



VITERBO UNIVERSITY

COUN 693: Secondary School Counseling Internship Syllabus Semester

Course Information

Course Title, Number, Section Number: Secondary School Counseling Internship, COUN 693, 001

Term & Year:

Number of Credits: 3 Credits

Course Location:

Dates & Times

Thursdays 6:30 -9:30 PM

Instructor Information

Name:

Office:

Office Phone:

Cell Phone:

Email: <mailto:jlatten@viterbo.edu>

Instructor Preferred Method/Times for Student Contact: Wed. 2:00 – 3:30 PM on Zoom. You will find the Zoom meeting information on your Moodle course announcements. If this time does not work for you please contact me via email to schedule an appointment that works into your schedule.

This course is scheduled to meet in person every other week. Please see the below schedule for additional information on the specific dates, assignments and activities. If you are unable to attend class for any reason, or if you cannot complete an assignment, please reach out to the course instructor. Every effort will be made to accommodate your learning needs but open and honest communication will be important. In the event of inclement weather, the class meeting will be held via Zoom. Dr. Smith will make this determination by 3:00 PM on the day of class.

Course Description

The secondary school counseling internship is a field counseling experience supervised by a qualified secondary school counseling professional. Placement is at a secondary school site and provides opportunities for the student to perform, under supervision, in a variety of counseling activities that a professional school counselor is expected to perform. Group supervision is

conducted throughout a student's internship experience. Permission of instructor is required.
Prerequisites: COUN 691: Practicum in School Counseling

Course Overview:

The principal objective of the internship is to provide an opportunity for integration of knowledge and skills in a school setting. Applying theory and counseling skills under competent supervision enables students to make the necessary transition from graduate school to an actual work setting. When the transition is made with adequate supervision, students gain competence and confidence in the delivery of counseling services. The reality of the internship setting provides the necessary bridge between training and professional competence.

In addition to preparing students for transition into the world of work, the internship program is beneficial to the educational setting. Students are expected to bring to the staff an enthusiasm and willingness to learn as well as integrated counseling knowledge and skills. It is expected that Master's students in counseling will have supervised responsibilities similar to regular staff members, thereby contributing substantially to the functioning of the particular counseling setting.

The basic assumption underlying all internship arrangements is that the primary focus of each setting is the welfare of its clients. We assume that all intern activities are to be conducted within the context of responsibility for client welfare and the ACA and ASCA Ethical guidelines for professional school counseling practice.

Counselor Education Program faculty cooperate in the internship with educational institutions in the community. The faculty is committed to an ongoing evaluation for improving the internship experience for counselor-trainees and the participating internship sites.

Methods of Instruction

This course will contain small group discussions (supervision group), case presentation, skill set demonstrations, counseling audio/video reviews, individual supervision meetings, and experiential activities.

Required and Recommended Course Materials

Course Texts

Required:

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.

In addition each student will choose two school counseling resource books and purchase them for this course. These books need not be expensive, but they should be published materials. Materials chosen will be shared in class. Students are encouraged to choose materials that will be useful as you begin your careers as school counselors

Program Mission

The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

School Counseling Program Mission

The mission of the Viterbo University Master of Science in School Counseling graduate program is to prepare professional counselors to be interpersonally skilled and culturally competent in meeting the diverse needs in a K-12 school environment by assisting in the resolution of academic, vocational and social/emotional concerns. The program educates counselors who will integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

Course Student Learning Outcomes

The curriculum is also designed to enhance a student's professional identity as a professional school counselor. The Student Learning Outcomes are aligned with the CACREP 2016 standards and the WI School Counseling Licensure Guidelines and explicated through specific assignments. ***This course is designed to address the following School Counseling program outcomes which are assessed by the course instructor and the site supervisor:***

Course Objectives:

