A Rationale for the Changes in Credit Hours to our Internship Courses

COUN 695: Internship

Students in our master’s degree programs must complete a 600-clock hour internship. Currently, this course is offered only as a 3 credit course. Although this works well for students who complete their internship over two full semesters, it does not work well for students who wish to extend their internship to include abbreviated winter, May, or summer semesters. Changing the internship course to a variable credit system allowing for enrollment in 1 to 3 credits would allow for greater flexibility.

COUN 795: Internship

Students in our revised doctoral program will be required to complete several internships:

- COUN 795: Doctoral Internship 1 – Clinical Practice (3 credits)
- COUN 795: Doctoral Internship 2a: Teaching 1 (1 credit)
- COUN 795: Doctoral Internship 2b: Teaching 2 (1 credit)
- COUN 795: Doctoral Internship 2c: Teaching 3 (1 credit)
- COUN 795: Doctoral internship 3 – Supervision (3 credits)

When the proposed revisions to the Ph.D. program – which included the above listing of internship requirements – were approved by the LCE department, we failed to request a change to a variable credit internship system. Changing the Ph.D. level internship course to a variable credit system is necessary to accommodate these different types of internships.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Assignments Due</th>
<th>CACREP Standards</th>
<th>Reading &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Conceptualizing Professional Counseling  
The Language of Counseling | 5d, 5f | Chapters 1 and 2 |
| 3    | The Essential Structure of Counseling  
• Simulation # 1: Informed Consent | 5g, 7b | Chapter 3 |
| 4    | Initiating and Maintaining a Working Relationship  
• Simulation # 2 | 5d, 7b | Text: Chapter 4  
Due: Prof. Disclosure Statement |
| 5    | Assessing Client Problems  
• Dyad Sessions # 1 | 5d, 5g, 7b | Text: Chapter 5  
Reserve Reading 3 |
| 6    | Assessment – Part 2  
Dyad Sessions # 2 | 5d, 5f, 5g, 7b | Reserve Readings 4, 5 & 6 |
| 7    | Developing Counseling Goals  
Dyad Sessions # 3 | 5g, 5i | Text: Chapter 6  
Due: Psychosocial Eval. Report |
| 8    | Defining Strategies & Selecting Interventions  
Dyad Sessions # 4 | 5g, 5h, 5j | Text: Chapter 7  
Due: Process Analysis # 1 |
| 9    | Affective Interventions  
• Dyad Sessions # 5 | 5g, 5h, 5j | Text: Chapter 8  
Reserve Reading 7 |
| 10   | Cognitive Interventions  
Dyad Sessions # 6 | 5g, 5h, 5j | Text: Chapter 9  
Reserve Readings 8 & 9 |
| 11   | Behavioral Interventions  
Dyad Sessions # 7 | 5g, 5h, 5j | Text: Chapter 10  
Reserve Reading 10 |
| 12   | Systemic Interventions  
Dyad Sessions # 8 | 5g, 5h, 5j | Text: Chapter 11  
Reserve Reading 11 |
| 13   | Termination and Evaluation  
Dyad Sessions # 9 | 5f, 5g, 5h, 5j | Text: Chapter 12  
Due: Process Analysis # 2 |
| 14   | The Counseling Process in Perspective  
Dyad Sessions # 10 | 5f | Due: Final Report |
| 15   | Final Examination |                  | Due: Final Exam |

*All reading assignments are to be completed by the date listed.*
School of Education Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

School of Education Vision
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.
process: from conception to composition to revision, from first to final draft. We are here to help writers develop strategies to improve their own writing. Remember that we will make suggestions concerning your writing, but final decisions should always be made by you, as the author of your work, and your director or committee, if applicable.

Graduate students are encouraged to make appointments for writing consultations well in advance of an assignment due date or document deadline. The calendar is set so that clients must schedule appointments one week in advance. If you have a more urgent deadline, you should contact Dr. Mischker directly.

Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the candidate to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made. No retroactive accommodations are possible.

