University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Agenda and Minutes
September 8, 2017


I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Items

*Rosemary Oliphant Ingham made a motion to vote on all items together. Ryan Niemeyer seconded the motion.*

*Ryan Niemeyer made a motion to approve all items presented. Denise Soares seconded the motion. The voting members present approve all items.*

A. LCE Department items presented by Dr. Suzanne Dugger. Dr. Ryan Niemeyer shared that these items were approved by the department in spring 2017

1. Counselor Education

   - Renumbering of COUN courses to better reflect course levels and the sequence in which they are typically taken (attachment 1)  
     *Note: number in parenthesis is the proposed course number.*
   - Changes to credit hours for the following courses:
     o COUN 693 (662): Practicum – Currently 3-6 credits – Change to 1-3 credits
     o COUN 695 (664): Internship – Currently 1-3 credits – Change to 1-6 credits
   - Removal of Prerequisite for the following course:
     o COUN 690 (603): Counseling Skills – Current prerequisite is COUN 683 (606): Counseling Theory I, which is taken concurrently with COUN 690
   - Modification of course titles for the following courses:
     o COUN 672 (608): Seminar: Issues and Ethics in Counseling – Change to *Issues and Ethics in Counseling*
     o COUN 685 (616): COUN 685: Organization, Administration & Consultation: Comm. Counseling – Change to
Organization, Administration & Consultation: Clinical Mental Health Counseling
- COUN 686 (644): Counsel/Child and Adolescents – Change to Counseling Children and Adolescents
- COUN 695 (664): Internship – Change to Internship in Counseling
- COUN 795: Internship – Change to Doctoral Internship in Counseling

- Approval of the following new courses:
  - COUN 612: Foundations of Clinical Mental Health Counseling (attachment 2) - Alex
  - COUN 630: Foundations of School Counseling (attachment 3) - Amanda
  - COUN 661: School Counseling Practicum (attachment 4) - Amanda
  - COUN 663: Internship in School Counseling (attachment 5) - Amanda
  - COUN 790: Doctoral Internship in Counselor Education (attachment 6) - Mandy

B. Teacher Education Department
A. Special Education: Presented by Denise Soares. This item was voted and approved by faculty in spring 2017.

1. Change in course title to better reflect course content. From EDSP 410 Seminar Instruction to EDSP 410 Strategies for the Inclusive Classroom. (Approved by TE on 2/17/17).

Denise Soares made a motion to approve item. Rosemary Oliphant Ingham seconded the motion. The voting members present approve this item.

2. Elementary Education: Items presented by Denise Soares.

Denise Soares made the motion to approve all items. Rosemary Oliphant Ingham seconded the motion. The voting members present approved these items.

- Catalog/Process “clean-up” to support changes in the B.A. Ed. in Elementary Education:
  1. Students may select EDWP 340 Integrated Music OR MUS 329 Music for Children
2. EDCI 352 Education, Society & the K-12 Learner is now a 2 OR 3-hour course. Students in METP and/or Honors may select to take the 3-hour course.

3. Course Changes - EDSP 327 Classroom & Behavior Management; EDCI 419 Classroom Assessment

4. A new required course - students may choose between EDEC 320 Methods in Early Childhood OR EDWP 341 Wellness.

(Approved by TE on 5/08/2015)

C. Higher Education Department: No items presented by newly created department.

III. New Business: none discussed
COUN Course Listing

Counselor Education Request to Renumber Courses

Current Course Numbering System

COUN 601: Life Span Development
COUN 605: Research in Counseling
COUN 610: Addictions
COUN 621: Assessment in Counseling I
COUN 622: Assessment in Counseling II
COUN 623: Individual Assessment I
COUN 624: Individual Assessment II
COUN 625: Practicum in School Psychometry
COUN 639: Intro to Professional Couns & Ethics
COUN 643: Group Procedures
COUN 651: Individual Study
COUN 660: Crisis Intervention
COUN 670: Multicultural Issues in Counseling
COUN 670: Psychological Consultation
COUN 672: Seminar: Issues and Ethics in Counseling
COUN 674: Diagnostic Systems in Counseling
COUN 675: Advanced School Counseling
COUN 676: LD/SHP, Advocacy, & Accountability in SC
COUN 680: Career Counseling
COUN 682: Family Counseling
COUN 683: Counseling Theory I
COUN 685: Org/Adm & Consultation: Comm. Counseling
COUN 686: Counsel/Child and Adolescents
COUN 688: Org/Adm & Consultation: School Counseling
COUN 690: Counseling Skills
COUN 691: Pre-Practicum and Advanced Skills
COUN 692: Topics in Counseling I
COUN 693: Practicum in Counseling
COUN 694: Topics in Counseling II
COUN 695: Internship
COUN 696: Topics in Counseling III
COUN 697: Thesis

COUN 700: Advanced Topics in Counselor Education
COUN 730: Adv. Multicultural Counseling & Advocacy
COUN 740: Advanced Career Theory and Practice
COUN 750: Research & Publication in Counselor Ed
COUN 753: Supervision of Counseling Services
COUN 754: Advanced Clinical Supervision
COUN 760: Leadership, Program Eval & Accreditation
COUN 764: Adv Assessment, Diagnosis and Treatment
COUN 770: Introduction to Play Therapy
COUN 771: Expressive Arts w/ Children & Adolescent
COUN 772: Current Theories in Play Therapy
COUN 773: Application of Play Therapy in Schools
COUN 774: Application of Play Therapy in MH
COUN 775: Psychopharmacology in Play Therapy
COUN 776: Play Therapy Supervision
COUN 777: Play Therapy in the Courtroom
COUN 778: Play Therapy with Older Adults
COUN 779: Child-parent Relationship Therapy
COUN 780: Play Therapy Practicum
COUN 784: Advanced Counseling Theory
COUN 787: Adv Professional Identity and Ethics
COUN 793: Advanced Practicum
COUN 794: Advanced Group Counseling
COUN 795: Internship
COUN 796: Graded Dissertation
COUN 797: Dissertation
COUN 798: Transitioning into the Professoriate
COUN Course Listing

Proposed Renumbering: New numbers to the left of existing course numbers and titles

M.Ed. Year 1 Core Courses

602  COUN 639: Introduction to Professional Counseling & Ethics
603  COUN 690: Counseling Skills
604  COUN 605: Research in Counseling
606  COUN 683: Counseling Theory I
607  COUN 643: Group Procedures
608  COUN 672: Seminar: Issues and Ethics in Counseling
609  COUN 670: Multicultural Issues in Counseling
611  COUN 621: Assessment in Counseling I

M.Ed. Clinical Mental Health Counseling

612  COUN xxx: Foundations of Clinical Mental Health Counseling*
613  COUN 674: Diagnostic Systems in Counseling
614  COUN 682: Family Counseling
615  COUN 610: Addictions
616  COUN 685: Organization, Administration & Consultation: Comm. Counseling
617  COUN 691: Pre-Practicum and Advanced Skills

M.Ed. College Counseling

626  COUN xxx: Foundations of Higher Education and College Counseling**
627  COUN xxx: Issues, Ethics & Interventions in College Counseling**
628  COUN xxx: Introduction to College Student Development and Issues in College Counseling**

M.Ed. or Ed.S. School Counseling

630  COUN xxx: Foundations of School Counseling*
631  COUN 688: Organization, Administration & Consultation: School Counseling
632  COUN xxx: Postsecondary Planning for School Counselors**
633  COUN xxx: Classroom Management for School Counselors**
634  COUN xxx: Leadership, Consultation and Collaboration for School Counselors**
635  COUN 670: Psychological Consultation
636  COUN 675: Advanced School Counseling
637  COUN 676: Leadership, Advocacy, & Accountability in SC

M.Ed. Year 2 Core Courses

640  COUN 680: Career Counseling
641  COUN 601: Life Span Development
642  COUN 660: Crisis Intervention
644  COUN 686: Counsel/Child and Adolescents

M.Ed. Special Topics/Electives

652  COUN 651: Individual Study
653  COUN 692: Topics in Counseling I
654  COUN 694: Topics in Counseling II
655  COUN 696: Topics in Counseling III
656  COUN 697: Thesis

M.Ed. Fieldwork

661  COUN xxx: School Counseling Practicum*
662  COUN 693: Practicum in Counseling
663  COUN xxx: Internship in School Counseling*
664  COUN 695: Internship

Key:

600-611 1st year core
612-619 Clinical
620-629 College
630-639 School
640-649 M.Ed. 2nd year core
650-659 Special Topics/Electives
660-669 Fieldwork
670-679 Psychometry
700-719 Play Therapy
720-799 Ph.D.
COUN Course Listing

Proposed Renumbering: New numbers to the left of existing course numbers and titles

Psychometry

671 COUN 622: Assessment in Counseling II
677 COUN 623: Individual Assessment I
677 COUN 624: Individual Assessment II
678 COUN 625: Practicum in School Psychometry

