ACA during their first semester in the program; future registration will be put on hold until membership is acquired. At the beginning of the student's first semester, a copy of the student's ACA membership card is to be given to the APCE Administrative Assistant for entry in the Division data base.

Professional Liability Insurance:

All students are required to show proof of having professional liability insurance before being allowed to start an internship.

Academic Conduct:

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Professional Conduct:

Students are expected to adhere to the ACA/ASCA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is

confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

Accommodations Statement:

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351- 4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement:

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Sexual Misconduct/Title IX Statement:

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

APCE Policy on Plagiarism:

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given in an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

Honor Code:

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC's Policies:

UNC's policies and recommendations for academic misconduct will be followed.

Portable Electronic Devices:

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your

portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

PowerPoint Presentations:

PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Tentative Course Schedule:

January 22, 2022

Group Supervision 1: Introductions; Course Overview; Site Descriptions; personal assessment and develop internship goals

February 12, 2022

Group Supervision 2: Presentations; Group Supervision

March 19, 2022

Group Supervision 3: Presentations; Group Supervision

April 9, 2022

Group Supervision 4: Presentations; Group Supervision

April 30, 2022

Group Supervision 5: Final Evaluations; ALL Paperwork and Evaluations are DUE

** This schedule is subject to change. Any requisite changes will be announced during group.*

Appendix A

Written Case Conceptualization Paper

Please complete the outline presented in the SLO Manual, which will go in your portfolio. Pay particular attention to the associated rubric.

Formal Case Conceptualization In-Class Presentation

After spending time reflecting on a particular student you are working with, please come to class to receive feedback from the instructor and your peers about your work. Please be cautious about protecting student confidentiality. Considering a student you are working with, please provide a brief handout (no more than 1 page: bullet points are fine) or power point including the following sections:

- Overview of student background:** demographic information, history, grade etc.
- Presenting concern:** what brought the student in to get counseling?
- Systemic View:** Include any information on larger systems that may be impacting the student (e.g., school, community, family life).
- Multicultural Awareness:** What multicultural or social justice considerations might be relevant? Are there any ways you might be able to engage in social justice advocacy? Are there any inequities this student may be facing at the systemic level?
- Questions for others:** What are 2-3 questions that you have about your work or serving this student? Focus on areas where you feel stuck or would like to consult with your peers.
- Self-Reflection:** What is coming up for you in working with this student? What do you need from the group?

Appendix C

Self-supervision form and associated rubric can be found in the Student SLO Manual. Please submit your assignment to the instructor via email in a Word document.



Master's Programs in Professional Counseling

SELF-SUPERVISION FORM

(To Be Completed During Practicum I, Practicum II, Family Practicum, and Internship)

Name: _____ Date: _____

Number of Sessions: _____ Supervisor: _____

Please use this form to assess your counseling skills each week. You should complete this form while watching your session tapes and bring it to supervision each week. You must complete this form on at least one client for three sessions and submit to your instructor as part of your evaluation materials.

Identify Examples of Culturally Appropriate Attending Skills: (Include eye contact, posture, tone of voice, amount of movement in session, mirroring, facial expressions, or bodily expression)

Identify Examples of Empathy & Influencing Skills: (Include paraphrasing, reflection of feeling or meaning, summarization, clarifying and perception checking, pacing, focusing, staying with affect, counselor self disclosure, immediacy, or confrontation)

Identify & Evaluate Any Specific Techniques Used:

Identify Your Areas of Strength (Identify a minimum of 2)

Identify Your Growth Areas (Identify a minimum of 2)

Below Expectations

Meets Expectations.

Exceeds Expectations

Culturally Appropriate Attending Skills	Student identified few attending skills & was unable to explain cultural appropriateness of skills.	Student identified two attending skills used in session & explained the cultural appropriateness of each.	Student identified more than two attending skills used in session & explained the cultural appropriateness of each.
Empathy & Influencing Skills	Student noted few examples of empathy and influence & was unable to identify specific skills.	Student noted two examples of empathy and influence & was able to identify specific skills for each.	Student noted more than two examples of empathy and influence & was able to identify specific skills for each.
Techniques	Student did not identify or evaluate any techniques used.	Student identified and evaluated techniques used in session.	Student identified and evaluated techniques used in session & offered additional ideas on further techniques to incorporate in future sessions.
Areas of Strength	Student did not identify a minimum of two areas of strength.	Student identified a minimum of two areas of strength.	Student identified more than two areas of strength.
Areas for Growth	Student did not identify a minimum of two areas of growth.	Student identified a minimum of two areas of growth.	Student identified at least two areas of growth & offered approaches to manage these areas.