

**Butler University  
College of Education  
Graduate School Counseling Program**

**Course #:** ED 722    **Title:** Internship: School Counseling  
**Semester Offered:** Fall/Spring/Summer    **Credit Hours:** 3 Credit Hours

**INSTRUCTOR INFORMATION**

<b>Instructor:</b>	<b>Phone:</b>	<b>Email:</b>	<b>Office:</b>	<b>Office Hours:</b>
Dr. Nick Abel	9577	nabel@butler.edu	SCMB 223	Upon request
Dr. Tom Keller	8364	tkeller@butler.edu	SCMB 220	Upon request
Dr. Brandie Oliver	9069	bmoliver@butler.edu	SCMB 222	Upon request

**Emergencies:** In case of a medical or safety emergency on campus, contact BUPD (317) 940-9396 or 911.

**COURSE DESCRIPTION**

Three hundred clock hours of on-the-job experience in all aspects of counseling and guidance with a qualified supervisor. Prerequisites: Practicum in School Counseling (ED 712) and permission of the instructor. Repeatable for credit, up to six hours. (G) (3).

**TEXTS / INSTRUCTIONAL MATERIALS (including technology)\_**

**Required:** Readings posted on Canvas and/or distributed by instructor.

*\*A number of helpful K-12 resource manuals are also available for your use during Practicum. Please see your faculty supervisor for more details or to check out.*

**Recommended:**

Wood, C., Portman, T., & Tyson, L. (2019). Critical incidents in school counseling, (3rd ed.). Alexandria, VA: American Counseling Association.

## COURSE OBJECTIVES

Course Objectives	Program Objective #'s	CACREP Standard(s)	Assessment(s)	Program Key Performance Indicator (KPI) Yes/No
Students will consistently use advanced counseling skills based on at least one theoretical approach.		2.F.5.a. theories and models of counseling  2.F.5.g. essential interviewing, counseling, and case conceptualization skills  2.F.5.n. processes for aiding students in developing a personal model of counseling  5.G.3.f. techniques of personal/social counseling in school settings	Videotape Review / Supervision Sessions	No
Students will increase their ability to facilitate the counseling process, including developing therapeutic relationships, using appropriate assessment techniques, establishing appropriate counseling goals, designing intervention strategies, evaluating client outcomes, and successfully terminating relationships.		2.F.5.a 2.F.5.h. developmentally relevant counseling treatment or intervention plans  2.F.5.i. development of measurable outcomes for clients	Videotape Review / Supervision Sessions  Site Supervisor Evaluation	No

		<p>2.F.1.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.1.m. the role of supervision in counseling</p> <p>2.F.5.n. 5.G.3.f</p>		
<p>Students will increase their ability to conceptualize counseling cases using a systems approach that includes consideration of a wide variety of client and contextual factors and leads naturally to the development of a treatment approach tailored to the client.</p>		<p>2.F.5.b. a systems approach to conceptualizing clients.</p> <p>2.F.5.g 2.F.5.h 2.F.5.i</p>	<p>5-Session Case Documentation</p> <p>Videotape Review / Supervision Sessions</p> <p>Site Supervisor Evaluation</p>	No
<p>Students will demonstrate the ability to critically reflect on their counseling skills and experiences, including their personal style and any areas of strength and for growth.</p>		<p>2.F.1.k.</p>	<p>Final Reflection</p>	No
<p>Students will become aware of and equipped to respond to current issues in education and/or school counseling.</p>		<p>2.F.1.j. technology's impact on the counseling profession</p> <p>2.F.5.d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</p>	<p>Topic Night Presentations</p> <p>Supervision Sessions</p>	No

		2.F.5.e. the impact of technology on the counseling process		
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**COURSE ASSIGNMENTS/DESCRIPTIONS & ASSESSMENT CRITERIA**

**On-Site Attendance & Experience**

- Students will accrue at least 150 hours of counseling experience at their placement site. \*Over the course of the full Internship experience, students must accrue at least 600 total hours.
- At least 40% of accrued hours will be in direct service to clients. \*Over the course of the full Internship experience, students must accrue at least 240 total direct service hours.
- Students will receive at least 1 hour per week of individual supervision from their site supervisor.
- Students will record all Internship hours using the log found on Canvas or the “clinical” section of the department’s website.
- Students will obtain a liability insurance policy that covers their work with students in a school counseling setting. Proof of insurance must be provided to the instructor and site supervisor prior to any contact with students. \*This requirement is typically met through membership in ASCA or ACA.

**Goal Statement**

- Students will write a goal statement during the first two weeks of the semester detailing at least one specific area in which they hope to improve during the semester.