Ed.S. Play Therapy

701 COUN 770: Introduction to Play Therapy
702 COUN 771: Expressive Arts w/ Children & Adolescent
703 COUN 772: Current Theories in Play Therapy
704 COUN 773: Application of Play Therapy in Schools
705 COUN 774: Application of Play Therapy in MH
706 COUN 775: Psychopharmacology in Play Therapy
707 COUN 776: Play Therapy Supervision
708 COUN 777: Play Therapy in the Courtroom
709 COUN 778: Play Therapy with Older Adults
710 COUN 779: Child-parent Relationship Therapy
711 COUN 780: Play Therapy Practicum

Ph.D. Coursework

720 COUN 787: Advanced Professional Identity and Ethics
721 COUN 784: Advanced Counseling Theory
722 COUN 730: Advanced Multicultural Counseling & Advocacy
723 COUN 753: Supervision of Counseling Services
724 COUN 750: Research & Publication in Counselor Ed
725 COUN 740: Advanced Career Theory and Practice
726 COUN 794: Advanced Group Counseling
727 COUN 764: Advanced Assessment, Diagnosis and Treatment
728 COUN 754: Advanced Clinical Supervision
729 COUN 760: Leadership, Program Evaluation & Accreditation
731 COUN 798: Transitioning into the Professoriate
732 COUN 700: Advanced Topics in Counselor Education

Ph.D. Fieldwork

765 COUN 793: Advanced Practicum
785 COUN xxx: Supervision Internship**
790 COUN xxx: Doctoral Teaching Internship in Counselor Education*
795 COUN 795: Internship

Ph.D. Dissertation

796 COUN 796: Graded Dissertation
797 COUN 797: Dissertation
CATALOG DESCRIPTION: This course provides a broad overview of the professional roles, functions, and goals of counselors as well as issues particular to mental health counselors. Specific concepts to be reviewed include a history and overview of counseling as a profession, philosophical foundations, multicultural factors, services, credentialing, professional standards, and ethical and legal guidelines for practice. (3 credits)

INSTRUCTOR(S):
Professor
Name
Office #
Office Phone #
Office Hours
Email Address

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.
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:

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. 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.

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*

a. Describe the history and philosophy of the counseling profession and its specialty areas
b. Differentiate between the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
c. Explain counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
d. Describe the role and process of the professional counselor advocating on behalf of the profession
e. Identify advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
f. Classify professional counseling organizations, including membership benefits, activities, services to members, and current issues
g. Explain professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
h. Describe current labor market information relevant to opportunities for practice within the counseling profession
i. Apply ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
j. Explain technology’s impact on the counseling profession
k. Implement strategies for personal and professional self-evaluation and describe implications for practice
l. Demonstrate self-care strategies appropriate to the counselor role
Identify and explain the role of counseling supervision in the profession

REQUIRED MATERIAL:

RECOMMENDED:

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.
- You will be allowed 2 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.

2. Pop Quizzes 2x – 10%
Two pop quizzes will be administered randomly within the semester to ensure that you are keeping up with your readings. These quizzes will cover material covered up until that date. Each quiz is worth 5% of your grade.

3. Interview with a Licensed Professional Counselor – 15%
(CACREP Core 1b, c, d, e, f, g, i, m; CMCH 2a, c, l, k; SC 2a, b, c, d, e, l, m)
To better understand the roles and functions of professional counselors, you will conduct an in-depth interview with a Licensed Professional Counselor (LPC) who is currently working in the field. You will meet the person at his or her workplace and gather information including, but not limited to, the following:
- What is your current job title and functions (e.g., job activities, clients served, etc.)?
- How long have you been licensed?
- What is your understanding of the requirements to become licensed?
- Did you receive your education in Mississippi or another state? If another state, what did it take to transfer your license to Mississippi?
- What have your credentials done for you professionally?
- Do you think credentialing is important for counselors?
- Do you belong to any professional organization or associations? If so, are you actively involved with these organizations or associations?
- How do mental health counselors differ from other counselors?
- How is mental health counseling different from counseling psychology or social work?
- What continuing education, post-graduate trainings, or other certifications have you found most helpful?
- What skills have you had to develop since completing graduate studies to perform your job effectively (e.g., play therapy, psychometry, psychopharmacology, substance abuse treatment, working with special populations, etc.)?
- What type of social justice issues have you encountered?
- Do you regularly attend any professional conferences, trainings, or workshops?
- Do you regularly engage in advocacy? If so, when, how, and for what groups?
- Do you regularly receive clinical supervision? If so, when and who from?
- Do you regularly engage in consultation? If so, when and who from?
- What professional journals or other publications do you believe are important for counselors to read?
- Do you have professional liability insurance? Through your agency or privately?
- What do you think is the biggest current professional issue that counselors are facing at a local level? At the state level? At a national level?
- What do you like the best about your job as a counselor?
- What do you think the greatest challenge is for counselors working in your setting?
- What advice would you offer me as a new counselor just entering the field?

The following questions are guides for your reflection. You will write a 2-4 page reflection.
- What did you learn about the counseling profession from your interview?
- What thoughts and feelings do you have about your future career as a counselor?
- Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How would it feel to be a client?
You may write the interview responses in a bullet point format. This is separate from your 2-4 pages of reflection. You will also need to submit a complete informed consent form with your paper (Appendix A).

4. Current Issues Group Presentation (15%) and Paper (15%) – 30%
(CACREP Core 1a, e, g, h, i, j; CMHC 1a, 2i, j, k, l, m; SC 1a, 2l, m, n)
***Due dates assigned per group
This assignment is designed so that you can begin to gain an understanding of the current trends, issues, or concerns in professional counseling. Your topics will be determined by the instructor and discussed in class.

Students will be expected to integrate readings and information from the course over the semester into your work, as well as find additional sources. The presentation should be 30 minutes and the paper should be 3 to 5 pages. Each presentation must include at least 5 references, from the course readings and additional references from either journal articles and scholarly texts (not Wikipedia). All papers must be written in APA format. At least one visual aid is required (PowerPoint, handout, poster, etc.). Presentations should cover the following:

1. Information (including written literature and research) about the current issue you are writing about. Include a brief overview of how the history and philosophy of the counseling profession has shaped the issue.
2. The impact of the current issue on clinical mental health counselors (please discuss both the positive and negative impact). Use the research to-date on the issue to support your discussion of the impact
3. What other research or information is needed at this point to assess the impact of your current issue on the counseling profession
4. The impact of the current issue on your future practice (e.g., you as a counselor, the specific settings you hope to have such school, agency or private practice, and the particular clientele). Each group member’s interest should be addressed.
5. Where you believe or hypothesize the trend to be moving
6. How do you think you might be able to advocate (e.g., to help the trend continue to move forward, to stop the trend, to help the clientele that need services, work with others, etc.)

You will also need to grade each of your group members on their level of participation and contribution to the group work process (see Appendix B). The average grade your group members rate you will impact your individual grade.

5. Midterm Exam – 15%
The midterm exam will be a coverage of key terms and concepts from the class lectures and PowerPoint presentations.
- 50 multiple choice, T/F, and discussion items
- Test will be administered via Blackboard

6. Final Exam – 15%
The final exam will be a coverage of key terms and concepts from the class lectures and PowerPoint presentations from the 2nd half of the semester. This exam is not comprehensive.
- 50 multiple choice, T/F, and discussion items
- Test will be administered via Blackboard

7. Attendance and Participation -- 10%
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.

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%
Pop Quizzes -- 10%
Interview with an LPC -- 15%
Group Presentation -- 15%
Current Event Paper -- 15%
Midterm -- 15%
Final Exam -- 15%
Attendance & Participation -- 10%

GRADING SCALE:

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Grading
Grading may take up to 10 working days. Please do not email grade related questions before 10 days have elapsed.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignments</th>
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<td>Week 1</td>
<td>Syllabus Overview of Counseling</td>
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<td>Ethical and Legal Issues</td>
<td>Sheperis Ch. 2</td>
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<td>2.1.i.</td>
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<tr>
<td>Week 4</td>
<td>Education, Credentialing, and Professional Development</td>
<td>Sheperis Ch. 3</td>
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<td>2.1.g.,1.f.</td>
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<tr>
<td>Week 5</td>
<td>Professional Settings and Career Choices</td>
<td>Sangganjanavanich Ch. 4</td>
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<td>Practitioner Panel</td>
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<tr>
<td></td>
<td>Employment Settings for Clinical Mental Health Counselors</td>
<td>Sheperis Ch. 4</td>
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<td>Week 6</td>
<td>Multiculturalism and Social Justice in Professional Counseling</td>
<td>Sangganjanavanich Ch. 6</td>
<td>Midterm</td>
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<td>Professional and Social Advocacy in Clinical Mental Health</td>
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<td>Clinical Assessment and Diagnosis</td>
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<td>Week 8</td>
<td>Case Conceptualization and Treatment Planning</td>
<td>Sherperis Ch. 7</td>
<td>Interview Paper due</td>
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<td>Week 9</td>
<td>Working Within the Managed Care System</td>
<td>Sheperis Ch. 8</td>
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<tr>
<td>Week 10</td>
<td>Wellness and Self-Care for Professional Counselors Consultation and Referrals</td>
<td>Sangganjanavanich Ch. 11</td>
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<td>Sheperis Ch. 9</td>
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<td>Crisis Counseling and Emergency Response</td>
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<td>Group presentations</td>
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<td>Prevention and Crisis Intervention Services</td>
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<td>Sheperis Ch. 14</td>
<td>Group Presentations</td>
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<td>Internet-Based Counseling</td>
<td>Sheperis Ch. 15</td>
<td>Group Presentations</td>
<td>2.1.j.</td>
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</table>

**This is a tentative schedule and can change at any time during the semester as determined by the instructor**
APPENDIX A

Informed Consent – Interview with Professional Counselor

I am a graduate student in the Counselor Education Program at The University of Mississippi. As an assignment for the course COUN 612, Introduction to the Counseling Profession, in which I am enrolled, I am required to interview a professional counselor about his/her work. As such, I am requesting your permission to conduct an interview with you.