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (CACREP 5.G.2.n.)
2. Demonstrate individual and small group counseling effectiveness in academic, career and personal/social concerns in a secondary school setting (CACREP 5.G.3.f; 5.G.3.e; 5.G.3.d; 5.G.3.i; 5.G.3.j., and WI SC #5).
3. Develop, implement and evaluate classroom guidance units in academic, career and personal/social lessons in a secondary school setting (CACREP 5.G.3.c; 5.G.3.d; 5.G.3.i; 5.G.3.e; 5.G.3.j, and WI SC #5).
4. Communicate effectively with counselors and personnel from other professional specialties at the school setting, e.g. school psychologist, school social worker, curriculum planner, and administrators, with respect to student growth and learning (CACREP: 5.G.3.l.).
5. Demonstrate consulting effectiveness with stakeholders and/or family of student/clients at a secondary school setting (CACREP: 5.G.2.b., 5.G.3.l.).
6. Demonstrates awareness of school and community resources for referrals for students and families (CACREP: 5.G.2.k.).
7. Ability to discuss knowledge of designing, delivery, management and evaluation of comprehensive school counseling programs (CACREP: 5.G.3.n., 5.G.3.o., and WI SC #9).
8. Demonstrate continued professional development through participation in workshops, professional organizations, and informal support groups (CACREP 2.F.1.k., and WI SC #11).
9. Demonstrate an awareness of his/her characteristic style of initiating and developing counseling and consulting relationships (CACREP: 5.G.3.l.).
10. Demonstrate self-care strategies throughout the semester (CACREP: 2.F.1.l.).

11. Complete the required direct and indirect hours of working as a secondary level school counselor (CACREP: 3.K, 3.K., and WI SC #12).

**COUN 693 Internship in Secondary School Counseling
Standards/Assignment Alignment Chart**

This course is aligned with the following national, professional and state standard for school counseling. Please refer to the following documents for more information: The Council for Accreditation of Counseling and Related Educational Program (2016). CACREP Standards; and, Wisconsin School Counseling: Licensing Program Guidelines.

Student Learning Outcomes	Standards (CACREP)	Assignments
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling	<i>5.G.2.n. legal and ethical considerations specific to school counseling</i>	<i>Mid-Term and Final Evaluation</i>
2. Demonstrate individual and small group counseling effectiveness at a Secondary school setting.	<i>5.G.3.e; use of developmentally appropriate career counseling interventions and assessments 5.G.3.f; techniques of personal/social counseling in school settings 5.G.3.i; approaches to increase promotion and graduation rates 5.G.3.j; interventions to promote college and career readiness WI SC #5</i>	<i>Case Conceptualization Mid-Term and Final Evaluation</i>
3. Develop, implement and evaluate classroom guidance units effectively at a Secondary school setting.	<i>5.G.3.c; core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies 5.G.3.d; interventions to promote academic development 5.G.3.e; use of developmentally appropriate career counseling interventions and assessments 5.G.3.i; approaches to increase promotion and graduation rates 5.G.3.j; interventions to promote college and career readiness WI SC #5</i>	<i>Mid-Term and Final Evaluation</i>
4. Communicate effectively with counselors and personnel from other professional specialties at the school setting, e.g. school psychologist, school social worker, curriculum planner, and administrators, with respect to student growth and learning.	<i>5.G.3.l techniques to foster collaboration and teamwork within schools</i>	<i>Mid-Term and Final Evaluation</i>
5. Demonstrate consulting effectiveness with stakeholders and/or family of student/clients at a secondary school setting.	<i>5.G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</i>	<i>Mid-Term and Final Evaluation</i>

