LMU

Lincoln Memorial University

HARROGATE, TENNESSEE

Course Number: CG 698
Course Title: Internship and Seminar in School Counseling
Semester & Year

VALUES • EDUCATION• SERVICE

Course Delivery Method: In Class
Course Section: 698
Meeting Time and Place:
Course Credit Hours: 3-6 Graduate Credit Hours

FACULTY CONTACT INFORMATION:
Instructor:
Phone:
Email:
Office Hours: by appointment before and after class

COURSE and PROGRAM SPECIFIC INFORMATION

I.   COURSE DESCRIPTION:

The internship is a capstone experience designed to provide school counseling students opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on role(s) of a school counselor at their school site(s). They will engage in a full range of activities including student planning, implementation of a guidance curriculum, individual and group counseling, services for the disabled, and staff development. Six Hundred on-site clock hours are required, and supervision is provided through scheduled professional seminars and field supervision on the school site. Students will complete 300 hours at the elementary level and 300 in the secondary level as a part of the 6 graduate hour experience. Pass/ Fail grade.

II.   COURSE OBJECTIVES:

This internship is for school counseling majors seeking licensure in Tennessee. The objective of the internship is for the candidate to obtain supervised practice in a school setting under the supervision of a currently licensed school counselor. During this experience, the candidate is expected to develop the skills necessary for licensure and

service as a school counselor in areas defined in the Tennessee Comprehensive Model of School Counseling. As the Praxis exam is required in Tennessee for licensure, an objective will be to develop strategies to insure passage of the exam.

Institutional Standard(s): 15
Candidates at the initial and advanced programs throughout and upon completion of their plan of study will be able to articulate, implement, and demonstrate an appreciation for diversity, understand a global perspective and demonstrate an understanding that all students can learn.

TN-LMUCG Standards J, K, L
TN-LMUCG.I.J
>The candidate will work with parents, teachers, social workers, school psychologists and family resource center staff in meeting student needs with performance no less than 80% as measured by rubrics.

TN-LMUCG.I.K
>The candidate will inform students, clients, teachers, parents and the community about the purposes and activities of the school guidance and counseling program with performance 80%.

TN-LMUCG.I.L
>The candidate will be able to work with parents and conduct parent education activities; use community resources and referral processes, and develop effective partnership arrangements with community agencies as measured by rubrics and site reports with 80% accuracy.

CACREP 2016 Section 3: Professional Practice. Internship

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.
K. Internship students complete at least 240 clock hours of direct service.
L. 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.
M. 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 Section 3: Professional Practice. Entry-Level Professional Practice

B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

C. 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.

D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

CACREP Section 5.G.1.
c. models of P-12 comprehensive career development
e. assessments specific to P-12 education
d. models of school-based collaboration and consultation

CACREP Section 5.G.2.
b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
c. school counselor roles in relation to college and career readiness
d. school counselor roles in school leadership and multidisciplinary teams
e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
h. common medications that affect learning, behavior, and mood in children and adolescents
j. qualities and styles of effective leadership in schools
k. community resources and referral sources
n. legal and ethical considerations specific to school counseling

CACREP Section 5.G.3.

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
e. use of developmentally appropriate career counseling interventions and assessments
f. techniques of personal/social counseling in school settings
g. strategies to facilitate school and postsecondary transitions
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
i. approaches to increase promotion and graduation rates
j. interventions to promote college and career readiness
k. strategies to promote equity in student achievement and college access
m. strategies for implementing and coordinating peer intervention programs
n. use of accountability data to inform decision making o. use of data to advocate for programs and students
o. use of data to advocate for programs and students

III. **TEXTS/MATERIALS FOR THE COURSE:**
Highly Recommended:
Studer, J. (2015). **A guide to practicum and internship for school counselors-training.**
    (2nd edition), New York, NY: Routledge.

ASCA National Model (have from 508)
Tennessee Model for Comprehensive School Counseling

Additional Readings/Knowledge Base:

Recommended Reading:
Brannigan, M. (2007). A psychoeducation group model to build academic competence in
    new middle school students. *Journal for Specialists in Group Work, 32,* 61-70.
Butler, S. (2003). Helping urban African American high school students to excel
    academically: The roles of school counselors. *The High School Journal, 87*, 51-
    57.
Drews, A. A., & Schaefer, C. E. (2010). *School-based play therapy.* (2nd ed.). Hoboken,
New Jersey: John Wiley and Sons.
Goodman-Scott, E., Betters-Bubon, & Donohue, P. (2016). Aligning comprehensive
    school counseling programs and positive behavioral interventions to maximize
    school counselors' efforts. *Professional School Counseling, 19(1), 57-67.*
Landreth, G. L. (2012). *Play therapy:The art of the relationship.* (3rd ed.)
    New York, New York: Routledge.
Milsom, A. (2006). Creating positive school experiences for students with disabilities.
    Professional School Counseling, 10, 66-72.
Rumsey, A. D., & Milsom, A. (2019). Supporting school engagement and high school
    completion through trauma informed school counseling. *Professional School
    Counseling,* 22(1), 1-10.
Professional School Counseling, 20(1) SPECIAL ISSUE: School Counselors
    Transforming Schools for LGBTQ Students.
Salomon, I., & Brown, C. S. (2018). The selfie generation: Examining the relationship
    between social media use and early adolescent body image. *The Journal of Early
    Adolescence*. Retrieved from https://doi.org/10.1177/0272431618770809
Sklare, G. B. (2015). *Brief counseling that works: A solution focused theory approach for
    school counselors and other mental health professionals.*(3rd ed.). Thousand
    Oaks, CA: Corwin.
Studer, J. R., & Salter, S. E. (2010). *The role of the school counselor in crisis planning
    and intervention*. Retrieved from
    http://counselingoutfitters.com/vistas/vistas10/Article_92.pd
Tillman, K. S., Prazak, L. B., Miller, S., Benezra, M., & Lynch, L. (2016). Factors
    influencing school counselors' suspecting and reporting of childhood physical
    abuse: Investigating child, parent, school, and abuse characteristics. *Professional
    School Counseling, 19*(1), 103-115.
Tinstman-Jones, J. L., Campbell, L. O., Haugen, J. S., & Sutter, C. C. (2020).
    Cyberbullying considerations for school counselors: A social media content
    analysis. *Professional School Counseling.* 23(1), 1-12.