This interview will include questions about your position, the responsibilities you have, the clients you work with, and the kinds of interventions you provide in your work setting. I will use this information to help me better understand the nature of the work in your agency, the roles of a professional counselor, how theory and skills are applied in a clinical/school setting, and how you interact with the populations you serve.

In addition, this interview will be summarized into a written report. It will then be submitted to my instructor to fulfill the requirement of this assignment. The information you provide will not be used in any ways not stated in this contract.

Before beginning the interview, I will need you to sign this contract stating that you agree to this interview and understand how the information you provided will be used.

I agree to be interviewed.

Printed Name & Credentials: ____________________________________________

Signature: ____________________________________________________________

Educational Background: _______________________________________________

Job Title: _____________________________________________________________

Job Description: _______________________________________________________

Contact information: ___________________________________________________

Date: _________________________________________________________________

Interviewer’s (Student) Name: __________________________________________

Date of Interview: _____________________________________________________

Time of Starting Interview: _____________________________________________

Time of Ending Interview: _____________________________________________
APPENDIX B

Group Work Rubric
Peer Grading

Directions: Rate each of your group members in each of the categories, then add up the points for their total group score.

<table>
<thead>
<tr>
<th>Group Member:</th>
<th>Rarely /Never</th>
<th>Sometimes</th>
<th>Mostly/ Always</th>
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</thead>
<tbody>
<tr>
<td>Participated in group work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained focus on the task at hand</td>
<td></td>
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<tr>
<td>Offered help to others, or sought help when needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked questions that moved the discussion along</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Contributed ideas, opinions, and feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided positive feedback to other group members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score =</td>
<td></td>
<td>18</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Member:</th>
<th>Rarely /Never</th>
<th>Sometimes</th>
<th>Mostly/ Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in group work</td>
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</tr>
<tr>
<td>Maintained focus on the task at hand</td>
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<tr>
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<tr>
<td>Asked questions that moved the discussion along</td>
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<tr>
<td>Contributed ideas, opinions, and feelings</td>
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<tr>
<td>Provided positive feedback to other group members</td>
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<tr>
<td>Total Score =</td>
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<td>18</td>
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COUN 630:
FOUNDATIONS OF SCHOOL COUNSELING
DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION
THE UNIVERSITY OF MISSISSIPPI
CIP CODE 13.1101

INSTRUCTOR:

MEETING TIME
AND LOCATION:

CATALOG DESCRIPTION:
This course provides a broad overview of the professional roles, functions, and goals of counselors as well as the role of the school counselor in comprehensive developmental guidance and counseling programs. The focus is on the historical evolution and the skills and techniques for working effectively with a diverse population of students, kindergarten through grade 12. This includes the development of skills for working with teachers, parents, administrators, referral agencies, and other educational teams. (3 credits)

COURSE PURPOSE, GOALS AND OBJECTIVES:
This course is designed to serve as an introduction to the profession of counseling and more specifically to the field of school counseling. Its purpose is to provide students with exposure to historical and current developments in the field with emphasis on comprehensive models of school counseling and on developing and integrating school counseling programs within school systems. Upon completion of this course, students will be able to:

1. Describe the history and philosophy of the counseling profession and its specialty areas
2. Differentiate between the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems
3. Explain counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
4. Describe current labor market information relevant to opportunities for practice within the counseling profession
5. Demonstrate an awareness of the history and contemporary trends affecting the school counseling profession.
6. Describe comprehensive developmental models of school counseling with an understanding of the various roles functions of a comprehensive developmental school counseling program and the multiplicity of roles of an effective school counselor. These roles will include individual and group counseling; coordinating; consulting; classroom guidance expert; and case management roles.
7. Display an understanding of the role of school counselors in promoting the academic achievement, career development, career and college-readiness, and personal-social well-being of students.
8. Consistently demonstrate a sensitivity toward diversity issues as they pertain to school counseling. This will include the development of an understanding of the impact of race/ethnicity, gender, sexual orientation, physically handicapping conditions, religion, and economic conditions on counseling efforts with diverse students, school staff, families, and communities.

9. Articulate an awareness of contemporary issues facing school counselors.

10. Demonstrate an understanding of the use of technology in conducting the work of school counselors.

TEXTBOOKS AND OTHER REQUIRED MATERIALS


ASSIGNMENTS

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tr>
<td>Pinterest Pin</td>
<td>05</td>
<td>Varies</td>
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<tr>
<td>Elementary School Counseling Presentation</td>
<td>20</td>
<td>5/22 or 5/27</td>
</tr>
<tr>
<td>Middle School Counseling Presentation</td>
<td>20</td>
<td>6/3 or 6/5</td>
</tr>
<tr>
<td>High School Counseling Presentation</td>
<td>20</td>
<td>6/17 or 6/19</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35</td>
<td>6/24</td>
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<tr>
<td>Total</td>
<td>100</td>
<td></td>
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</tbody>
</table>

**Pinterest Pin & Presentation**  
(Point Value = 05)  
For this assignment, you are asked to use the social media application *Pinterest* to search for ideas relevant to the practice of school counseling. You will be asked to give a 5 minute presentation about your favorite school counseling pin. You will also be asked to pin your selection to the UM School Counseling Program board on Pinterest and to upload material related to this pin to the course webiliography.

**Elementary School Counseling Presentation:**  
(Point Value = 20)  
For this assignment, you will be assigned to a group and your group will be responsible for researching a specific topic and conducting a 30-minute presentation. The format of the presentation will be discussed in class and should consist of a well-researched role-play involving a school counselor as well as other relevant stakeholders. Your group will also be responsible for providing a handout for posting to the course website. You must be in attendance for the full class session on the day of your presentation in order to receive credit.

**Middle School Counseling Presentation:**  
(Point Value = 20)  
For this assignment, you will be assigned to a group and your group will be responsible for researching a specific topic and conducting a 30-minute presentation. The format of the presentation will be discussed in class and should consist of a well-researched role-play involving a school counselor as well as other relevant stakeholders. Your group will also be responsible for providing a handout for posting to the
course website. You must be in attendance for the full class session on the day of your presentation in order to receive credit.

**High School Counseling Presentation:** (Point Value = 20)
For this assignment, you will be assigned to a group and your group will be responsible for researching a specific topic and conducting a 30-minute presentation. The format of the presentation will be discussed in class and should consist of a well-researched role-play involving a school counselor as well as other relevant stakeholders. Your group will also be responsible for providing a handout for posting to the course website. You must be in attendance for the full class session on the day of your presentation in order to receive credit.

**Final Exam:** (Point Value = 35)
A final examination will be given in class. The exam will focus on the assigned readings and class discussions and will be cumulative in nature. No study guide will be given. Completion of all assigned readings is strongly recommended.

**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 will result in grade reduction of 3 points per day. An exception to this policy is made if you miss class due to suspicion of being contagious. Please do not put your colleagues and the university community at risk of infection.

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 and will result in grade reduction of 3 points per day. 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 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](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.