Classroom and On-line Civility Policy:
Counseling is a field requiring an empathetic response to conflicting issues. These issues require practicing and prospective counselors to respond politically, educationally, and emotionally. As such, this class expects and models respectful collaboration among students. Although students are encouraged to present alternative perspectives, it is expected that such differences are expressed with sensitivity toward other students, the instructor, and the field of counseling as a whole. Students should support their responses with the content of the class. At all times, everyone is expected to act in a civil and disciplined matter.

While in class:
- It is not acceptable to talk when someone else is speaking, including the instructor.
- The use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. If it has a screen or if it beeps, rings, or makes distracting noises, turn it off and put it away before coming to class.
- Food and drinks are permitted provided that they do not interfere with class lectures or activities.

While online:
- Use proper English and grammar.
- Engage in discussions pertinent to the assignments.
- Sign all online discussions with your first name.
- Do not use discussion “threads” as a form of grievance against the class, the instructor, other students, and/or the assignments. You are welcome to express any concerns you have regarding the class, but should do so by contacting the instructor directly.
- Do not use the class web page or the student email lists as a means for distributing non-class material (examples: jokes, email chain letters)
academic discipline. You are encouraged to carefully study this portion of the M Book, including the section on plagiarism, available online at http://conflictresolution.olemiss.edu/wp-content/uploads/sites/2/2014/09/MBook14.pdf

Instructor Policy: All students at the graduate level are expected to fully understand how to avoid plagiarism. Any student who plagiarizes and/or fails to appropriately credit others’ work, intentionally or unintentionally, or who engages in other forms of academic dishonesty will fail this course and may also be dismissed (expelled) from the Counseling Program and the University.

“F” and “J” International Students:

F and J students are required to report the following to the Office of International Programs (OIP), 331 Martindale, within ten (10) days of the event:
- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from OIP is needed for the following:
- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIP at 662-915-7404, not your instructor.

Students in Need of Assistance with Writing Assignments:

The instructor of this course expects students to submit quality written papers. Graduate students are expected to display a mastery of spelling, grammar, punctuation, organization, and APA style. Students in need of assistance with their writing assignments should utilize the university’s graduate writing center (http://rhetoric.olemiss.edu/writing-centers/gwc/) and other on-line resources (http://owl.english.purdue.edu/owl/resource/589/01/ and http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm#unintent).

Graduate Writing Center
405 Lamar Hall
662-915-3173
gwc@olemiss.edu
http://rhetoric.olemiss.edu/writing-centers/gwc/

The goal of the Graduate Writing Center (GWC) is to provide free consultations to help graduate students produce successful academic writing by further developing effective writing skills. Writers from any discipline or department are encouraged to seek assistance with any stage of the writing
94%  A
90%  A-
87%  B+
83%  B
80%  **B-**
77%  C+
73%  C
70%  C-

* Assumes no loss of points for academic dishonesty, attendance and participation, or professional and ethical behavior.
** A grade of B or higher is required in order to pass this course and have it count toward a master's degree in counseling. A cumulative grade point average of at least a 3.0 is also required.

Other Requirements and Evaluation Criteria:

1. **Attendance and Participation**
   Students are expected to attend all class meetings and to participate fully in class. Non-attendance and/or non-participation may result in grade reduction. However, please do not put your colleagues and the university community at risk if you have symptoms of a contagious illness.

2. **Timely Submission of Assignments**
   All assignments are due by the 4:00 p.m. on the stated due date. The assignment must be submitted electronically using BlackBoard in order to be considered “on time.” All late assignments, including those submitted after 4:00 p.m. on the due date, will be penalized by 2 points per day. Requests for extensions must be received at least 24 hours prior to the due date in order to avoid penalty.

3. **Professional and Ethical Behavior**
   Students are expected to behave in accordance with the Code of Ethics of the American Counseling Association. The penalty for unethical or unprofessional behavior will include failure in this course and may also include dismissal from the Counseling Program and the University.

   Professional behavior in class necessitates that you refrain from using electronic devices at any time unless specifically directed to do so by the instructor. Use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. Students needing to use such devices due to disabilities will need to submit the appropriate documentation and meet with the instructor privately to discuss their needs.