**Videotape Review / Supervision Sessions**

- Students will present **three** tapes for review and discussion during group supervision sessions.
- Students will schedule **one** on-site observation with their campus supervisor. Note: When a placement site is more than 50 miles roundtrip, the student may be asked to provide an additional tape in lieu of the visit.
- Students will use a variety of counseling theories/techniques and consistently demonstrate advanced counseling skills.
- Students will attend all supervision sessions and come prepared with questions and/or discussion points about clients, situations, and/or issues encountered on-site that week.
- Students will offer constructive feedback on tapes they observe during supervision.

- Students will make up absences from supervision sessions by attending supervision with another section of Practicum or Internship and/or making other arrangements with the instructor.

### **5-Session Case Documentation**

- Students will prepare evidence of a counseling relationship of at least five sessions using the guidelines posted on Canvas and the “Clinical” section of the department website.

### **Final Reflection**

- Students will write a final reflection paper about their experiences this semester, including how they met each Practicum expectation, what they learned, and how they grew as a counselor. Some questions to consider as you prepare the reflection are as follows:
  - Why should you earn an “A” in this class?
  - Your contributions during class, including discussions about students, situations, or issues encountered each week.
  - Your personal counseling style at this time, including the theories/techniques you prefer and the ways your style developed over the course of the semester
  - Progress toward the goals set at the beginning of the semester.
  - An overall reflection on your experiences during the semester. You might address some or all of the following: types of students encountered; problems you faced; unusual situations; techniques used; new information gained about yourself and/or the system in which you worked; etc.

### **Classroom Guidance Lesson**

- Students will conduct a classroom guidance lesson and collect data related to student growth/learning.
- Students will submit the written lesson plan using the template provided (typically, ASCA template).

### **Topic Night Presentation**

- Along with a small group of classmates, each student will give a presentation on a current topic relevant to school counselors. Each presentation will provide background information, the importance of the topic, and an opportunity for class engagement and/or hands-on activities.

### **Student Evaluation of Site Supervisor**

- Near the end of the semester, students will complete an evaluation of their site supervisor using the form found on Canvas of the “Clinical” portion of the department’s website.

### **Other Program Exit Requirements**

- Students should note the following program exit requirements not specifically tied to one course and complete them as appropriate during Practicum and/or Internship.
  - All requirements of the portfolio, including data collected following interventions.

- Following completion of the “Grieving Children” workshop, facilitate grief groups at Brooke’s Place for 12 evenings over the course of at least 6 months. Each BP program night consists of 2 hours of direct client contact in group counseling and 2 indirect hours in supervision.
- Direct counseling experience with students from a diverse background.
- At least 10 hours leading a counseling group.
- At least 40 hours of direct client service in two developmental settings.
- Field experience with children and/or adolescents at each of the five developmental settings below, regardless of the configuration of each student’s Practicum and/or Internship sites:
  - PRESCHOOL (ages 3-5), Early Childhood Standards
  - ELEMENTARY/PRIMARY (grades K-3), Early Childhood Standards
  - ELEMENTARY/INTERMEDIATE (grades 4-6), Middle Childhood Standards
  - MIDDLE SCHOOL/JUNIOR HIGH (grades 7-8), Early Adolescence Standards
  - HIGH SCHOOL (grades 9-12), Adolescence/Young Adult Standards

## EVALUATION & GRADING CRITERIA

This course is primarily focused on the growth of each student’s counseling skills. Formative assessment and feedback will occur throughout Practicum, primarily during supervision sessions. A formal written evaluation of skills will also be completed by the instructor and site supervisor at the conclusion of the experience. Given the primary focus on growth, this course is not graded in a traditional manner. Instead, all students begin with a grade of “A” and are expected to justify in their Final Reflection paper why they should be assigned that grade according to the requirements of the class as outlined above. A student’s grade can and will be lowered due to a failure to:

- Submit videos or other assignments on time
- Complete videos and assignments thoroughly
- Attend supervision sessions fully ready to engage in self-reflection and feedback sharing
- Progress from the use of primarily fundamental to advanced counseling skills
- Demonstrate the COE dispositions (as explained below)

### Policy regarding minimally accepted grades for program progress:

- A graduate grade point average of at least a 3.0 must be maintained for graduation.
- All classes in which a grade below “C” is earned must be repeated. Only the most recent grade received in a repeated course will be counted toward the student’s GPA.
- All clinical classes listed below in which a grade lower than “B” is earned must be repeated. Only the most recent grade received in a repeated course will be counted toward the student’s GPA.
  - ED 572: Fundamental Counseling Theory and Technique
  - ED 577: Group Procedures
  - ED 672: Advanced Counseling Theory and Technique
  - ED 712: Practicum

- ED 722: Internship

Incomplete grade policy: A grade of “Incomplete” (I) may be assigned by an instructor when exceptional circumstances beyond the student’s control prevent a student from finishing all work required in a class. The student must, apart from the work to be completed, be passing the class. A contract documenting the necessary steps to complete the coursework must be developed with the instructor and filed with the instructor and academic advisor. Students are advised to retain all graded assignments.