**COURSE EVALUATION SCALE:**

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<td>90-92.9</td>
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<tr>
<td>87-89.9</td>
<td>B+</td>
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<tr>
<td>83-86.9</td>
<td>B</td>
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<td>80-82.9</td>
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<td>77-79.9</td>
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<tr>
<td>73-76.9</td>
<td>C</td>
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<tr>
<td>70-72.9</td>
<td>C-</td>
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</table>

**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 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.
- As noted above, the use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. If it beeps, rings, or makes distracting noises, turn it off 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)

"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.
EVALUATION CRITERIA FOR SCHOOL COUNSELING PRESENTATIONS:

Instructor’s Evaluation: 15 of 20 points

Content
- Current
- Accurate
- Thorough
- Well-organized
- Effective use of resources

Delivery
- Engaging, articulate & dynamic
- Appropriate to audience
- Effective use of technology and/or supplements
- Submission of all materials electronically by deadline
- Presence for complete class session at which presentations are made

Peer Evaluation: 5 of 20 points*

Teamwork
- Team charter – sent by recorder via email to entire team and the instructor within 24 hours of receiving each presentation topic
- Records of meetings sent by recorder via email to entire team and the instructor within 24 hours of each meeting
  - Focus on action items – those already completed and those to be completed
- Records of threaded discussions sent by recorder via email to entire team and the instructor 24 hours before each presentation
  - Quantity and quality of postings
- Action item completion
- Ratings by other team members

*In the event that a team requests that a member be removed from the team, that team member will automatically receive 0 out of 25 points.
### Tentative Course Outline:

[CACREP standards not yet complete]

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standards</th>
<th>Assignments¹</th>
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<tr>
<td>1</td>
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<td>Introduction to Course/Welcome/Expectations</td>
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<tr>
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<td>Overview of Professional Counseling</td>
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<tr>
<td>2</td>
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<td>History and Philosophy of Counseling</td>
<td>1a</td>
<td>Sangganjanavanich, Ch. 1-2</td>
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<td>History and Development of School Counseling</td>
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<td>3</td>
<td></td>
<td>Professional Roles, Functions, and Consultation with Other Professionals</td>
<td>1b, 1c, 1h</td>
<td>Sangganjanavanich, Ch. 3-4</td>
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<td>Professional Settings and Career Choices</td>
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<td>4</td>
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<td>Professional Organizations and Membership</td>
<td>1f, 1g, 1i</td>
<td>Sangganjanavanich, Ch. 8, 10-11</td>
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<td>Introduction to School Counseling</td>
<td>G1b, G1c</td>
<td>ASCA – Chapter 1 TSC – Chapters 1 &amp; 7</td>
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<td></td>
<td>• Approaches to School Counseling</td>
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<td>• Counseling Services vs. Comprehensive Programs</td>
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<td>The ASCA National Model</td>
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<td>Team Building</td>
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<td>6</td>
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<td>ASCA National Model – Themes</td>
<td>G2a, G2b, G2d, G2f, G2j</td>
<td>ASCA – Chapter 2-4 TSC – Chapters 4-7</td>
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<td>• Systemic Change</td>
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<td>ASCA National Model – Delivery Systems</td>
<td>G3b, G3c</td>
<td>TSC – Chapters 2-3</td>
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<td>• Direct Student Services</td>
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<td>• Non-Guidance Duties</td>
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<td>Fundamentals of Elementary School Counseling</td>
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<td></td>
<td>• School Counseling Core Curriculum</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
<td>Elementary School Counseling Presentations</td>
<td>G1d, G2b, G2g, G3f, G2i, G3h, G2k, G3l</td>
<td>DUE: Elementary School Counseling Presentation DUE: Team Charter for Middle School Presentation</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Fundamentals of Middle School Counseling</td>
<td></td>
<td>TSC – Chapters 9 &amp; 11</td>
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<tr>
<td></td>
<td></td>
<td>• Responsive Services</td>
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<td>• Peer Intervention Programs</td>
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<td>12</td>
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<td>Middle School Counseling Presentations</td>
<td>CACREP G2g, G2n, G3h</td>
<td>DUE: Middle School Counseling Presentation DUE: Team Charter for High School Presentation</td>
</tr>
</tbody>
</table>

¹ Reading assignments are to be completed by the day for which they are assigned. The final exam will include content included in reading but not in lecture.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topics</th>
<th>CACREP Standards</th>
<th>Assignments²</th>
</tr>
</thead>
</table>
| 13   |      | • Fundamentals of High School Counseling  
     |      | • Individual Planning  
     |      | • Fundamentals of Post-Secondary Educational Planning | TSC – Chs. 8, 14- 15 |
| 14   |      | High School Counseling Presentations | G1c, G2c, G3c, G3e, G3j, G3k | DUE: High School Counseling Presentation |
| 15   |      | Final Exam | | DUE: Final Exam |

² Reading assignments are to be completed by the day for which they are assigned. The final exam will include content included in reading but not in lecture.
School of Education Conceptual Framework

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.

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)

Knowledge Base Major (M) and Minor (m) Themes:

Counselor Educators as Facilitators of Counselor Development. The core areas that comprise the knowledge base are:

1. Human Growth and Development (M)
2. Social and Cultural Foundations (m)
3. Helping Relationships (M)
4. Group Work (m)
5. Career and Lifestyle Development (M)
6. Appraisal (M)
7. Research and Program Evaluation (m)
8. Professional Orientation (m)


COURSE BIBLIOGRAPHY OF RECOMMENDED READINGS


Black, C. (1988). It will never happen to me! Center City, MN: Hazelden.


I. COURSE: COUN 661 School Counseling Practicum. Students will apply critical counseling skills learned in previous coursework in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the onsite supervisor, students will work to apply the American School Counselor Association’s (ASCA) National Model. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.

Pre-requisite: core course work, approval of program faculty; application must be completed and accepted during the preceding semester; for counselor education majors only. (1-3 Credit Hours)

Instructor:
Office:
Phone:
E-mail:
Office Hours:

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

Educators as Reflective Professionals
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. 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)

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

Counselors as Facilitators of Development. The core areas that comprise the knowledge bases are:

1. **Human Growth and Development** (M)
2. Social and Cultural Foundations (m)
3. Helping Relationships (M)
4. Group Work (M)
5. Career and Lifestyle Development (m)
6. Appraisal (M)
7. Research and Program Evaluation (m)
8. Professional Orientation (M)

IV. REFERENCES
1. Primary Texts (required)


B. Supplemental Text

PURPOSE OF THE COURSE
This course is designed to provide students with the knowledge, skills and experiences for successful entry into school counseling internship. It builds on the helping skills learned and practiced in previous coursework. The goal of the practicum class and individual supervision is to facilitate the student’s professional growth. Toward this goal, emphasis will be placed on advancing professional skills, self-awareness, and competencies needed for ethical practice. Students’ performance will be evaluated throughout the practicum, including a formal evaluation at the midpoint of the semester and the completion of practicum.

COURSE OBJECTIVES

A. Knowledge
1. Candidates will obtain knowledge concerning the use of developmentally appropriate counseling interventions and assessments (CACREP Section 5G, 3e.).
2. Candidates will obtain knowledge about techniques of personal/social counseling in school settings. (CACREP Section 5G, 3f.).
3. Candidates will obtain knowledge of outreach services, community resources, and client advocacy. (CACREP Section 5G, 2k.).
4. Candidates will obtain knowledge of theories and models of counseling. (CACREP Section 2.5a.).
5. Candidates will obtain knowledge of interventions appropriate to promote academic development. (CACREP Section 2.5c.).
B. Skills
1. Candidates will develop counseling skills and a plan for integrating counseling skills, counseling theories, and personal beliefs in order to gain an overall concept of the structure of the counseling relationship (CACREP Standard 5a).
2. Candidates will develop skills in crisis intervention, suicide assessment & intervention, abuse assessment & intervention, and other clinical issues that arise in the practicum setting. Candidates will focus on diversity when interpreting assessments and techniques used for assessment. (CACREP Section 5, 2g, i).
3. Candidates will develop skills in behaviors and practices that influence the counseling process.
4. Candidates will develop skills in interviewing, counseling, and case conceptualization.
5. Candidates will develop skills in implementing developmentally appropriate career counseling interventions and assessments.
6. Candidates will develop skills in techniques of personal/social counseling in school settings.
7. Candidates will develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement 3h

C. Dispositions
1. Candidates will understand and appreciate how personal beliefs interact with the counseling process. (CACREP Standards).
2. Candidates will understand and appreciate how multicultural issues affect the counseling process. (CACREP Standards)
3. Candidates will develop understanding of and responsiveness to ethical, legal, and advocacy issues related to the counseling process. (CACREP Standards).