Weed- Phifer, W., Sibbald, L. (2020). *Truama-informed social-emotional toolbox for children and adolescents.* Eau Claire, WI: PESI.

Williams, J., Steen, S., Albert, T., Dely, B., Jacobs, B., Nagel, C., & Irick, A. (2016). Academically Resilient low-income students' perspectives of how school counselors can meet their academic needs. *Professional School Counseling 19*(1), 155-165.

Young, A. & Kaffenberger (2016). School counseling professional development: Assessing the use of data to inform school counseling services. *Professional School Counseling* 19(1), 46-56.

Useful Resources:
h[ttps://www.schoolcounselor.org/asca/media/PDFs/WebinarPowerPoints/WEB121619_H](https://www.schoolcounselor.org/asca/media/PDFs/WebinarPowerPoints/WEB121619_H)andout.pdf
https://videos.schoolcounselor.org/implement-mindfulness-in-your-school

COVID resources
https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources
https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/crisis-planning-and-response
https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/covid-update
https://www.american.edu/centers/cprs/school-counselor-covid-19-resources.cfm

IV.   COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

As the internship involves a skills based focus, attendance is required. The class is pass-fail. In the event that the required number of hours cannot be completed in the initial semester, an IP may be assigned as a grade. After the completion of hours in the following semester, the grade will be changed as appropriate with the turning in of all completed materials.

Beginning of Semester Paperwork, VIA Assignment

The following early semester documents must be uploaded before student may begin internship: 1) Internship Supervision Agreement 2) ACA Code of Ethics Compliance Statement 3) Professional Liability Insurance 4) Supervisor Qualifications - Copy of Degree and/or License.

CACREP 2016 3.A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
CACREP 2016 3. P. 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 2016 3.R. 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.

End of Semester Documents, Via assignment
At the end of the semester students will upload documentation of 1) Documentation of 600 hours of Internship/240 direct service 2) minimum of one hour of weekly supervision 3) 1.5 hours of group supervision each week 4) Audio recording review form 5) Site Supervisor Evaluation 6) Documentation of professional activities. Students must utilize the forms provided in the Practicum and Internship Handbook.

CACREP 2016 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.
CACREP 2016 3. K. Internship students complete at least 240 clock hours of direct service.
CACREP 2016 3.L. 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 3.M. 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 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
CACREP 2016 3.C. 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 2016 3.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

Case Presentation/Audio Tape of Counseling Session

Students will present a minimum of 2 10-15 minute segments of counseling sessions. Students will obtain written consent to tape students and share tapes with supervisors and peers. Students sites that do not allow them to tape, are expected to find an individual willing to participate in counseling and obtain consent from them to record and present session in class. Students may choose where in the counseling session they want to play for the class. Students will turn in the Recording Evaluation Form to Dr. Salter at least 48 hours before they present their tapes to the class.

The purpose is to demonstrate students' ability to conceptualize a case and includes demographics, multicultural considerations, systemic considerations, and developmental considerations in addition to using counseling skills. The recording evaluation form will be utilized to provide feedback and score students recordings.

CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

Professional School Counseling Portfolio

Students will create a Professional School Counseling Portfolio that illustrates the main components of the ASCA model. Student will be able to utilize their portfolio for interviews.

1. Cover Page
2. Table of Contents
3. Brief Rationale for a Comprehensive Model of School Counseling Services with a minimum of three references
4. Description of selected school
    - Mission Statement (make your own mission or use schools)
    - Does school meet recommended ratios from ASCA and TN Comprehensive School Counseling Model? What are the implications for counselors and students?
    - Discussion/Description of Preconditions Necessary for Implementation of Model
5. Foundation
    - Discussion should include Departmental Beliefs/Philosophies, a Mission Statement and a Link to Tennessee Standards. Student standards
6. Delivery
    - Discussion should Include Guidance Curriculum, Individual Student Planning, Responsive Service and System Support Implementation.
        - Crisis Plan
        - Consultation (may include school psychologists, school nurse IEP meetings, 504)
        - Medications that affect students
        - Lesson Plans
7. Management
    - Discussion Should Include the use of Advisory Council, Data, Action Plans and the use of Counselor Time
        - Discuss Data school counselors use to determine student needs-S-team information, standardized testing
        - Needs assessment
        - Break down how much time you plan for: individual counseling, responsive services, additional duties
8. Accountability
    - Discussion Should Include samples of Reports, a Link to Student Performance Standards and the use of a Program Audit.
        - What system does county use for collecting school counselors time break down?
        - How do services implemented link to Personal/Social, Career, and Academic enhancement of students.