4. **Academic Integrity**
   **University-Wide Policy:** The University is conducted on a basis of common honesty. Dishonesty, cheating, or plagiarism, or knowingly furnishing false information to the University, are regarded as particularly serious offenses. Disruptive behavior in an academic situation or purposely harming academic facilities also is grounds for
The objectives of this course are to:

1. Train prospective counselors in the integration and implementation of basic counseling skills
2. Provide information on counseling process, stages, and related practices
3. Provide information on contemporary counseling models
4. Increase participants' awareness and understanding of special needs and issues in counseling
5. Help prospective counselors gain knowledge of specific practices with special populations
6. Encourage prospective counselors to gain experience with the counseling process from both a professional and a client perspective

CACREP Standards:
This course is designed to address the following core accreditation standards:

5d. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
5f. Counselor characteristics and behaviors that influence the counseling process
5g. Essential interviewing, counseling, and case conceptualization skills
5h. Developmentally relevant counseling treatment or intervention plans
5i. Development of measurable outcomes for clients
5j. Evidence-based counseling strategies and techniques for prevention and intervention
7b. Methods of effectively preparing for and conducting initial assessment meetings

Assignment Overview and Grading Scale*:
Detailed assignment descriptions will be distributed separately from the course syllabus.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. Participation in Counseling Dyads</td>
<td>20 points</td>
<td></td>
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<tr>
<td>2. Weekly Journal Entries</td>
<td>40 points</td>
<td></td>
</tr>
<tr>
<td>3. Professional Disclosure Statement</td>
<td>20 points</td>
<td></td>
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<tr>
<td>4. Psychosocial Intake Report</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>5. Process Analysis # 1</td>
<td>20 points</td>
<td></td>
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<tr>
<td>6. Session Case Notes</td>
<td>20 points</td>
<td></td>
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<tr>
<td>7. Session Reflection Worksheets</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>8. Process Analysis # 2</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>9. Final Report</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>10. Final Examination</td>
<td>300 points</td>
<td></td>
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<tr>
<td>11. Skills &amp; Dispositions Evaluation</td>
<td>800 points</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
<td></td>
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</tbody>
</table>
Instructor: Name  
Office:  
Phone:  
E-Mail:  

Class Meetings:  

Office Hours:  

Catalog Description:  
This course focuses on the integration of basic and advanced skills into the counseling process. It is designed to train prospective counselors to apply assessment, goal-setting and intervention skills over the course of the counseling process and to serve as a final preparation for the practicum experience.  

Prerequisites: COUN 621 and COUN 690  

BlackBoard Course Shell at https://blackboard.olemiss.edu/ Additional required readings will be posted on the course site. Power point slides, assignment descriptions, and other important materials will also be posted on this site. You are responsible for checking this site weekly to check for newly posted materials.  

Methods of Instruction:  
This course will utilize lecture, video, supervised practical application, large and small group discussion.  