VII. COURSE OUTLINE
See Course Schedule

VIII. COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

A. Course Requirements

The purpose of this course is to apply counseling skills in a K-12 setting, increase and improve on counseling skills, and case conceptualization and consultation. Upon completion of this course, students will be able to demonstrate:

1. A completion of 100 clock hours (total for COUN 693) of supervised counseling internship in roles and settings with clients relevant to their specialty area. (CACREP Section 3, J)
2. A completion of at least 40 clock hours of direct service. Direct Service is defined by CACREP as supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, families, or groups) for the purpose of fostering social,
cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: Assessment, Counseling, Psycho-educational activities, and Consultation. The following would not be considered direct service: Observing others providing counseling, Record keeping Administrative duties, Clinical and/or administrative supervision. (CACREP Section 3, K)

3. A completion of 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 Section 3, L)

4. A completion of participation 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, M)

5. In addition to the development of individual counseling skills, students will lead or co-lead a counseling or psychoeducational group (CACREP Section 3.E)

Remember that CONFIDENTIALITY extends to the classroom and supervision. Any case, client, or clinical information discussed in group supervision/class will be guided by the ACA Code of Ethics

Attendance and Participation: Student attendance is required for class/group supervision, at least 100 total site hours (at least 40 direct service hours, and at least 60 indirect service hours), and weekly graduate supervision sessions. Students will also turn in weekly log sheets. (CACREP Section 3, J, K, L, M)

Case Presentations: Students will complete Case Presentations including theoretical conceptualizations, possible diagnosis, treatment plan, goals, and other important information that could include family/demographic background, alcohol and drug history, symptoms checklist, etc.. (BUT NO IDENTIFYING INFORMATION). Students should reference peer reviewed articles about their case to support their conceptualization, treatment plans, etc. A video of the client will also be shown in class. This case and articles should be different cases from Requirement C. (CACREP Section 3, B)

1. Required Hours

<table>
<thead>
<tr>
<th>Hours Category</th>
<th>Minimum Required Hours</th>
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</thead>
<tbody>
<tr>
<td>Direct Service – interaction with students that includes the application of counseling, consultation, or human development skills.</td>
<td>40</td>
</tr>
<tr>
<td>Clock Hours – All hours completed on site performing</td>
<td>100</td>
</tr>
</tbody>
</table>
2. **Assigned Reading**
   Students are expected to complete all reading assignments per the Course Schedule.

3. **Case Presentations**
   Candidates are expected to present three (3) counseling cases to their supervision group over the course of the semester. This presentation should include a ten-minute video, introduced using the Student Information form posted on Blackboard. The presenter should bring a blank copy of the Case Feedback form for each classmate to complete on his or her presentation. Following the video presentation, these forms will be returned to the candidate along with feedback from the instructor.

   Candidates will sign up for presentations the first week of class. If a conflict arises with a presentation time, students are permitted to change slots with another student, but they must inform the instructor about these changes prior to the class.

   Candidates failing to complete the three presentations in the described format will receive a failing grade for the course. The final case conceptualization will be used to determine if the candidates possess the necessary skills to pass the course.

4. **School Counseling Activities Log**
   Candidates are required to identify specific areas of development relating to school counseling daily activities. This is a partial list and candidates are encouraged to identify areas of participation and development. Students will date and provide details in class and they participate in school counseling activities. Your grade will reflect your participation over the spring semester. The log will be provided for you in class.

5. **Supervision:**

   Supervision will occur both on-site and on-campus, and will consist of both group and individual formats.

   **University-Based Supervision:**
   - **Group Supervision:** Students shall participate in a minimum of one and one-half hours of group supervision per week with a Practicum instructor, during the Practicum class session. The faculty instructor or co-instructor will meet with candidates weekly in a small group setting on the day of the class. The purpose of this group supervision is to discuss cases, practice
techniques, discuss ethical issues, and generally serve as a forum for your development as a counselor.

Individual Supervision: Each student will receive individual supervision with the designated on-site supervisor. Candidates will meet weekly with the on-site supervisor; these meetings will be scheduled individually with the supervisor. The on-site supervisor will communicate directly with the faculty supervisor concerning candidate performance at the site. The on-site supervisor will also provide ongoing evaluation of candidate performance as a counseling internship student via evaluation forms that Candidates will provide and discuss with the on-site supervisor.

Candidates should note that both the practicum work and supervision are required to complete the course and earn the 3 educational credits toward the graduate degree.

6. Recorded Counseling Sessions
Candidates are required to provide ongoing videotapes of all counseling sessions throughout the Practicum experience. Candidates will be prepared at each supervision session to present a videotape from a counseling session completed during the previous week. The student will have completed the Client Information form to present along with the videotape to the supervisor.

7. Submission of Required Course Documents
Candidates are required to complete all forms and paperwork requirements at mid-term and the end of the semester. These forms are located in the Practicum and Internship Manual on the School of Education website. Please review the manual and have all forms ready for my signature prior to or at the beginning of the semester. See page 10 of the manual for a checklist of forms. Along with these forms, proof of liability insurance and a cleared background check must be submitted prior to the semester.

All forms and evaluations must be complete by the last day of class. Candidates are encouraged to make a duplicate file of these records to maintain a complete academic history for licensure purposes.

In addition to the mid-term and end of semester forms, each week Candidates are required to turn in a Weekly Counseling Log signed by their site supervisor. This form will be provided by instructor. An automatic adding version of this form is available on Blackboard.

8. Developing Basic and Advanced Counseling Skills
Candidates will be rated on basic and advanced counseling skills performance using the Basic Counseling Skills Feedback Sheet-Practicum (BCSFS-R) and Professional Counseling Performance Evaluation – R (PCPE-R) located in the
Practicum & Internship Manual. The Faculty Supervisor and On-Site Supervisor will use these assessments at two (2) points during the semester. In order to pass the practicum class, at the end of semester evaluation, candidates must achieve a three (3) or higher on 10 of the 12 categories of the BCSFS-R, a three (3) or higher in all ten (10) areas of the PCPE-R, and a rating of Good in the overall performance category for the final evaluation. Candidates must also receive a pass on their final case presentation to receive a passing grade in the class and proceed into Internship.

9. Group Counseling Experience

All students will be required to lead or co lead a counseling or psychoeducational group. Students will be required to present the topic in class as well as materials and resources used. A reflective presentation will be required discussing your experience leading the group and what you learned from the experience.

Assessment Procedure

Candidates will receive direct feedback from the faculty supervisor. The faculty supervisor will meet with you weekly on the day of the class for which you enrolled. The purpose of this group supervision is to discuss cases, practice techniques, discuss ethical issues, and generally be a forum to serve for your development as a counselor. The faculty supervisor is ultimately responsible for evaluation and the Candidates’ final grade and will solicit input from the on-site supervisor.

Candidates are also required to have an on-site supervisor to discuss clinical work, ethical issues, and site policy and procedures. This supervisor will communicate directly with the faculty instructor concerning your performance at the site. The on-site supervisor will also provide ongoing evaluation of your performance as a counseling internship student via evaluation forms that Candidates will provide and discuss with the on-site supervisor.

The candidate’s grade is based upon counseling skills demonstrated on videotapes, the evaluation of the site supervisor, and evaluations of the university supervisors. Students will be evaluated with the supervision forms included in the Practicum/Internship Handbook located on the course Blackboard website.

These forms are to be printed and maintained by the Candidates and submitted to supervisors and faculty on the dates listed on the course calendar. All required assignments will be given a grade of either Pass or Fail.

Final Grade Calculations
This course will be graded "Pass," "Fail," or "Incomplete." All course requirements including counseling skills demonstrated on videotapes, the evaluation of the site
supervisor, and evaluations of the university supervisors will be used to determine candidate achievement. Students will be evaluated with the supervision forms included in the Practicum and Internship Handbook. These forms are to be printed and maintained by the Candidates and submitted to supervisors and faculty on the dates listed on the course calendar. Candidates will not receive a passing grade without completing the Pass/Fail Assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>Case Presentation One</td>
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<td>Case Presentation Two</td>
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<td>Case Presentation Three</td>
<td>25%</td>
</tr>
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<td>School Counseling Activity Log</td>
<td>25%</td>
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<tr>
<td>Assigned Reading</td>
<td>*Pass/Fail</td>
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<tr>
<td>Group Presentation</td>
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<tr>
<td>Submission of Paperwork</td>
<td>*Pass/Fail</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

A grade of "I" is given only when a valid rationale for such a grade is presented and terms for completion of the course are agreed upon.

**Late Assignments**
All submitted work is final. Your submissions should reflect your best professional effort. All assignments should be completed on or before the announced due date. After three days, assignments will no longer be accepted, and the student will receive an automatic zero on the assignment. It is the student's responsibility to ensure assignments are submitted on time.

**Professional Behavior**
The practicum-internship series is meant to simulate real employment in a K-12 setting. The on-site supervisor is the management in this experience. It is imperative, therefore, for the student to behave, dress, speak, act or react in a professional manner at all times. The student must also meet the policy and procedure requirements of the school district.

**Impairment**
It is feasible that some form of impairment may surface during the course of the
practicum-internship experience. If impairment is identified by either supervisor and communicated to the other, it will be brought to the student’s attention. At that time, a plan for remediation using the Student Development and Retention Policy will be put into effect.

IX. Instructional Strategies

- Candidates will complete reading assignments, writing assignments, they will observe each other’s videos of counseling sessions, and they will complete feedback forms on their counseling skills.
- The candidates will complete outside research regarding specific issues their clients bring to the counseling setting.
- The candidates will complete the Student Information form on every student.
- Candidates will demonstrate appropriate counseling skills.