9. Useful Link Page to include Links to the ASCA National Model, the ACA Code of Ethics, ASCA Ethical Standards and the Tennessee Comprehensive Model for School Counseling.

CACREP 2016 5-G.3.n. use of accountability data to inform decision making
CACREP 2016 5-G.3.o. use of data to advocate for programs and students
CACREP 2016 5-G.2.e. school counselor roles and responsibilities in relation to the school
emergency management plans, and crises, disasters, and trauma
CACREP 2016 5-G.2.g. characteristics, risk factors, and warning signs of students at risk for
mental health and behavioral disorders
CACREP 2016 5-G.3.c. core curriculum design, lesson plan development, classroom
management strategies, and differentiated instructional strategies

Paper-Integrated Processing Model, VIA Assignment

Candidates will reflect on personal and professional growth during internship, goals from
internship, challenges you experienced and how you overcame them, feedback you received from
peers and supervisors. Select a theme from your internship and discuss what you learned about
yourself as an emerging professional school counselor.

Site Supervisor Evaluation

At the end of internship, candidates will have their site supervisor complete a comprehensive
evaluation. Students and site supervisor should review the evaluation at the beginning and
throughout the semester to ensure candidate is exposed to foundational, contextual, and practice
areas of CACREP standards pertaining to school counselors.

Foundations
CACREP 2016 5-G.1.c.models of P-12 comprehensive career development
CACREP 2016 5-G.1.e. assessments specific to P-12 education

Contextual Dimensions
CACREP 2016 5-G.2.b. school counselor roles in consultation with families, P-12 and
postsecondary school personnel, and community agencies
CACREP 2016 5-G.2.c school counselor roles in relation to college and career readiness
CACREP 2016 5-G.2.e. school counselor roles and responsibilities in relation to the school
emergency management plans, and crises, disasters, and trauma
CACREP 2016 5-G.2.h. common medications that affect learning, behavior, and mood in
children and adolescents
CACREP 2016 5-G.2.k. community resources and referral sources
CACREP 2016 5-G.2.j. qualities and styles of effective leadership in
CACREP 2016 5-G.2.n legal and ethical considerations specific to school counseling

Practice
CACREP 2016 5-G.3.d. interventions to promote academic development
CACREP 2016 5-G.3.e. use of developmentally appropriate career counseling interventions
and assessments
CACREP 2016 5-G.3.f. techniques of personal/social counseling in school settings
CACREP 2016 5-G.3.g. strategies to facilitate school and postsecondary transitions
CACREP 2016 5-G.3.h. skills to critically examine the connections between social, familial,

emotional, and behavior problems and academic achievement
CACREP 2016 5-G.3.i. approaches to increase promotion and graduation rates
CACREP 2016 5-G.3.j. interventions to promote college and career readiness
CACREP 2016 5-G.3.k. strategies to promote equity in student achievement and college access
CACREP 2016 5-G.3.m. strategies for implementing and coordinating peer intervention programs

V.   **METHODS OF INSTRUCTION:**

THIS WILL BE A SEMINAR FORMAT, WHERE THE INSTRUCTOR WILL INTRODUCE NEW MATERIAL FOR DISCUSSION, AS WELL AS ROLE PLAY IN CLASS WHERE THE STUDENT DEVELOPS SKILLS IN MULTIPLE THEORETICAL APPROACHES TO COUNSELING. VIDEO/AUDIO TAPES OF COUNSELING SESSIONS WILL BE USED IN SKILL DEVELOPMENT. STUDENTS WILL ALSO EVALUATE PEERS AND THE INSTRUCTOR IN ROLE PLAY EXERCISES. AS PREVIOUSLY STATED, THE INTERNSHIP IS SKILL BASED AND WILL INCLUDE INSTRUCTOR AND PEER EVALUATION OF COUNSELING SESSIONS. AN ATHEORETICAL INSTRUMENT WILL BE USED FOR ASSESSMENT OF COUNSELING SKILLS SO THAT THE STUDENT RECEIVES CONSTRUCTIVE ANALYSIS AND FEEDBACK FROM THE INSTRUCTOR AND PEERS. THE STUDENT FILE WILL HAVE TWO OF THESE COMPLETED EVALUATION FORMS INCLUDED IN THEIR FOLDER AT THE END OF THE SEMESTER. INSTRUCTION WILL CONSIST OF THE FOLLOWING METHODOLOGIES:

A COMBINATION OF:

CLASSROOM LECTURES AND DISCUSSIONS
CLASSROOM EXPERIENTIAL EXERCISES
WEB-ASSISTED INSTRUCTIONS AND TESTS/EXAMS

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pager and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

VI.   **INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

Technology
Incoming students must be computer literate, able to use software for e-mail, word

processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer**.