	<i>5.G.3.l. techniques to foster collaboration and teamwork within schools</i>	
6. Demonstrates awareness of school and community resources for referrals for students and families.	<i>5.G.2.k. community resources and referral sources</i>	<i>Case Conceptualization</i>
7. Ability to discuss knowledge of designing, implementation, management and evaluation of comprehensive school counseling programs	<i>2.F.8.d. development of outcome measures for counseling programs 2.F.8.e evaluation of counseling interventions and programs 5.G.3.n. use of accountability data to inform decision making 5.G.3.o. use of data to advocate for programs and students WI SC #9</i>	<i>Action Research Project</i>
8. Demonstrate continued professional development through participation in workshops, professional organizations, and informal support groups	<i>2.F.1.k. strategies for personal and professional self-evaluation and implications for practice WI SC #11</i>	<i>Professional Development Goal and Reflection Assignment</i>
9. Demonstrate an awareness of his/her characteristic style of initiating and developing counseling and consulting relationships	<i>5.G.3.l. techniques to foster collaboration and teamwork within schools</i>	<i>Professional Development Goal and Synthesis Paper</i>
10. Demonstrate self-care strategies throughout the semester	<i>2.F.1.l. self-care strategies appropriate to the counselor role</i>	<i>Professional Development Goal and Reflection Assignment</i>
11. Complete the required direct and indirect hours of working as a secondary level school counselor	<i>3.J. 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. 3.K. internship students complete at least 240 clock hours of direct service. WI SC #12</i>	<i>Logs</i>

Student Learning Outcomes	Standards (WI School Counseling: Licensing Program Guides)	Assignments
2. Demonstrate individual and small group counseling effectiveness in academic, career and personal/social concerns in a secondary school setting 3. Develop, implement and evaluate classroom guidance units in academic, career and personal/social lessons in a secondary school setting	<i>5. Demonstrate classroom instruction skills and individual/small group counseling skills to facilitate students' social/emotional, academic, and career development throughout their Pk-12 school experience.</i>	<i>Case Conceptualizations Mid-Term & Final Evaluation by Site Supervisor and/or Course Instructor.</i>

7. Ability to discuss knowledge of designing, implementation, management and evaluation of comprehensive school counseling programs	9. Demonstrate the ability to utilize student data, institutional assessments, and research from the field to improve school counseling programs and improve the learning environment for all students	Action Research Project
8. Demonstrate continued professional development through participation in workshops, professional organizations, and informal support groups	11. Demonstrate the ability to acquire appropriate, ongoing professional development and engaging in personal/professional reflection to continually evaluate current school-counseling services	Professional Development Goal and Reflection Assignment Resource sharing day
11. Complete the required direct and indirect hours of working as an intern level school counseling student.	12. Demonstrate acquired skills in understanding the appropriate roles, functions, and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum as a school counselor in a school setting at the appropriate level(s)	Logs

Evaluation Method

Student Assessment/Grading

Assessment and grading for the internship involves coursework and field assessment. The *Counseling Internship* (COUN 693) course includes related readings, active participation in group supervision meetings, case studies, skill performance observations, and narrative assessments. Group supervision is scheduled for an average of 1½ hours per week throughout the placement and is led by the Academic Faculty Supervisor. During client contacts, the development of program-appropriate audio recordings for use in supervision or live supervision of the student's interactions with clients is conducted.

- Students will be assessed based on knowledge obtained through the text and class discussions.
- Students will be assessed through Site Supervisor evaluations that occur during mid-semester and at the completion of the internship experience.
- Students will be assessed on skill competence by demonstrating professional level capability in the various skills and stages of counseling. Skill competency assessment will be based on oral and written feedback from the site supervisor, digital or video recordings, written reports, class discussions, and the individual supervision sessions.
- Contribution to the group supervision process through appropriate exploration of clinical, ethical and personal/professional issues will be evaluated by the instructor.
- Students will be assessed on their Counselor Competency and Fitness and may be assigned individual tasks for professional development.

Evaluation:

This course is graded on an A to F scale. Each student in collaboration with the university supervisor is expected to set performance goals. Satisfactory progress toward goals – consistent effort and performance improvement – must be demonstrated through taped, written or directly observed (by supervisors). Unsatisfactory progress will result in a second attempt to achieve the goals.

This course has many assignments and deadlines. Late assignments will result in 5% of the total points of that assignment reduction per day. While this class does have assignments for you to complete. The course is heavily weighted on your clinical skill performance. In order to pass this class it is essential that you demonstrate the necessary skills for a school counselor.

