



SCHOOL PROFESSIONALS HAVE THE POWER TO INFLUENCE THE LIVES OF CHILDREN IN POSITIVE WAYS ! RESILIENCE LITERATURE HIGHLIGHTS THE VITAL IMPORTANCE OF ONE CARING ADULT IN THE LIFE OF A CHILD – A CARING ADULT IS ONE OF THE MOST IMPORTANT PROTECTIVE FACTORS AGAINST RISKY BEHAVIORS FOR CHILDREN AND ADOLESCENTS (McWHIRTER ET AL.)

WHAT IS YOUR APPROACH TO THE PROFESSION AND PRACTICE OF SCHOOL COUNSELING?

WHAT STRENGTHS AND TOOLS WILL YOU USE TO MAKE A SIGNIFICANT DIFFERENCE IN THE LIVES OF CHILDREN AND ADOLESCENTS AND THE COMMUNITIES IN WHICH THEY LIVE AND PARTICIPATE (I.E. HOME, SCHOOL, COMMUNITY)?

WHAT ARE SOME UNIQUE CONTRIBUTIONS YOU CAN MAKE TO YOUR SCHOOL COMMUNITY AND TO THE LIVES OF CHILDREN AND ADOLESCENTS?

WHAT ARE YOUR "GROWING EDGES?" WHAT ARE YOUR PLANS TO ADDRESS THESE THROUGHOUT YOUR INTERNSHIP EXPERIENCES?

PSYCHOLOGY 790: INTERNSHIP IN SCHOOL COUNSELING

FALL 2017 AND SPRING 2018

FALL: MONDAY'S 2:30-5 LOCATION MILLER G06; SPRING: MONDAY'S 2:30-5 LOCATION TBA

Office Hours: Feel free to make individual appointments and we will work with you to find a mutually convenient time. Make sure that you contact your faculty supervisor as soon as possible if you are involved with reporting suspicion of child neglect or abuse.

Course Description:

The school counseling internship provides an opportunity for students to implement and practice skills learned during academic coursework, while obtaining close supervision on and off site. Students will read current literature in the school counseling field and also will implement skills such as consultation, peer supervision, and program implementation/evaluation as outlined by ASCA

The internship is an arranged, two semester supervised opportunity for the student to perform all the activities that a regularly-employed counselor in a school setting would be expected to perform. Students are expected to observe the schedule of the internship site, including their vacation and break schedule. An appropriate site location allows the student to obtain audio or video recordings for use in the supervision of the student's interactions with clients appropriate to school counseling. Also, students should be supervised on-site by school counselors who have been licensed as a school counselor for a minimum of two years. The internship requires a **minimum of 300** clock hours each semester with a **minimum of 120** clock hours of direct service work.

Students complete two, 300-hour internships over the course of a year. Each internship will be at a different level (i.e. elementary, middle, or high). Over the course of the year, interns will engage in processes congruent with the ASCA National Model and the CACREP standards, such as: a program review of the internship site school counseling program (using the components of the ASCA model) and an integrative project that incorporates CACREP standards G.3. i, j, and k. . The course also entails current research and best-practices relevant to school counseling as listed via SPECIAL TOPICS COVERED IN CACREP STANDARDS LISTED ON SYLLABUS (in addition to other topics mentioned).

Interns work to meet the developmental needs of students in areas of social, emotional, educational, and vocational wellness. Interns will be challenged to appropriately conceptualize student needs and collaborate with other professionals to best meet the identified needs of students. Interns will collaborate with other professionals, parents, and guardians to best meet the identified needs of students. They will also learn and understand the role and responsibilities of school counselors within school environment/community. **Before completing internship**, students must complete the on-line version of the Child Abuse Recognition and Intervention training from the Virginia Department of Education (AND ASIST training for suicide prevention/intervention and submit these certificates to the instructor. In order to submit your license application in the state of Virginia, you must FIRST be FIRST AID/ CPR/AED (MUST BE DONE IN PERSON) AND complete the VA DOE dyslexia training (ONLINE) program.

Materials Needed and Reminders:

- In addition to completing assignments listed, it is important that you use a **digital recorder** on which you can record counseling sessions and subsequently send them securely to the instructor.
- You will need to **keep copies of your logs** at home and turn in copies to the University for your permanent file. Make sure back up copies are made before submitting logs to the instructor.
- This syllabus serves as a class contract. ***It is very detailed and it is your responsibility to record assignments due and fulfill all responsibilities as outlined in this syllabus. The course instructor will not provide reminders.*** Please read and review all assignments and requirements and complete them as outlined.