Course Purpose and Objectives:  
The purpose of this course is to provide prospective counselors with training in the integration of basic counseling skills and training in advanced counseling skills. Prospective counselors gain knowledge about counseling stages, process, and practices. The study of contemporary counseling theories offers participants additional theoretical foundations. Ethical standards are introduced. Special issues and populations are also studied to heighten counselor awareness and knowledge. Basic consulting concepts and skills are introduced.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments</th>
<th>CACREP Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16</td>
<td>• Approaching Crisis Intervention&lt;br&gt;• Culturally Effective Helping</td>
<td>Chapters 1 &amp; 2</td>
<td>2.F.3.g&lt;br&gt;2.F.5.m&lt;br&gt;5.D.2.h.</td>
</tr>
<tr>
<td>May 17</td>
<td>• Intervention and Assessment Models&lt;br&gt;• Tools of the Trade</td>
<td>Chapter 3 &amp; 4</td>
<td>2.F.3.g&lt;br&gt;2.F.5.m</td>
</tr>
<tr>
<td>May 18</td>
<td>• Crisis Case Handling&lt;br&gt;• Telephone and Online Crisis Counseling</td>
<td>Chapter 5 &amp; 6</td>
<td>2.F.3.g&lt;br&gt;2.F.5.m</td>
</tr>
<tr>
<td>May 19</td>
<td>• Posttraumatic Stress Disorder&lt;br&gt;• Crisis of Lethality</td>
<td>Chapters 7 &amp; 8</td>
<td>5.C.2.f&lt;br&gt;2.F.5.m</td>
</tr>
<tr>
<td>May 20</td>
<td>• Sexual Assault</td>
<td>Chapters 9</td>
<td>2.F.5.m</td>
</tr>
<tr>
<td>May 23</td>
<td>• Partner Violence&lt;br&gt;• Personal Loss: Bereavement and Grief</td>
<td>Chapters 10 &amp;12</td>
<td>5.F.2.g</td>
</tr>
<tr>
<td>May 24</td>
<td>• Crisis in School&lt;br&gt;• Violent Behavior in Institutions</td>
<td>Chapters 13 &amp; 14</td>
<td>2.F.3.g&lt;br&gt;2.F.5.m</td>
</tr>
<tr>
<td>May 25</td>
<td>• Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue</td>
<td>Chapter 16</td>
<td>2.F.1.k., l., m.</td>
</tr>
<tr>
<td>May 26</td>
<td>• Disaster Response</td>
<td>Chapters 17&lt;br&gt;<strong>American Red Cross Guest Speaker</strong></td>
<td>2.F.3.g&lt;br&gt;2.F.5.m</td>
</tr>
<tr>
<td>May 27</td>
<td>• Crisis Movie Presentations</td>
<td><strong>Movie Crisis Papers due</strong></td>
<td>2.F.3.g&lt;br&gt;2.F.5.m</td>
</tr>
</tbody>
</table>

**This is a tentative schedule and can change at any time during the semester as determined by the instructor**
QUESTIONS, CONCERNS, AND GRIEVANCES: Any questions regarding expectations, assignments, or problems with this class may be brought up with the instructors for resolution. If resolution is not met, further grievance procedures may be taken under the appeal process as outlined in your student handbook and The University of Mississippi school catalogue.

COMMUNICATION POLICY

Email
In this course, you are expected to actively use your “go.olemiss.edu” email by checking it on a regular basis. Check your junk folder to make sure you are not missing any emails. This email will be our primary form of formal communication. As such, you are expected to treat email communication with professionalism by addressing me as your professor, writing in complete sentences, and closing the email with a salutation and your name. If you ever need to email an assignment to me, please attach it as a Word document or a PDF so that I can open it and give you credit. I will always try to respond to your emails within 24 hours. If you email me an assignment and don’t hear from me within 24 hours, this means I have not received the assignment and you should contact me again at once. Do not assume, if you email me the night before an assignment is due, that we will be able to have an adequate discussion. Look ahead on the syllabus, be aware of upcoming assignments, and contact me appropriately early if there is a question or concern.

SUGGESTIONS FOR GETTING THE MOST FROM THIS COURSE:
1. Read the contents of this syllabus. Ask necessary questions early in the semester, rather than later.
2. Contact your peers and the instructor for clarification on material and class requirements.
3. Stay current on readings. Pay attention to due dates.
4. Contact the instructor early if you are having problems in the course or if you have questions.
5. If you feel you have been graded unfairly on an assignment or you feel that some aspect of the class is unfair, please talk directly with the instructor about the problem. Discussion of these types of issues with other students in the course undercuts the focus on learning in the course and is unprofessional behavior.
6. Utilize your library resources.
2. Test 1 – 25%
(2.F.3.g., 2.F.5.m., 5.C.2.f, 5.D.2.h.)
- The midterm will cover Week 1 and will be open Friday after class – Sunday 11:59pm.
- You may only take the test once.
- You will have 2.5 hours to complete the exam.
- The exams will be in multiple choice and T/F format.

3. Test 2 – 25%
(2.F.3.g., 2.F.5.m., 2.F.1.k., l., m., 5.F.2.g.)
- The final will cover Week 2 and will be open Friday after class – Sunday 11:59pm.
- You may only take the test once.
- You will have 2.5 hours to complete the exam.
- The exams will be in multiple choice and T/F format.