Grading Criteria

Assignment	Points
Internship Goals	5 Points
Case Conceptualization	20 Points
Resource Sharing Day	5 points
Mid-Term Evaluation	50 Points
Lesson plans	30 Points
Data Project	10 Points
Final Evaluation	50 Points
Goal Paper	5 Points
Total	135 points

Students who receive a grade that is below 80% will be referred to the review and retention policies of the department.

A = 95–100%

AB = 89–94%

B = 84–88%

BC = 79–83%

C = 74–78%

CD = 69–73%

D = 64–68%

F = <64%

Policies & Resources

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog.

Excused Absence: Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).
- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

Communication via E-mail

All course communication will occur via your university email. You are strongly encouraged to check your university email daily in order to ensure that you do not miss important correspondence. Please use my email to contact me. I will answer your email within 48 hours during the work week. Weekend correspondence may take a bit longer.

Conduct

I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. Be courteous and we will have an environment conducive to learning.

Where to Get Help: Additional Policies and Resources for Students

- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health (www.nami.org). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Course Website

You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

Gatekeeping

As counselor educators, we have an ethical and professional responsibility to protect current and future clients, the profession, and our program by insuring that all students are professionally and clinically competent. When concerns about your academic or non-academic performance are noted by instructors or supervisors, a meeting will be held with you to share concerns with you and identify ways for you to address them and demonstrate your improvement. During this meeting, a written remediation plan as per the Counseling Program Student Retention and Dismissal Policy may be developed. This plan will specify clear expectations for completion along with required and/or suggested activities to meet those expectations. Remediation plans will be shared with the student's primary adviser, and may also be shared with supervisors and other faculty, so that together we can support and review your progress. Lack of participation in the remediation plan or failure to fully meet the expectations of the plan will result in

program dismissal. Cases of serious ethical violation or unprofessional behavior will result in immediate program dismissal without an opportunity for additional improvement. As a student, it is your responsibility to be aware of and follow the Counseling Program Student Retention and Dismissal Policy.

Written Assignments

Completion of written assignments should be typed, double-spaced, proofed, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students may submit papers electronically through Moodle or in hard copy to the instructor. Electronic papers are preferred.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be on time. Assignments that receive “partial credit” or “no credit” should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. If an assignment falls into this category a student may be able to redo the assignment for partial credit.

COVID-19

Student Health: Students are expected to monitor daily their temperature and physical health. If you are feeling poorly please let me know. Students are not encouraged to come to campus when feeling unwell. For additional information and resources in regard to preventing the transmission of COVID-19 and what to do in the case of positive COVID-19 symptoms see the Viterbo Moving Forward Plan resource page at: <https://www.viterbo.edu/moving-forward-viterbo/covid-19-coronavirus-information>

Instructor Health: In the event the instructor needs to quarantine or isolate due to COVID-19 contact or illness, students will be notified of a course format change, and the instructor’s course(s) will be taught online until cleared to return to campus (by HR, in consultation with the county health department and/or medical provider), at which point in-person instruction will resume. If the instructor is unable to continue teaching, the department chair or program director will reassign instruction until the faculty member is able to return.

Face Coverings: Under Viterbo University’s Fall 2020 Moving Forward Plan, all campus community members are required to wear a face mask when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as: Public areas of residence halls, dining halls, hallways, stairwells, bathrooms and while conducting business on campus. Students are asked to bring their own personnel masks with them to campus. For those without masks, contact Sue Danielson in Health Services who has a limited supply of extra masks.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose). Students not wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Students who have specific concerns or questions about the masking requirement should contact Rick Trietley, Interim Provost. For the health and safety of our community, those who do not wear face masks/coverings may face disciplinary action.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

Electronic Submissions Policy

Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

Grade Appeals

- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

Late Work Policy

Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link: <http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Turnitin/Electronic Submission

This is a source-matching tool that checks students' work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.