Turn-it-in
Portions of Course Assignments (Research Paper) will be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage, and from course instructor.

LiveText
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at *https://c1.livetext.com* or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. **COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

Week 1	Review syllabus, highlighting expectations, goals, objectives, standards and desired outcomes of course. Why do we have to have to….(liability insurance, ethics statement, supervisor credentials, and contract) Expectations-600 hours, 240 direct, etc.

	All Beginning of Semester paperwork must be in livetext before beginning internship. CACREP 2016 3.A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. CACREP 2016 3. P. 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 2016 3.R. 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 2016 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. CACREP 2016 3. K. Internship students complete at least 240 clock hours of direct service. CACREP 2016 3.L. 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 3.M. 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.
Week 2	Students sign up for audio presentations Check ins Review expectations of portfolio-ASCA Standards Review professional development opportunities this semester, SMCA, TCA, ACA CACREP 2016 5-G.3.n. use of accountability data to inform decision making CACREP 2016 5-G.3.o. use of data to advocate for programs and students CACREP 2016 5-G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma CACREP 2016 5-G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders CACREP 2016 5-G.3.c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies CACREP 2016 3.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
Week 3	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 4	Check-ins

January 27	Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 5	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 6	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 7	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 8	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 9	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 10	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 11	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
	Spring Break
Week 12	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

Week 13	Check-ins Student presentations CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
Week 14	Check ins Student presentations **End of Semester Documents Due to VIA** **Professional School Counseling Portfolio Due to VIA** **Self-Reflection Paper Due** CACREP 2016 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. CACREP 2016 3. K. Internship students complete at least 240 clock hours of direct service. CACREP 2016 3.L. 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 3.M. 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 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. CACREP 2016 3.C. 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 2016 3.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. **Site Supervisor Evaluation Due** **Foundations** CACREP 2016 5-G.1.c.models of P-12 comprehensive career development CACREP 2016 5-G.1.e. assessments specific to P-12 education **Contextual Dimensions** CACREP 2016 5-G.2.b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies CACREP 2016 5-G.2.c school counselor roles in relation to college and career readiness CACREP 2016 5.G.2.d. school counselor roles in school leadership and multidisciplinary teams CACREP 2016 5-G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma CACREP 2016 5.G.2.g. common medications that affect learning, behavior, and mood in children and adolescents CACREP 2016 5-G.2.h. common medications that affect learning, behavior, and mood in

children and adolescents
CACREP 2016 5-G.2.j. qualities and styles of effective leadership in
CACREP 2016 5-G.2.k. community resources and referral sources
CACREP 2016 5-G.2.n legal and ethical considerations specific to school counseling

Practice
CACREP 2016 5-G.3.d. interventions to promote academic development
CACREP 2016 5-G.3.e. use of developmentally appropriate career counseling interventions and assessments
CACREP 2016 5-G.3.f. techniques of personal/social counseling in school settings
CACREP 2016 5-G.3.g. strategies to facilitate school and postsecondary transitions
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CACREP 2016 5-G.3.i. approaches to increase promotion and graduation rates
CACREP 2016 5-G.3.j. interventions to promote college and career readiness
CACREP 2016 5-G.3.k. strategies to promote equity in student achievement and college access
CACREP 2016 5-G.3.m. strategies for implementing and coordinating peer intervention programs

VIII.   HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): NA

IX.   TRANSPARENT INSTRUCTION:
The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualiftying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X.   [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: *[OPTIONAL SECTION(s).]*

XI.   IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without "WD"	September 15

Event	Date(s)
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without "F"	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII.   **UNIVERSITY SERVICES:**

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit https://www.lmunet.edu/academic-and-student-services/index.php for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII.   **UNIVERSITY POLICIES:**

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:
- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the

opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog https://www.lmunet.edu/academics/catalogs.php).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.
Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade "F" for such course(s), so noted on the student's academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:
    [Verification of Identity](#)
    [Protection of Identity](#)
    [No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6587).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:
    Catalogs: https://www.lmunet.edu/academics/catalogs
    Handbooks: http://www.lmunet.edu/student-life/handbooks

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT :

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call(423) 869-6277, or schedule an appointment online at https://www.lmunet.edu/counseling/index.php.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Insitutional Compliance Officer's office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational

achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of $20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:
- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP.

XV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: https://www.lmunet.edu/leadership-and-outreach/index.php or contact the Director of Leadership and Outreach, Hannah Wilson, at Hannah.wilson@lmunet.edu.

XVI. TurnItIn.com notification: Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

Beginning of Semester Paperwork Rubric

The following early semester documents are required to meet unit requirements for field experiences. These must be on file for Counseling Degree Candidate to participate in field placement experiences: 1) Internship Supervision Agreement 2) ACA Code of Ethics Compliance Statement 3) Professional Liability Insurance 4) Supervisor Qualifications - Copy of Degree and/or License.