4. Movie Crisis Paper & Presentation – 30%
(2.F.3.g., 2.F.5.m.)
Choose a movie that depicts a crisis situation (sexual violence, school shooting, partner violence, personal loss, suicidality etc.).
Write a 4-5 page paper (written in APA style) and identify: (1) who is in crisis (may be more than one, but primary one), (2) the nature of the crisis, (3) apply crisis intervention model, (4) identify potential resources needed, (5) discuss the person’s attempt at coping with the crisis (whether effective or not), and (6) identify (a list) of potential issues that the person might need to address if referred for counseling – and why. Some latitude will be given for interpretation. Minimum of 2 professional journal articles are required to support aspects of the paper. Articles must be included with the paper. You will then give a 10-20 minute presentation discussing your conceptualization of the movie.

5. Attendance and Participation – 15%
Because of the intense nature of an intercession course, it is important for you to attend the entirety of each lecture. Students will actively participate in all activities and discussions. Assigned readings are integral to class discussions and the learning process, and readings should be completed prior to class. Class participation will be evaluated by monitoring physical attendance and oral participation in class discussions. Attendance is mandatory, and five points will be deducted from the attendance/participation grade for any absence not related to an emergency.

Lectures will usually focus on main themes of those readings rather than surveying the material in its entirety. Students are responsible for knowing the material as evidenced through tests, class discussion, and written work. A student may be selected at random to provide a 2-3 minute synopsis of certain readings assigned for that class. Students may be selected more than once during the semester...or not at all. The response will be considered in computing the participation grade.

Dominating class discussions is also cause for concern. Your enthusiasm is appreciated. However, please allow space for others to process and contribute.

SPECIAL NOTE ON COMPUTER AND CELLPHONE USE: Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes. Please refrain from using computers for surfing the Internet, instant-messaging, e-mail, etc. Cellphones are not to be used during class.

Syllabus Quiz – 5%
Test 1 – 25%
Test 2 – 25%
Movie Crisis Paper & Presentation – 30%
Attendance & Participation – 15%

GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>A+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B+</td>
<td>80-83</td>
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<tr>
<td>C</td>
<td>74-76</td>
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<tr>
<td>C+</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>67-69</td>
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<tr>
<td>D+</td>
<td>64-66</td>
</tr>
<tr>
<td>F</td>
<td>60-63</td>
</tr>
<tr>
<td>D</td>
<td>59-60</td>
</tr>
</tbody>
</table>

Grading
Grading may take up to 10 working days. Please do not email grade related questions before 10 days have elapsed.
METHODS OF INSTRUCTION: Instructional methods used in this course include lectures, class discussions, experiential activities, reading and writing assignments, hands-on assignments, and online communications.

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you believe you have a disability (physical, learning disability, hearing, vision, psychiatric), which may need a reasonable accommodation, please contact the ADA office on campus to make appropriate arrangements. As part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

STUDENT EVALUATION: Students will be evaluated on material content, including depth of thought, integration of supporting literature and research, and overall reflection and creativity. Written assignments will also be graded based on technical content, including the most recent publication of APA style, graduate level (professional) presentation, grammar, and spelling. The assignments will draw upon the required reading and information presented during class. In the event that circumstances prevent the completion of an assignment on time or being present for an in-class activity, the student should notify the instructor prior to the due date.

COURSE PURPOSE AND OBJECTIVES: *Objectives are connected to selected 2016 CACREP Standards, for more info visit: http://www.cacrep.org/wp-content/uploads/2015/05/2016-CACREP-Standards.pdf*

At the end of this course students will be able to:

- a. utilize crisis intervention and assessment models
- b. identify diverse crisis situations
- c. conceptualize a case involving crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- d. discuss various skills needed to intervene in a crisis situation
- e. explain proactive, preventive and creative initiatives in crisis intervention
- f. apply culturally effective helping strategies

REQUIRED MATERIAL:
Texts
ISBN: 9781305271470

Other readings as assigned

ASSIGNMENTS:
***DUE DATE POLICY: 10 points will be deducted for each day late.***
*** All assignments are to be submitted via Blackboard unless otherwise instructed.