X. Attendance Policy

Attendance to, arriving on time for, preparation for, and participation in scheduled classes is required. There are no excused absences, as this class requires a high level of participation from Candidates. As arriving late or leaving early is a disruption to the entire class, I would ask that all candidates inform the class members and me if they are going to be late or leave early. Habitually leaving early or arriving late will result in failure of the course.

Much of the course requirements take place at the school in the form of actual counseling sessions and related school counseling responsibilities. Candidates are expected to arrive to the site, appointments, meetings, and other scheduled events on time with professional punctuality and preparation. Failure to meet this expectation will result in failure of the course and possible remediation or student retention.

XII. Technology

Because of the personal, interactive nature of the counseling profession and this course, students are asked to refrain from using technology (cell phones, laptops, iPads, etc.) during the class meetings. Phones should turned off or set on “silent” prior to class, and laptop computers should be shutdown during class lectures, discussions, or experiential groups.

XI. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any candidate with a disability to contact the Office of Student Disability Services (662-915-7128). That office will then contact the instructor of this class who will work with the candidate so that reasonable accommodations can be made.
XII. SPECIAL CONSIDERATIONS

A. Recommended Reading List
   Supplemental recommended reading will be posted on Blackboard.

B. Required Reading List
   Required readings are listed on the Course Schedule. Reading assignments can be
   found in the required textbook or on the course Blackboard website.

C. Academic Integrity and Honesty
   Candidates are expected to follow the honor code as outlined in the current
   University of Mississippi M Book, which can be found online at:
   http://www.olemiss.edu/depts/dean_of_students/mbook/. Plagiarism, as defined
   in the honor code, will not be tolerated. Safe Assignment may also be used to
   determine originality of written work.

D. Flexibility Clause
   The aforementioned requirements, assignments, policies, evaluation procedures,
   etc., are subject to change. Candidates’ experiences and needs, as well as
   emerging knowledge, will be considered in modifying this course syllabus.
   It is the student’s responsibility to advise me if you are having difficulty in the
   course. I am happy to meet with you and discuss ways you can be more
   successful.
Case Feedback

1. Identify at least two strengths demonstrated by the school counselor-in-training, indicating the interaction with the student or the intervention that exemplified each strength.
   a. 
   
   b. 

2. What efforts did the school counselor-in-training make to initiate a positive therapeutic alliance with the student? How effective were they?

3. Describe how the school counselor-in-training approached the process of obtaining relevant information from the student. Consider the types of interventions the counselor used (e.g., open and closed questions, encouragers), the pacing of the session, the mix of interventions used by the school counselor-in-training, and nonverbal communications. How successful was the school counselor-in-training in obtaining relevant information from the student? What information still needs to be obtained?

4. List two ways the school counselor-in-training might have improved upon his or her use of clinical skills and the process of the session.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Activities/Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introductions</td>
<td>Clinic Manual</td>
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<td>Course Expectations</td>
<td>Supervision Contract</td>
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<td>Discussion of Intakes</td>
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<td>2</td>
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<td>Getting Started in your site</td>
<td>Chapters 1 &amp; 2</td>
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<td>Experiences</td>
<td>ACA Code of Ethics</td>
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<td>Understanding the School Culture</td>
<td>ASCA Code of Ethics</td>
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<td>3</td>
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<td>Chapter 4</td>
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<td>Chapter 6</td>
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<td>Mid-Point Evaluations</td>
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<td>Chapter 7</td>
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<td>Sessions and Peer Observations</td>
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<td></td>
<td>Group Presentation # 3 &amp; 4</td>
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<td>Chapter 9</td>
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<td>Group Presentation # 5 &amp; 6</td>
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<td>Sessions and Peer Observations</td>
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<td>12</td>
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<td>Group Supervision</td>
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<td>Sessions and Peer Observations</td>
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<td>Termination/ Writing Final Reports</td>
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<tr>
<td>13</td>
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<td>Group Supervision</td>
<td>Selected Readings</td>
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<td>Sessions and Peer Observations</td>
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COUN 663:
INTERNSHIP IN SCHOOL COUNSELING
DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION
THE UNIVERSITY OF MISSISSIPPI
CIP Code 13.1101

Instructor:

Class Meetings:

Office Hours:

Catalog Description:
An intensive field-based experience for candidates in the school counseling master’s degree program. Students will apply critical counseling skills learned in previous course work in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the site supervisor, students will work to apply the American School Counselor Association’s (ASCA) National Model. Students must complete 600 hours of practical experience (minimum of 240 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval. (1-6 credits)

Prerequisite: COUN 661 and approval of the faculty

Major Topics Covered:
Conceptualization and practice of counseling; stages & techniques of counseling; treatment planning; record-keeping; counselor development; ethical standards; supervision modalities; and professional issues.

Course Purpose and Objectives:
The purpose of group supervision is to monitor student progress on internship; facilitate continued development and application of counseling skills; and provide information and support as students experience internship. Upon successful completion of the internship, students will be able to demonstrate competencies in the following areas:

A. Knowledge
1. Candidates will obtain knowledge concerning the use of developmentally appropriate counseling interventions and assessments (CACREP Section 5G, 3e.).
2. Candidates will obtain knowledge about techniques of personal/social counseling in school settings. (CACREP Section 5G, 3f.).
3. Candidates will obtain knowledge of outreach services, community resources, and client advocacy. (CACREP Section 5G, 2k.).
4. Candidates will obtain knowledge of theories and models of counseling. (CACREP Section 2.5a).
5. Candidates will obtain knowledge of interventions appropriate to promote academic development. (CACREP Section 2.5c).

B. Skills
1. Candidates will develop counseling skills and a plan for integrating counseling skills, counseling theories, and personal beliefs in order to gain an overall concept of the structure of the counseling relationship (CACREP Standard 5a).
2. Candidates will develop skills in crisis intervention, suicide assessment & intervention, abuse assessment & intervention, and other clinical issues that arise in the practicum setting. Candidates will focus on diversity when interpreting assessments and techniques used for assessment. (CACREP Section 5, 2g, i).
3. Candidates will develop skills in behaviors and practices that influence the counseling process.
4. Candidates will develop skills in interviewing, counseling, and case conceptualization.
5. Candidates will develop skills in implementing developmentally appropriate career counseling interventions and assessments.
6. Candidates will develop skills in techniques of personal/social counseling in school settings.
7. Candidates will develop skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement 3h

C. Dispositions
1. Candidates will understand and appreciate how personal beliefs interact with the counseling process. (CACREP Standards).
2. Candidates will understand and appreciate how multicultural issues affect the counseling process. (CACREP Standards)
3. Candidates will develop understanding of and responsiveness to ethical, legal, and advocacy issues related to the counseling process. (CACREP Standards).
4. An ability to receive and appropriately utilize supervision.
5. An understanding of and adherence to professional and ethical standards of conduct.

Methods of Instruction:
Group Supervision consists of case presentations; discussion and analysis of sessions; discussion of relevant issues; and minimal lecture.

Required Text:

Specific Assignments:

1. **Goals and Activities.** Each student is required to submit a 2-3 page description of his or her goals and activities for the internship. The goals and activities are to be determined in consultation with one’s site supervisor. In addition, specific activities designed to assist in goal attainment are to be delineated.

2. **Log Sheets.** School Counseling Internship Summary Log must document completion of at least 600 clock hours, at least 240 of which involve direct contact with clients.

3. **Case Presentations.** Each student is required to make one case presentation over the course of the semester, at least one of which is focused on clinical issues. If at all possible, this case presentation should include at least one videotaped segment. You may need to use your school district’s videotape consent forms for this purpose. The group will utilize a Model of Structured Group Supervision to provide assistance, support, and feedback to the presenting student. The format for the case study/presentation and the Model of Structured Group Supervision will be discussed further in class.

4. **Site Supervisor Evaluation** (due at completion of 300 hours)

5. **Site Visit and Site Visit Evaluation.** A site visit is to be conducted at completion of 250 hours if your internship is within 30 miles of campus. You are responsible for scheduling this. A conference call will be scheduled in lieu of a site visit for internship sites more than 30 miles of campus. The site visitor is responsible for completing an evaluation form at that time.

6. **Certification of Internship Completion** (due at completion of 600 hours)

Other Requirements:

1. **Attendance:** Attendance at all group supervision meetings is required. Although absences may occur for unavoidable personal or professional reasons, all absences must be made up. **Lack of attendance at more than one supervision meeting will result in 'no credit' for the course.** An exception to this policy is made if you miss class due to suspicion of having the H1N1 flu. Please do not put your colleagues and the university community at risk if you have symptoms of a high fever and sore throat.

2. **Supervision:** Each student is expected to participate in weekly group and weekly individual supervision sessions. Students and faculty supervisors meet for one and one half hours every week for group supervision. Each student meets individually with his/her site supervisor for 1 hour of uninterrupted individual
supervision each week. **Failure to complete and appropriately utilize the required hours in supervision will result in ‘no credit’ or ‘incomplete’ for the course.