Early Semester Documents

	Pass (100 pts)	**Fail**
Professional Liability Insurance (25, 25%) CACREP 2016 3.A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Attached file provides evidence that counselor in training is covered by professional liability insurance.	No evidence provided for professional liability insurance
Site Supervisor Certification or license (25, 25%) CACREP 2016 3. P. 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	Attached file provides evidence that site supervisor HAS OBTAINED A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.	Attached file provides evidence that site supervisor HAS NOT OBTAINED A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

supervision.		
Supervision Contract (25, 25%) CACREP 2016 3. R. 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.	Attached file provides evidence that Supervision contracts HAS BEEN DEVELOPED to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.	Attached file provides evidence that Supervision contracts HAS NOT BEEN DEVELOPED to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.
Ethics Statement (25, 25%)	Student HAS included copy of ACA Ethics Compliance Statement.	Student HAS NOT included copy of ACA Ethics Compliance Statement.

End of Semester Documents Rubrics

The following documents are required to meet unit requirements for field internship. These must be on file for Counseling Degree Candidate to graduate: 1) Documentation of 600 hours of Internship/240 direct service 2) minimum of one hour of weekly supervision 3) 1.5 hours of group supervision each week 4) Audio recording review form 5) Site Supervisor Evaluation 6) Documentation of professional activities.

	Pass (100 pts)	**Fail**
600 Clock Hours/240 Hours of Direct Service (20, 20%) CACREP 2016 3. J. After successful completion of the practicum, students complete	Attached file provides evidence that student COMPLETED a supervised Internship experience for a minimum of 600 clock	Attached file provides evidence that student DID NOT COMPLETE a supervised Internship experience for a minimum

600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. CACREP 2016 3. K. Internship students complete at least 240 clock hours of direct service.	hours (300/semester over a minimum 10-week academic term, with at least 120/semester clock hours of direct service with actual clients that contributes to the development of counseling skills.)	of 600 clock hours (300/semester over a minimum 10-week academic term, with at least 120/semester clock hours of direct service with actual clients that contributes to the development of counseling skills.)
1 Hour of Weekly Supervision (20, 20%) CACREP 2016 3.L. 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.	Attached file provides evidence that student DID PARTICIPATE IN an average of one hour per week of individual and/or triadic supervision throughout the Internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member.	Attached file provides evidence that student DID NOT PARTICIPATE IN an average of one hour per week of individual and/or triadic supervision throughout the Internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member.
1 1/2 Hours of GROUP Supervision (20, 20%) CACREP 3.M. 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.	Attached file provides evidence that student COMPLETED An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the Internship by a program faculty member or a student supervisor.	Attached file provides evidence that student DID NOT COMPLETE An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the Internship by a program faculty member or a student supervisor.
Audio/Video Recordings	Attached tape review form	No evidence provided that

(20, 20%) CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	provides evidence that student UTILIZED program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.	student UTILIZED program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.
Site Supervisor Evaluation (10, 10%) CACREP 2016 3.C. 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.	Attached file provides evidence that site supervisor has COMPLETED an Evaluation of the student's counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship.	Attached file provides evidence that site supervisor has NOT COMPLETED an Evaluation of the student's counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship.
Engaged in a Variety of Professional Activities (10, 10%) CACREP 2016 3.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	Attached file provides evidence that the student DID HAVE EXPOSURE TO a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).	Attached file provides evidence that the student DID NOT HAVE EXPOSURE TO a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

Case Presentation/Audio Tape of Counseling Session Rubric

Students will present a minimum of 2 10-15 minute segments of counseling sessions. Students will obtain written consent to tape students and share tapes with supervisors and peers. Students sites that do not allow them to tape, are expected to find an individual willing to participate in counseling and obtain consent from them to record and present session in class. Students may choose where in the counseling session they want to play for the class. Students will turn in the Recording Evaluation Form to Dr. Salter at least 48 hours before they present their tapes to the class.

The purpose is to demonstrate students' ability to conceptualize a case and includes demographics, multicultural considerations, systemic considerations, and developmental considerations in addition to using counseling skills. The recording evaluation form below will be utilized to provide feedback and score students recordings.

CACREP 2016 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

Lincoln Memorial University Counseling and Guidance
Recording Evaluation Form

Student: _____ _____ Mental Health_____ School Counseling

Recording Number: _____

    1. Was recording audible?   Y   N
    2. Was the recording critique completed and turned in on time?   Y   N

Recordings have been evaluated based on the following criteria, on a 1-5 scale
(1=poor/unsatisfactory; 2=weak/needs improvement; 3=average/satisfactory; 4=good;
5=excellent)

	1	2	3	4	5	NA
Opening of session was structured, friendly, has good rapport with client						
Accurately reflects feelings of client						
Communication between counselor/client was meaningful						
Demonstrates active listing skills (verbal and nonverbal)						
Confronts appropriately when necessary						
Uses appropriate goal setting skills						
Responds empathically to client						
Uses open-ended questions appropriately to encourage clients to express themselves						
Summarizes session appropriately by pulling together important elements of the session						

Intern's Conceptualization of case was appropriate   Y   N
Intern utilized appropriate theories and techniques   Y   N
Feedback:

Overall Rating of Session _____

Please use the following format as a guide for the Audio/Video Tape Write-up. This assignment is to typed and a minimum of 3-5 pages.