Readings
Students are expected to read assigned material BEFORE class and come prepared to discuss the topic. This is vital to your learning experience and understanding of the material. Come to class prepared to raise questions and discuss topics read in the required readings, activities, or homework completed during the previous week or during class. Additional readings may be assigned throughout the course.

1. Syllabus Quiz – 5%
A syllabus is considered a learning contract between instructor and student. Faculty at the graduate level assume that your undergraduate training acculturated you to the purpose of syllabi and that you will be taking responsibility for your own learning. Faculty in this program assumes that, as a student in a professional training program, you are able to manage time and tasks effectively (or that you will seek help in doing so if this is not a strength). Faculty in this program expect that you will: (a) read your syllabi carefully at the beginning of the term and ask any questions, (b) read your syllabi carefully before beginning and before submitting all assignments, ask questions for clarification, and complete assignments as directed in the syllabus. If you choose not to do so, please know that (a) it will reflect poorly on our assessment of your professional development and (b) your assignments will be graded accordingly. If you can’t follow a syllabus, how are you going to follow a treatment or development plan for your future clients?
- Assignment: Read the syllabus carefully and take the multiple-choice quiz assessing your understanding its contents.
- This quiz will be available until May 17th at 11:59pm.
- You will be allowed unlimited attempts at this quiz until the due date.
- Make a note of any questions you have and bring those questions to the next class meeting.
C. Unit Major (M) and Minor (m) Themes/Outcomes
1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. Problem solvers who develop solutions to improve the educational environment for all students. (M)
3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (m)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Counselor Education
1. Professional Identity (M)
2. Social and Cultural Diversity (m)
3. Human Growth and Development (m)
4. Career Development (m)
5. Helping Relationships (M)
6. Group Work (m)
7. Assessment (M)
8. Research and Program Evaluation (M)

COURSE PHILOSOPHIES:
On Graduate Studies: Graduate school differs from undergraduate studies. While you may have found it easy to “breeze through” your undergraduate studies, you may find graduate work to be surprisingly difficult. Graduate courses abound with motivated, talented, high-achieving individuals who have significant personal investment in their programs of study. While you may have distinguished yourself easily from your peers in college, you will have to strive more conscientiously in order to “shine” in graduate school. You are no longer a student, but a scholar.

There is substantially more reading in graduate school than in college. You will encounter increasingly complex material that must be synthesized, analyzed, and evaluated (rather than memorized and regurgitated in uninspired writings or exam answers). You are required to demonstrate not just knowledge of, but mastery of course content. In order to succeed, you will read more, think more, study longer, work smarter, and commit significantly more effort to each course. Your written submissions must demonstrate not only command of expression, grammar, and syntax, but also significant skills in recognizing patterns and connections, conceptualization, synthesis, analysis, and evaluation of material, as well as comfort with multiple viewpoints, and interrelated layers of meaning.

The development of conceptualization, synthesis, analysis and evaluation are essential for success in graduate school. This is distinct from the “banking” approach to learning (as some may call it) that you may have previously encountered. You are preparing for life as licensed professionals, and will be regarded as experts in the field. Therefore, I believe you will think and behave professionally, ethically, and with personal discipline, commitment, and integrity.

On Learning: I promote a vibrant learning culture, in which we all energetically participate in the learning process. Graduate school is a “community of learners,” and I encourage you to foster its development. This requires dedicated interaction by both instructor and students. We must metaphorically “own” the course at a personal level. I am responsible for effective teaching methods, appropriate course content, and a variety of learning tools. However, true understanding and command of the subject can be achieved only if you commit to the course, respond responsibly to instructor direction and constructive feedback, and apply the learning tools. I do not want you to memorize material for the sake of earning a score. I want you to absorb, process, and master content for the sake of your future clients and the profession you will represent.

Learning is not solely about “getting a grade” or maintaining a GPA. The effort here is intended to equip you to become professional counselors, and foster competent service to your future clients. It’s not about you or me. Rather, it’s about your future clients and the future of our profession. Strive to be the best you can be.