SEE APPENDIX A FOR SCHOOL COUNSELING SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS

SEE APPENDIX B FOR: School Counseling KPI Rubrics Associated with Course for Final Evaluation

REQUIRED TRAINING BEFORE OR DURING THIS COURSE

September 6-7 ASIST)	ASIST Training	(you should not have to take this unless you have not completed <i>First Year School Counseling Students Attend</i>
September 14	CPS/Foster Care Workshop (9:30-3:30)	<i>All School Counseling Students Attend</i>
November 2	Interprofessional Workshop, at JMU (8:30-4)	<i>School Counseling Internship Students Attend</i>
February 22	EFT Primer (8:30-4)	<i>All School Counseling Students Attend</i>
March 22	Motivational Interviewing (8:30-4)	<i>All School Counseling Students Attend (your may use as refresher or skip IF you have already attended</i>
April 19	Spring Symposium (8:30-4)	<i>All School Counseling Students Attend for entire day</i>

CACREP (2016) Standards covered in this course:

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral source
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

PRACTICE

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

Licensure Requirements (in addition to CACREP program requirements to be completed before your first internship):

First Aid/CPR/AED Training, must be completed in-person (check JMU UREC and other sources for dates for offering)

Dyslexia Module: <http://doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>.

Child Abuse Training for Mandated Reporters: <http://www.dss.virginia.gov/abuse/mr.cgi>

Required Readings

Articles from *Professional School Counseling and other counseling-related professional journals*

Topic clearly defined and connected specifically to the following as relevant:

- ACA Ethical Standards for Counselors
- ASCA Ethical Standards for School Counselors
- ASCA National Model
- ASCA Mindsets and Behaviors
- ASCA position statements
- VA DOE standards for school counseling programs

Academic Integrity: It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/spring_comp.shtml.

Attendance: Students are expected to attend every class. If you are unable to attend class due to an unforeseen emergency, contact the professor immediately. If you need to miss class, you are responsible for obtaining any material distributed during the class.

Class Conduct: It is important that you are an active participant in the course. Additionally, expressing views and opinions as relevant to the text are encouraged as long as the rationale for the linkage to the course material is clear. With regard to electronic devices: Cell phones are to be turned off and texting is not allowed during class time, unless you are on-call for emergent reasons. If you are on call or expecting an emergency phone call that you must respond to, please step out of the classroom in order to respond

Inclement Weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU’s cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>.

Disability Accommodations: JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Religious Accommodations: Reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. As the instructor, I will determine what accommodations are appropriate for his/her course. Students should notify me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Confidentiality and Title IX: Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, sirockam@jmu.edu, 540-568-5219. You may also file a report with Title IX online

at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Course Objectives and Related CACREP (2016) Standards:

At the conclusion of the two-semester internship experience, students will have successfully:

1. Articulated their philosophy and/or theoretical approach to school counseling and explain the comprehensive and developmental as well as the ASCA National Model approaches to school counseling.

CACREP

1. FOUNDATIONS

- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs

Evaluated at the beginning of the internship experience

2. Demonstrated an appropriate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents.

CACREP

2. CONTEXTUAL DIMENSIONS

- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

m. strategies for implementing and coordinating peer intervention program

Evaluated throughout both semesters of the internship experience

3. Applied ethical decision-making (ACA and ASCA) practices.

CACREP

2. CONTEXTUAL DIMENSIONS

e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

n. legal and ethical considerations specific to school counseling

Evaluated throughout both semesters of the internship experience

4. Assessed and addressed the needs of a diverse student population in practice, backed by current findings on special topics listed in the syllabus above, in accordance with 2016 CACREP standards (using appropriate conceptualization, treatment planning, advocacy, consultation, collaboration, and referral skills)

CACREP

1. FOUNDATIONS

e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

d. school counselor roles in school leadership and multidisciplinary teams

f. competencies to advocate for school counseling roles

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

d. interventions to promote academic development

e. use of developmentally appropriate career counseling interventions and assessments

f. techniques of personal/social counseling in school settings

g. strategies to facilitate school and postsecondary transitions

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

i. approaches to increase promotion and graduation rates

j. interventions to promote college and career readiness

k. strategies to promote equity in student achievement and college access

Evaluated throughout both semesters of the internship experience

5. Researched and reported about the needs of a diverse student population in practice, backed by current findings on special topics listed in the syllabus above, in accordance with 2016 CACREP standards, via article review and class discussion; included elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population