3. **Liability Insurance**: It is required that students obtain professional liability insurance. Insurance must be purchased separately and is available through the American Counseling Association at low cost to student members of the Association. **Proof of insurance must be provided prior to beginning internship.**

4. **Ethical and Professional Behavior**: Students are expected to behave in accordance with the Code of Ethics of the American Counseling Association. In addition, personal characteristics and/or problems should not interfere with the student’s ability to be an effective helping professional. **In instances in which the ethical code is violated or personal issues interfere with effective helping the student may receive ‘no credit’ for internship. In some instances, dismissal from the program may be initiated.** Refer to the student handbook for further explanation of this procedure.

5. **Internship Requirements**: Students are expected to meet all other internship requirements as described in the Intern Handbook for their program option.

**Evaluation:**
Internship is graded on a Credit/No Credit Basis, with a minimum of 80% necessary to receive Credit. Points will be awarded on a sliding scale as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics/Professional Orientation</td>
<td>20-100%</td>
</tr>
<tr>
<td>Counseling Hours and Log Sheets</td>
<td>15-100%</td>
</tr>
<tr>
<td>Supervision/Ability to Receive Feedback</td>
<td>20-100%</td>
</tr>
<tr>
<td>Goals and Objectives Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Site Supervisor Evaluations</td>
<td>15-100%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10-100%</td>
</tr>
</tbody>
</table>

The above evaluation scale is designed to reflect the idea that you can fail internship for any item identified as being worth up to 100% of the grade. A single episode or a pattern of recurring behavior can result in failure in internship.

**COUN 663 Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Group Supervision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verification of Pre-Internship Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group Discussion</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Small Group Discussion – Goals and Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due: Goals and Activities Assignment</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activities/Topics</td>
</tr>
<tr>
<td>------</td>
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<td>------------------</td>
</tr>
</tbody>
</table>
| 4    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 1 - |
| 5    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 2 - |
| 6    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 3 - |
| 7    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 4 - |
| 8    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 5 - |
| 9    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 6 - |
| 10   |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 7 - |
| 11   |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 8 - |
| 12   |      | Small Group Discussion  
Case Presentation/Structured Group Supervision # 9 - |
| 13   |      | Small Group Discussion – Reflections on Internship |
| 14   |      | Closure and Celebration  
Due: Counseling Internship Summary Log and Evaluation Sheets |

**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).
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 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 Online 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.
- As noted above, the use of phones, computers, tablets or any other electronic devices during class will be considered unprofessional behavior. If it beeps, rings, or makes distracting noises, turn it off before coming to class.
- Food and drinks are permitted provided that they do not interfere with class lectures or activities.
If you have questions or concerns, contact the Office of International Programs (OIP) at 615-744-2104, or your instructor.

Failing to report may result in the termination of your SEVIS record and even arrest and deportation.

- Endorsing I-20 or DS-2019 for re-entry into the U.S.
- Re-entering for more than one ONLINE course per term (F-Visa only)
- Employment off-campus
- Dropping ALL courses as well as changing or dropping BELOW minimum credit hours

Prior permission from OIP is needed for the following:

- Intent to transfer to another school
- Changes in your degree-level (ex. Bachelor's to Masters)
- Changes in your degree-completion date
- Changes in your name, local address, major field of study, or source of funding.

33 days after the start date of the current term. Within 10 days of the end of the term.

If you are required to report the following to the Office of International Programs (OIP),

"I", "AM", "AN", "INTERNATIONAL STUDENTS:

Do not use the class website for the student email lists as a means for distributing non-class material (examples: jokes, fun, chain letters)

Regarding the class, but should do so by contacting the instructor directly.

Do not use discussion threads as a forum of experience or to express any concerns you have

Sign all online discussions with your first name.

Engage in discussions pertinent to the assignments.

Use proper English and grammar.

While online:
SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

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.

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)

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

Counselor Educators as Facilitators of Counselor Development. The core areas that comprise the knowledge base are:

1. Human Growth and Development (M)
2. Social and Cultural Foundations (m)
3. Helping Relationships (M)
4. Group Work (m)
5. Career and Lifestyle Development (M)
6. Appraisal (M)
7. Research and Program Evaluation (m)
8. Professional Orientation (m)
The University of Mississippi
Department of Leadership and Counselor Education
COUN 790 Doctoral Teaching Internship in Counselor Education
CIP Code 13.1101

I. COURSE DESCRIPTION: (1-3 credit hours) This course provides the opportunity for counselor education doctoral students to apply knowledge about and develop skills in teaching. Pedagogy and relevant instructional methods are examined. Students in this Ph.D. program are required to three internship experiences in teaching. These experiences are distributed over three semesters. They are scaffolded and involve increasing levels of responsibility for the delivery of instruction, the assessment of student learning, and the design of courses (p. 24 handbook). A total of 3 credit hours in COUN 790 Doctoral Internship in Counselor Education is required.

Instructor:
Office:
Phone:
E-mail:
Office hours:

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:
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.

Unit Major (M) and Minor (m) Themes/Outcomes:
- **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal (M)
- **Problem solvers** who develop solutions to improve the educational environment for all students (M)
- **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)
- **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning (m)
- **Advocates for diverse learners** who appreciate, promote, and model the values of diversity (M)

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

Counselors as Facilitators of Development. The core areas that comprise the knowledge base are:

1. Counseling (m)
2. Supervision (m)
3. Teaching (M)
4. Research and Scholarship (m)
5. Leadership and Advocacy (m)

IV. REFERENCE


V. PURPOSE OF THE COURSE

The purpose of this course is to provide doctoral counselor education students with three internship experiences in teaching, distributed over three semesters. These experiences are designed to involve increasing levels of responsibility for the delivery of instruction, assessment of student learning, and design of counseling courses. This course is intended to follow university, state, and CACREP (Council for the Accreditation of Counseling and Related Educational Programs) guidelines.
VI. TEACHING INTERNSHIPS I, II, AND III

TEACHING INTERNSHIP I

DESCRIPTION: (1 credit hour) The initial teaching internship course is intended to introduce doctoral students to teaching in counselor education. Pedagogy and relevant instructional methods are examined.

OBJECTIVES:
Students who actively participate and successfully meet course requirements will demonstrate knowledge and understanding of the following:
1. Pedagogy and teaching methods relevant to counselor education (2016 cacrep doctoral standard 6.b.3.b.)

REQUIREMENTS AND EVALUATION PROCEDURES:

A. Requirements. Each of the following four course requirements address both course objectives:

Attendance and Participation. Due to the highly experiential nature of this course, students are expected to attend all classes and to participate fully in all aspects of the course. Group supervision will feature discussion, activity, and interactions specifically designed to promote and teach experiential learning. Dialogue and the exchange of ideas and experiences cannot be replicated; therefore, class attendance and participation are vital to the success of the course. Participation means not only attending class, but also being active in discussions. Students are expected to be prepared for class (completed assignments, observations, etc.) and ready to discuss their scholarly insights, related experiences, and questions.

Readings: Textbook Chapters 1-6:

1. Considering and Articulating One’s Beliefs about Teaching
2. Creating a Syllabus and Course Anticipation: Early Engagement of Students
3. Preparing and Presenting Lectures that Exemplify the Ideals of Counselor Education
4. Making Use of the Seminar
5. Connecting Experiential Education and Reflection in the Counselor Education Classroom
6. Using Out-of-Class Learning Activities

Philosophy of Teaching (Part I). Students will submit a narrative of their teaching philosophy, which will include their understanding of teaching and learning, a description of teaching methods, and rationale for their approach. Papers will be graded on content, organization, writing skill and grammar. Minimum page length required is 5 pages.

Teaching Observations. Students will observe a minimum of 3 faculty class sessions in counselor education courses. Students will contact counselor education faculty members in
advance for permission to observe their class. Ideally, students will observe at least three different counselor educators to experience various teaching styles. After each observation, students will write a reflection of their experience using the observation form provided.

**Lessons.** Students will teach (and video record) 2 one-hour long lessons observed by faculty. Students will contact instructors in advance to discuss the content of those lessons, as well as the logistics of teaching in their class. The instructor will observe the lesson provided by the student and provide feedback using the form provided. Students will use that information to plan and conduct their second lesson, where they will again be observed and given suggestions for effective teaching.

**Case Presentation.** Each student will give a case presentation focused on their development and delivery of a teaching lesson. The case presentation should include the presentation of the written lesson plan as well as a videotaped segment of their delivery. The group will utilize a model of Structured Group Supervision to provide assistance, support, and feedback to the presenting student. The format for the case study/presentation and the model of Structured Group Supervision will be discussed further in class.