1. Brief background of client (Record any family, medical, academic, social, emotional, cultural, gender, or other related factors pertinent to the context of this session)

2. Major issues addressed in this session:

3. Selected theoretical orientation, treatment, technique, or intervention plan. Counselor-in-training comment on how this was made developmentally appropriate (*CACREP standard 2016.2.F.5.h*):

4. What measurable outcomes for client were developed and discussed in session? This might include new perspective, ideas for change, plans for change, things to investigate/do before next session, etc. *(CACREP standard 2016.2.F.5.i)*:

5. Issues to come back to/unfinished business:

6. Strengths of session/What I learned:

7. Areas for growth of session

Professional School Counseling Portfolio Rubric

Students will create a Professional School Counseling Portfolio that illustrates the main components of the ASCA model. Student will be able to utilize their portfolio for interviews.

1. Cover Page
2. Table of Contents
3. Brief Rationale for a Comprehensive Model of School Counseling Services with a minimum of three references
4. Description of selected school
   - Mission Statement (make your own mission or use schools)
   - Does school meet recommended ratios from ASCA and TN Comprehensive School Counseling Model? What are the implications for counselors and students?
   - Discussion/Description of Preconditions Necessary for Implementation of Model
5. Foundation
   - Discussion should include Departmental Beliefs/Philosophies, a Mission Statement and a Link to Tennessee Standards. Student standards

6. Delivery
   - Discussion should Include Guidance Curriculum, Individual Student Planning, Responsive Service and System Support Implementation.
     - Crisis Plan
     - Consultation
       - School psychologists
       - Principals
       - IEP meetings, S-Team, 504
     - Medications that affect students
     - Lesson Plans
7. Management
   - Discussion Should Include the use of Advisory Council, Data, Action Plans and the use of Counselor Time
     - Discuss Data school counselors use to determine student needs-S-team information, standardized testing
     - Needs assessment
     - Break down how much time you plan for: individual counseling, responsive services, additional duties

8. Accountability
   - Discussion Should Include samples of Reports, a Link to Student Performance Standards and the use of a Program Audit.
     - What system does county use for collecting school counselors time break down?
     - How do services implemented link to Personal/Social, Career, and Academic enhancement of students.

9. Useful Link Page to include Links to the ASCA National Model, the ACA Code of Ethics, ASCA Ethical Standards and the Tennessee Comprehensive Model for School Counseling.

	Above Sufficient	Sufficient	Below Sufficient
Identification	Cover page, rationale, and reference page follows APA style, Excellent grammar, spelling and academic voice are used.	Cover page, rationale, and reference page follows APA style, Proficient grammar, spelling and academic voice are used.	Cover page, rationale, and reference page are flawed but appear to be informed by APA style. Somewhat acceptable/Below average grammar spelling and academic voice are used
Rationale for Comprehensive School Counseling Program CACREP 2016 5.G.2.f. competencies to advocate for school counseling roles CACREP 2016 5.G.2.i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substanceuse occurs CACREP 2016 5.G.2.j. community resources and	Counselor candidate clearly demonstrates rich and contextualized understanding of comprehensive school counseling program. Student demonstrates an understanding and working knowledge of the Tennessee Comprehensive Model for School Counseling and ASCA model. Student provides in depth analysis of barriers they may encounter in local schools and ways to overcome barriers.	Counselor candidate clearly demonstrates understanding of comprehensive school counseling program. Student demonstrates an understanding and working knowledge of the Tennessee Comprehensive Model for School Counseling and ASCA model. Student provides brief analysis of barriers they may encounter in local schools and ways to overcome barriers.	Counselor candidate provides vague overview of comprehensive school counselling program. Student demonstrates misunderstanding of Tennessee Comprehensive Model for School Counseling and ASCA model.

	Above Sufficient	**Sufficient**	**Below Sufficient**
referrals CACREP 2016 5.G.3.a. development of school counseling program mission statements and objectives CACREP 2016 5.G.3.b. design and evaluation of school counseling programs			
Description of Selected School	Student provides mission statement (or creates their own) based on guidelines of ASCA and TN models of school counseling. Student synthesizes if the school meets the counselor to student ratio and provides in depth discussion of implications for students if the school meets the standards or not.	Student provides mission statement (or creates their own) based on guidelines of ASCA and TN models of school counseling. Student provides a brief discussion about counselor to student ratios. Student provides brief discussion about implications for students if the school meets the standards or not.	Student provides mission statement (or creates their own). Student does not discuss mission statement in relation to ASCA or TN models. Student states counselor to student ratio, but does not discuss implications for the program.
Foundation CACREP 2016 3.G.3.l. techniques to	Candidate systematically and methodically discusses program	Candidate provides a general overview of program focus, student standards,	Candidate provides a brief overview of program focus, student standards, and