## OTHER UNIVERSITY, PROGRAM, AND INSTRUCTOR POLICIES

Academic Integrity: Students are expected to follow the principles of academic integrity as outlined in link to the [Butler University Student Handbook](#).

Absences: In accordance with the university policy, students are expected to attend every meeting of all classes in which they are enrolled. The *definition of excessive absence, as well as the penalty for such absence, may vary with the nature of the course. In this course, excessive absences are defined as any unexcused absence.* A student who is absent and unable to contact professors may request assistance from the office of Vice President for Student Affairs. This notification does not excuse a student from class. It is the student’s responsibility to learn and observe the rules governing each class.

Accommodations for Documented Disabilities: It is the policy and practice of Butler University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Disability Services. Allow one week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Students who have questions about Student Disability Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Disability Services for a confidential discussion in Jordan Hall, Room 136 or by phone at 317-940-9308 or visit [www.butler.edu/disability](http://www.butler.edu/disability)

Accommodations for Religious Observance: Butler University respects all students’ right to religious observance and will reasonably accommodate students’ religious practice with regard to class attendance, examinations, and assignments when requests are made in a timely manner. Butler University recommends that each class should have a syllabus that provides a schedule of activities for the class. It is the student’s responsibility to inform instructors of course conflicts resulting from religious observations at least two weeks in advance of the observance, so that accommodations can be made. Requests must be made in writing, and the student should include a proposed alternative due date, examination date, or make-up outline. The professor should review the request and if the student’s proposed suggestion is acceptable, should notify the student of the agreement. Any solution that is mutually agreeable to both student and faculty member is acceptable. If accommodations cannot be agreed upon, the instructor and students should seek the advice of the associate dean in the appropriate college.

No adverse or prejudicial effects will result to students because they have made use of these provisions.

Learning Resources: The Learning Resource Center is a coordination site for services, programs, and resources that promote academic success for all students of Butler University. Visit the site at [www.butler.edu/learning/](http://www.butler.edu/learning/)

Reporting Discrimination or Harassment: Butler University is committed to fostering safe and productive living, learning, and working environments free from discrimination and harassment. *Faculty members are required to report any incident of discrimination and/or harassment that students may report to them.* Any sex/gender related incident reported to a faculty member will be in turn reported to the Title IX Coordinator; any non-sex/gender related incident reported to a faculty member will in turn be reported to the Associate Vice President for Human Resources. The Title IX Coordinator or Associate Vice President for Human Resources will then reach out to the reporting student for further discussion. If you wish to make a confidential report of discrimination and/or harassment, you may do so to personnel in Counseling and Consultation Services or to Pastoral Counselors.

Student Dispositions: Dispositions are of such importance that problems with attitudes and specific behaviors often can and do impact or even negate a student's knowledge and skills. Thus, the instructor of this course reserves the right to substantially alter a student's grade if, in his/her professional judgment, the dispositional concerns are of a magnitude to warrant this action. Examples of course-related dispositional concerns would be the student who fails to demonstrate the ability to collaborate with others when given a group project or fails to show appropriate engagement with the teaching, learning, and mentoring process by not paying attention in class or not being open to the suggestions of a supervisor. The COE dispositions are as follows:

1. Displays appropriate level of professional behavior
2. Demonstrates the belief that all students can learn.
3. Shows appreciation and skills needed for teaching, learning, and mentoring.
4. Demonstrates collegiality and collaboration.

If for any reason I have concerns regarding your dispositions, I will speak with you directly to discuss this matter and cooperatively create a plan to address the concerns. If the behavior continues, you may be asked to meet with the full department faculty to discuss a more formal remediation plan.

## COURSE SCHEDULE/CALENDAR

**Week 1:** Group Supervision: Review requirements, create tape schedule, discuss Topic Night presentations, answer questions.

**Week 2:** Group Supervision, Tapes:

**Week 3:** Group Supervision, Tapes:



**Week 4:** Group Supervision, Tapes:

**Week 5:** Group Supervision, Tapes:

**Week 6:** Group Supervision, TOPIC NIGHT PRESENTATIONS:

**Week 7:** NO CLASS: Regular Track Early Cohort Night

**Week 8:** Group Supervision, Tapes:

**Week 9:** Group Supervision, Tapes:

**Week 10:** Group Supervision, Tapes:

**Week 11:** Group Supervision, Tapes:

**Week 12:** Group Supervision, Tapes:

**Week 13:** Group Supervision, Tapes:

**Week 14:** Group Supervision, TOPIC NIGHT PRESENTATIONS:

**Week 15: DEPARTMENT EXAMS**

**Week 16:** Group Supervision, Tapes:

**Other Important Dates**

MM/DD: Regular track - Cohort planning time following class

MM/DD: Regular track - Assignments & Portfolios due (all but final hours log)

MM/DD: Fast track - Assignments due (all but final hours log)

MM/DD: All - Final hours log due

MM/DD: All - COE Hooding Ceremony

MM/DD: All - BU Commencement