On Critical Thinking: Effective counseling is predicated on critical thought regarding core areas of case conceptualization, treatment planning, seeing connections, patterns and inconsistencies in clients’ stories, and helping clients to make meaning of their experiences. Critical thought is not “criticism” or punitive. Rather, it is analytical, thoughtful, reflective, courageous, humble, fair-minded and well rounded. It considers events and issues from numerous perspectives, anticipates disagreement and opposing arguments, foresees logical conclusions, and promotes problem solving, accord, and continuing intellectual development. I actively promote the development of critical thought in all of my teaching and supervisory efforts.

ACADEMIC INTEGRITY: Submitting the work of others as your own, submitting prior work for present assignments without written permission of the instructor, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the university depending on the seriousness of the offense.
COUN 660 Crisis Intervention  
Monday – Friday 4:00 – 8:30 
Guyton Annex 119 
May Intercension 2016

CATALOG DESCRIPTION: This course provides an overview of diverse crisis situations and the assessment and treatment strategies used by counselors to assist individuals, groups and organizations manage and resolve those crises.

INSTRUCTOR(S):  
Professor  
Name: Alexandria Kerwin, Ph.D., LPC  
Office #: Guyton 142  
Office Phone #: 662-915-2342  
Office Hours: By appointment  
Email Address: akkerwin@olemiss.edu

Teaching Assistant(s)  
Name  
Email Address

I. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

Educators as Reflective Professionals

A. School of Education Mission  
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

B. School of Education Vision  
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.
COUN 691: Pre-Practicum and Advanced Skills
COUN 660: Child Intervention

Draft Syllabi for the Proposed New Courses
Rationale for the Program Name Change

Our national accrediting body, CACREP, has discontinued its accreditation of 48 credit-hour community counseling programs and instead began accrediting 60 credit-hour clinical mental health programs. Although the Counselor Education faculty increased the credit hours of the program to 60 several years ago, no clear record exists to demonstrate formal departmental approval of the name change. We therefore request that this formal approval be established at this point so that this change can be noted in the Graduate Catalog and our website.
TO: Department of Leadership and Counselor Education
FROM: Suzanne Dugger
DATE: April 4, 2016
RE: Proposed Changes to Programs in Counselor Education and Supervision

On behalf of the Counselor Education faculty, I am writing to request your support for several proposed changes to programs in Counselor Education and Supervision. The proposed changes are identified below:

**Proposed Changes to M.Ed. Program**

1) Program Name Change
   - Formally change name of one emphasis area from Community Counseling to Clinical Mental Health Counseling
2) Approval of New Courses
   - COUN 660: Crisis Intervention
   - COUN 691: Pre-Practicum and Advanced Skills
3) Change in Credit Hours
   - Change COUN 695: Internship from 3 credits to variable credits (1-3 credits)

**Proposed Changes to Ph.D. Program**

1) Change in Credit Hours
   - Change COUN 795: Internship from 3 credits to variable credits (1-3 credits)

The following supporting materials are attached for your consideration:

- A rationale for the program name change
- Draft syllabi for the proposed new courses
- A rationale for the changes in credit hours to our internship courses
University of Mississippi

School of Education

Curriculum & Policy Committee

May 6, 2016

Voting Members Present: Holleman, Monroe, Moore, Niemeyer, Oliphant-Ingham, Sumrall, Webb, Winburn

Absent: McClelland, Misita, Soares

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives presented by Dr. Ryan Niemeyer.

Dr. Niemeyer made a motion to accept new courses and change credit hours in ME.d. program and hour change in Ph.D. program.

Dr. Amanda Winburn seconded the motion.

No questions or discussion were made.

All present voting members approved the item.

A. LCE Department

1. Approval of New Courses
   • COUN 660: Crisis Intervention
   • COUN 691: Pre-Practicum and Advanced Skills

2. Change in Credit Hours
   • Change COUN 695: Internship from 3 credits to variable credits (1-3 credits)

3. Change in Credit Hours
   • Change COUN 795: Internship from 3 credits to variable credits (1-3 credits)

B. Teacher Education Department: no new business

III. New Business: none