	Above Sufficient	**Sufficient**	**Below Sufficient**
foster collaboration and teamwork within schools CACREP 2016 5.G.1.c. models of school-based collaboration and consultation	focus, student standards, and professional competencies. Candidate integrates discussion of these with ASCA and TN models of school counseling.	and professional competencies, and integrate them together with ASCA and TN models.	professional competencies, but does not link them with ASCA and TN models.
Delivery CACREP 2016 5-G.2.e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma CACREP 2016 5-G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders CACREP 2016 5-G.3.c core curriculum design, lesson plan development, classroom management strategies, and differentiated	Candidate discusses school counselor role in student planning, support, crisis, emergency management plans, disasters, and trauma. Provides in-depth plan for support and crisis/emergency management. Candidate illustrates in depth understanding of school counselor role in recognizing characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. Candidate demonstrates in depth understanding of core curriculum design and ties to ASCA and TN models, lesson plan development, classroom management strategies, and	Candidate discusses school counselor role in student planning, support, crisis, emergency management plans, disasters, and trauma. Provides general plan for support and crisis/emergency management. Candidate illustrates general understanding of school counselor role in recognizing characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. Candidate demonstrates basic understanding of core curriculum design and ties to ASCA and TN models, lesson plan development,	Candidate discusses school counselor role in student planning, support, crisis, emergency management plans, disasters, and trauma. Does not provide a plan for support and crisis/emergency management. Candidate does not show a clear understanding of school counselor role in recognizing characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders. Candidate does not demonstrate in depth understanding of core curriculum design and does not tie to ASCA and TN models, lesson plan development, classroom management strategies, and differentiated instructional strategies.

	Above Sufficient	Sufficient	Below Sufficient
instructional strategies	differentiated instructional strategies.	classroom management strategies, and differentiated instructional strategies.	
Management	Candidate demonstrates in-depth understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Classroom and small group lessons are developmentally appropriate and provide explanation of how to adjust curriculum based on student needs	Candidate demonstrates general understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Classroom and small group lessons are developmentally appropriate. Does not provide explanation of how curriculum adjusted based on student needs.	Candidate demonstrates superficial understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data, student evaluations. Classroom and small group lessons are not developmentally appropriate.
Accountability CACREP 2016 5-G.3. n use of accountability data to inform decision making CACREP 2016 5-G.3.o. use of data to advocate	Candidate demonstrates in-depth understanding of data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time,	Candidate demonstrates general understanding of data utilized in school counseling program such as: school program data, does school use system to	Candidate demonstrates provides basic data utilized in school counseling program such as: school program data, does school use system to collect school counselor use of time, needs assessment data,

	Above Sufficient	**Sufficient**	**Below Sufficient**
for programs and students	needs assessment data, student evaluations. Discussion of how school counselor informs changes in the program based on results.	collect school counselor use of time, needs assessment data, student evaluations. Discussion does not include how school counselor informs changes in the program based on results.	student evaluations. There is no discussion about how school counselor informs changes in the program based on results based on data.

CG Site Supervisor Evaluation Form - School Counseling 698 Internship

Student Name: _____Site Name: _____
Site Supervisor Name: _____ Phone Number: _____
Email: _____
License Number: _____ Expiration Date: _____

Site Supervisor: Please complete Sections 1, 2 and 3 of this Evaluation Form, Sign, and review with student.

Section 1: Educator (Counselor) Disposition Assessment –
To be Completed by Faculty and Site Supervisor for all Counseling Interns

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
1-Developing: some evidence of understanding and commitment to the disposition
2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectat 2**
	☐ Does not consistently demonstrate professional oral communication skills as evidenced by making *major* errors in language, grammar, and word choice	☐ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	☐ Demonstrates s professional ora communication evidenced by u appropriate lar grammar, and choice for the l environment
	☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	☐ Varies oral communicatior evidenced by encouraging participatory b
	☐ Choice of vocabulary is either too difficult or too simplistic	☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Communicates age appropria evidenced by e content specifi vocabulary

Disposition	Associated Indicators		
2. Demonstrates	**Needs Improvement 0**	**Developing 1**	**Meets Expectat 2**

Effective Written Communication Skills			
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses
	☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Demonstrates *common* errors in spelling and grammar	☐ Demonstrates precise spelling and grammar

Disposition   **Associated Indicators**

3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expecta 2
	☐ Does not respond to *communications* and does not submit all assignments	☐ Delayed response to *communications* and late submission of assignments	☐ Responds prom *communicatio* submits all assig
	☐ Fails to exhibit punctuality and/or attendance	☐ Not consistently punctual and/or has absences	☐ Consistently exh punctuality anc attendance
	☐ Crosses *major* boundaries of ethical standards of practice	☐ Crosses *minor* boundaries of ethical standards of practice	☐ Maintains profe boundaries of e standards of pr
	☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others	☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum	☐ Keeps *inapprop* personal life issu classroom/work
	☐ Functions as a group member with no participation	☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Functions as a collaborative gi member as evic high levels of participation to productive outc

Disposition   **Associated Indicators**

4. Demonstrates a positive and	Needs Improvement 0	Developing 1	Meets Expecta 2

enthusiastic attitude Marzano: 29			
	☐ Often complains when encountering problems and rarely offers solutions	☐ Seeks solutions to problems with prompting	☐ Actively seeks solutions to problems without prompting or complaining
	☐ Resists change and appears offended when suggestions are made to try new ideas/activities	☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	☐ Tries new ideas/activities that are suggested
	☐ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	☐ Overlooks opportunities to demonstrate positive affect	☐ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expecta** **2**
	☐ Rejects constructive feedback as evidenced by no implementation of feedback	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	☐ Accepts constr feedback as ev by implementa feedback as ne
	☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	☐ Learns and adj experience and as evidenced b improvements i performance
	☐ Comes to class unplanned and without needed materials	☐ Comes to class with some plans and most needed materials	☐ Comes to class and with all nee materials
	☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Alters lessons in when needed evidenced by change plan m to overcome th