**B. Evaluation Procedures** Grades will be assigned based on the following percentages:

- 100-70 = Pass
- 69-0 = Fail

| Attendance and Participation | 20 points |
| Philosophy of Teaching (Part I) | 20 points |
| Teaching Observations (3) | 20 points |
| Lessons (2) | 20 points |
| Case Presentation | 20 points |

**100 points**

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Beliefs about Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Creating a Syllabus</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Preparing and Presenting Lectures</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Making Use of the Seminar</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Experiential Education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Presentations</td>
<td></td>
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<tr>
<td>7</td>
<td>Using Out-of-Class learning Activities</td>
<td></td>
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<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case Presentations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Philosophy of Teaching</td>
<td>7-6</td>
</tr>
<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING INTERNSHIP II

DESCRIPTION: (1 credit hour) This second teaching internship is intended to build on COUN 790 Doctoral Internship—Teaching I by providing doctoral students continued instruction in training counselors face-to-face and online, as well as the application of teaching strategies.

OBJECTIVES:
Students who actively participate and successfully meet course requirements will demonstrate knowledge and understanding of the following:

REQUIREMENTS AND EVALUATION PROCEDURES:

A. Requirements

Attendance and Participation. Due to the highly experiential nature of this course, students are expected to attend all classes and to participate fully in all aspects of the course. This requirement addresses course objectives 1-3.

Readings: Textbook Chapters 7-8, 12
7. Using Technology in Teaching
8. Using Distance Learning in Teaching
12. Broaching the Subjects of Race, Ethnicity and Culture as a Tool for Addressing Diversity in Counselor Education Classes

Co-teaching. Students will co-teach one graduate counseling course with a faculty member throughout the semester. The student will meet regularly with the instructor to discuss teaching roles and responsibilities, expectations, and teaching strategies, which are ethical and culturally relevant. Students will be evaluated by the faculty member with whom they co-taught, as well as the students in the class. This requirement addresses course objectives 1-3.

Online Training. Students will enroll in and successfully complete the 6-week eLearning Training Course (eTC) provided by the Office of Online Design and eLearning at the University of Mississippi. Students will submit a copy of their certificate of completion to the COUN 790 instructor. This requirement addresses course objective 4.
Teaching Observations. Students will observe a minimum of 1 class session of the course they will be scheduled to teach in Teaching Internship III. Students will contact the current instructor of the course in advance for permission to observe their class. Students will write a reflection of their experience using the observation form provided. This requirement addresses course objective 5.

Case Presentation. Each student will give a case presentation focused on their development and delivery of a teaching lesson. The case presentation should include the presentation of the written lesson plan as well as a videotaped segment of their delivery. The group will utilize a model of Structured Group Supervision to provide assistance, support, and feedback to the presenting student. The format for the case study/presentation and the model of Structured Group Supervision will be discussed further in class.

B. Evaluation Procedures Grades will be assigned based on the following percentages:
100-70 = Pass  69-0 = Fail
Attendance and Participation 10 points
Co-teaching 40 points
Online Training 20 points
Teaching Observation 10 points
Case Presentation 20 points

100 points

Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Beliefs about Teaching Continued Structured Group Supervision &amp; Small Group Discussion</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Creating a Syllabus Continued Structured Group Supervision &amp; Small Group Discussion</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Preparing and Presenting Lectures Continued Structured Group Supervision &amp; Small Group Discussion</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Making Use of the Seminar Continued Structured Group Supervision &amp; Small Group Discussion</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Experiential Education Continued Structured Group Supervision &amp; Small Group Discussion</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Using Out-of-Class Learning Activities Continued Structured Group Supervision &amp; Small Group Discussion</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Using Technology in Teaching Structured Group Supervision &amp; Small Group Discussion</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Using Distance Learning in Teaching Structured Group Supervision &amp; Small Group Discussion</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Addressing Diversity in Counselor Education Classes Structured Group Supervision &amp; Small Group Discussion</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Addressing Diversity in Counselor Education Classes Structured Group Supervision &amp; Small Group Discussion</td>
<td>12</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapters</td>
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<tr>
<td>12</td>
<td>Addressing Diversity in Counselor Education Classes</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td>1-8,12</td>
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<tr>
<td></td>
<td>Case Presentations</td>
<td></td>
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<tr>
<td>14</td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td>1-8,12</td>
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<tr>
<td></td>
<td>Case Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td>1-8,12</td>
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<tr>
<td></td>
<td>Case Presentations</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING INTERNSHIP III

DESCRIPTION: (1 credit hour) This course is intended to build on COUN 795 Doctoral Internship—Teaching II by providing doctoral students supervision and mentorship as they teach students in a face-to-face or online setting (EDHE courses, COUN 500, or other courses approved by the counselor education faculty).

OBJECTIVES:
Students who actively participate and successfully meet course requirements will demonstrate knowledge and understanding of the following:


REQUIREMENTS AND EVALUATION PROCEDURES:

A. Requirements. Each of the following four course requirements address both course objectives:

Class Attendance and Participation. Due to the highly experiential nature of this course, students are expected to attend all classes and to participate fully in all aspects of the course.

Readings: Textbook Chapters 9-10
9: Teaching to Encourage Professional Involvement
10: Reflecting on Student-Teacher Relationships within Counselor Education
11: Using Solution-focused Evaluation to Engage Students in the Learning Process
Teaching. Students will assume primary responsibility for teaching an entire course over a semester. Although the student may serve as the instructor on record, the student will meet regularly with a faculty member for mentorship/supervision in teaching the course. The student will be evaluated by the students they teach, as well as the supervising faculty member.

Philosophy of Teaching (Part II). Students will submit a narrative of their teaching philosophy, which will include their understanding of teaching and learning, a description of teaching methods, and rationale for their approach. This document will build upon Philosophy of Teaching I and should reflect the student’s growth, based on their teaching experience. Papers will be graded on content, organization, writing skill and grammar. Maximum page length allowed is 5 pages.

Lessons Learned Teaching Reflection. Students will write a reflection of their cumulative experience in Doctoral Teaching Internships I, II, and III. They will address what they have learned about 1) screening, remediation, and gatekeeping functions relevant to teaching counselors, 2) different approaches to teaching and advantages of each, 3) the role of mentoring in counselor education, and 4) their own strengths, as well as areas for continued growth in teaching. Papers will be graded on content, organization, writing skill and grammar. There is no page length requirement for this assignment.

Case Presentation. Each student will give a case presentation focused on their development and delivery of a teaching lesson. The case presentation should include the presentation of the written lesson plan as well as a videotaped segment of their delivery. The group will utilize a model of Structured Group Supervision to provide assistance, support, and feedback to the presenting student. The format for the case study/presentation and the model of Structured Group Supervision will be discussed further in class.

B. Evaluation Procedures Grades will be assigned based on the following percentages:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>100-70</td>
<td>Pass</td>
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<tr>
<td>69-0</td>
<td>Fail</td>
<td>40 points</td>
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<thead>
<tr>
<th>Topic</th>
<th>Points</th>
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<tr>
<td>Attendance and Participation</td>
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<tr>
<td>Teaching</td>
<td>40</td>
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<tr>
<td>Philosophy of Teaching (Part II)</td>
<td>20</td>
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<tr>
<td>Teaching Reflection</td>
<td>15</td>
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<tr>
<td>Case Presentation</td>
<td>15</td>
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</table>

100 points

Tentative Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
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</tr>
<tr>
<td>2</td>
<td>Beliefs about Teaching Independently</td>
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<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
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<tr>
<td>3</td>
<td>Strengthening Your Course Syllabus</td>
<td>2</td>
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<tr>
<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
<td></td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapters</td>
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<tr>
<td>5</td>
<td>Case Studies: Screening for Admission in Counselor Education</td>
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<td></td>
<td>Structured Group Supervision &amp; Small Group Discussion</td>
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<td>Using Experiential Education &amp; Out-of-Class Activities</td>
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<td>Structured Group Supervision &amp; Small Group Discussion</td>
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<td>Technology &amp; Distance Learning in Teaching</td>
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<td>Structured Group Supervision &amp; Small Group Discussion</td>
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<td>Using Solution-focused Evaluation</td>
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<td>Structured Group Supervision &amp; Small Group Discussion</td>
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<td>Philosophy of Teaching II</td>
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<td>Case Presentations</td>
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VII. COURSE POLICIES

A. Attendance Policy
Students are expected to attend all classes. If you are unable to attend class or need to leave class early, please let the instructor know beforehand. The best way to do so is by email. If that is not possible, please call and leave a message.

B. Policies Related to Students with Disabilities
The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662-915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of barriers and 3)
ensure you have equal access to the same opportunities for success that are available to all students.

C. **Academic Integrity and Honesty**
   Students are expected to follow the honor code as outlined in the current *University of Mississippi M Book*.

D. **Flexibility Clause**
The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying the course syllabus.

E. **Classroom Etiquette**
As a doctoral student in a counseling program, there are certain expectations for classroom etiquette. Please turn off all phones before class begins. Not only is ringing and texting disruptive, but because sensitive material is sometimes discussed in counseling classes, this type of interruption is particularly unwanted. It is disturbing to other students and is disrespectful of the learning process.