Disposition	Associated Indicators		
6. Exhibits an	Needs Improvement	Developing	Meets Expecta

appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	0	1	2
	☐ Demonstrates inequitable embracement of all *diversities*	☐ Goes through the *expected and superficial motions* to embrace all *diversities*	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence*
	☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expect 2
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	☐ Demonstrates some flexibility	☐ Demonstrates f evidenced by considered resp and accepts m consensus
	☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	☐ Maintains a respectful tone in most circumstances but is not consistent	☐ Maintains a res tone at all time during dissent c evidenced by r interrupting or t others
	☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Proactively sha teaching strate evidenced by collaboration

Disposition	Associated Indicators		
8. Demonstrates	Needs Improvement 0	Developing 1	Meets Expect 2

self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)			
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	**Associated Indicators**		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement** 0	**Developing** 1	**Meets Expecta...** 2
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues	☐ Demonstrates appropriate m... self-regulation ... evidenced by ... calm when disc... sensitive issues
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	☐ Demonstrates perseverance and resilience (grit) most of the time	☐ Demonstrates perseverance ... resilience (grit) ... evidenced by ... and determine... persist through ... situations
	☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates s... feelings of othe... evidenced by ... compassionate ... empathetic soc... awareness

Section 2: CACREP 2016 School Counseling Standards

Directions: Please use the scale below to assess School Counseling Intern on the CACREP School Counseling Standards Below.

3 = Above Sufficient. Counseling Intern consistently demonstrates significant competencies in this domain, requires minimal consultation in this area.

2 = Sufficient. Counseling intern meets expected competencies in this area based on the point they are at in internship (midterm or final).

1 = Below Sufficient. Candidate requires ongoing training and development in this area.

Foundations

	3 Above Sufficient	2 Sufficient	1 Below Sufficient	O
Candidate demonstrates knowledge of P-12 comprehensive career development (CACREP 2016 5.G.1.c.)				
Candidate demonstrates knowledge of assessments specific to P-12 education. (e.g. state testing, testing utilized by school psychologist. Attends IEP meetings) (CACREP 2016 5-G.1.e)				

Contextual Dimensions

	3 Above Sufficient	2 Sufficient	1 Below Sufficient	Not Observed
Demonstrates the ability to apply and adhere to ethical and legal standards in				

school counseling. (CACREP.2016.5.G.2.n)				
Candidate gained thorough understanding of quality and effective leadership in schools. (CACREP.2016.5.G.2.j)				
Demonstrates the ability to use procedures for assessing and managing suicide risk (crisis), school emergency management plans. (CACREP 2016.5.G.2.e)				
Candidate participated, or observed, school counselor roles in school leadership and multidisciplinary teams (CACREP 2016 5.G.2.d.)				
Candidate developed understanding of common medications that affect learning, behavior, and mood in children and adolescents. (CACREP.2016.5.G.2.h)				
Candidate participated in consultation with families, P-12 and postsecondary school personnel and community agencies. (CACREP.2016.5.G.2.b)				
Identifies and utilizes community and referral resources (e.g., mental health centers, businesses, service groups) to secure assistance for students and families. (CACREP.2016.5.G.2.k)				
Demonstrates school counselor role in college				

	and career readiness. Examples include assisting with FASFA, helping students identify trade areas of interest.(CACREP.2016.5.G.2.c)				

Practice

	3 Above Sufficient	2 Sufficient	1 Below Sufficient	Not Observed
Selects developmentally appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. (CACREP.2016.5.G.3.d & e)				
Candidate gains experience in techniques of personal/social counseling in school setting. (CACREP.2016.5.G.3.f)				
Candidate has skills necessary to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. (CACREP.2016.5.G.3.h)				
Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. Utilizes strategies to promote equity in student achievement and college access. (CACREP.2016.5.G.3.k)				
Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. Utilizes collaborations to increase promotion and graduation rates.				

(CACREP.2016.5.G.3.i)				
Implementing and coordinating peer intervention programs. (CACREP.2016.5.G.3.m)				
Candidate has experience in relation to college and career readiness through participation in college nights, career fairs, career inventories, helping students identify post-secondary options that do not include college. Further, student has strategies to facilities school and post-secondary transitions. (CACREP.2016.5.G.3.g & j)				

Section 3: Narrative Feedback on General Internship Performance

I see the biggest strengths of the Counselor in Training:

Areas for continued growth that I observed in the Counselor in Training are:

Other Comments on the student's overall performance on Internship:

I, as site supervisor, recommend that _____(name)
_____ Pass
_____ Not Pass
the internship based on satisfying the above standards and syllabus requirements.

_____   _____
Site Supervisor Signature   Date

I have had the opportunity to discuss this evaluation with my site supervisor.

_____   _____
Student Signature   Date