CACREP

1. FOUNDATIONS

- b. models of school counseling programs

2. CONTEXTUAL DIMENSIONS

- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorder
n. legal and ethical considerations specific to school counseling

3. PRACTICE

- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
f. techniques of personal/social counseling in school settings
m. strategies for implementing and coordinating peer intervention programs
o. use of data to advocate for programs and students

Evaluated throughout both semesters of the internship experience

6. Demonstrated a clear and strong identify as a Professional School Counselor, illustrated through a final version of your school counseling online portfolio

CACREP

1. FOUNDATIONS

- a. history and development of school counseling
b. models of school counseling programs
c. models of P-12 comprehensive career development

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
f. competencies to advocate for school counseling roles
m. legislation and government policy relevant to school counseling
n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
b. design and evaluation of school counseling programs
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development

- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

Evaluated during the spring semester of the internship experience

Key Assignments and Rubrics Supporting Course Objectives throughout Two Semesters of Internship:

1. -School Counselor Competencies for Schools and Students- (10 points fall; 10 points spring):

Two times throughout the course of this academic year (once in fall and once in spring), you will choose an ***evidence-based article*** related to the CACREP standard listed on the syllabus beside your name. You will post the article three days before class it is due; and one day before class it is due, summarize the article’s findings by writing a 2-3 paragraph reflection on Canvas about this topic including: most recent findings for best-practices in schools; related assessments and/or strategies for advocacy; and, how to address this topic with multidisciplinary teams in schools. In addition to your summary, provide three discussion questions for the class to consider and come prepared to facilitate this discussion during class.

CACREP

2. CONTEXTUAL DIMENSIONS

b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

h. common medications that affect learning, behavior, and mood in children and adolescent

3. PRACTICE

d. interventions to promote academic development

h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

3. Excellent	2. Acceptable	1. Unacceptable
Demonstrates a comprehensive understanding of most recent findings for best-practices in schools about CACREP-related special topic assigned; related assessments and/or strategies for advocacy; and, how to address this topic with multidisciplinary teams in schools	Demonstrates an adequate understanding of most recent findings for best-practices in schools about CACREP-related special topic assigned; related assessments and/or strategies for advocacy; and, how to address this topic with multidisciplinary teams	Does not demonstrate an adequate understanding of most recent findings for best-practices in schools about CACREP-related special topic assigned; related assessments and/or strategies for advocacy; and, how to address this topic

Well organized, clear, writing style, with no or very few formatting errors.	in schools. Generally organized, clear, and consistent, with minimal errors.	with multidisciplinary teams in schools. Many formatting and/or organizational errors.
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2. Counseling Practice-(30 points fall; 30 points spring):

Six times throughout the course of this academic year this year (three in fall and three in spring), you will provide evidence of your counseling abilities through the **submission of counseling recordings**. Guidelines for tape submissions must be followed and each tape will be evaluated using the following rubric:

CACREP		
2. CONTEXTUAL DIMENSIONS		
n. legal and ethical considerations specific to school counseling		
3. PRACTICE		
e. use of developmentally appropriate career counseling interventions and assessments		
f. techniques of personal/social counseling in school settings		
g. strategies to facilitate school and postsecondary transitions		
m. strategies for implementing and coordinating peer intervention programs		

3. Excellent (8-10 points per tape)	2. Acceptable (5-7 points per tape)	1. Unacceptable (below 5 points per tape)
Demonstrated a high level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally appropriate to tape submitted) in counseling tape. Tape write-up form addressed all of the following thoroughly: client conceptualization and treatment planning AND post-secondary transitions relevant to this case; appropriate peer intervention programs relevant to this case; developmentally appropriate career interventions or assessments relevant to this case; ethics relevant to this case	Demonstrates an adequate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally appropriate to tape submitted) in counseling tape. Tape write-up form addressed all of the following appropriately: client conceptualization and treatment planning AND post-secondary transitions relevant to this case; appropriate peer intervention programs relevant to this case; developmentally appropriate career interventions or assessments relevant to this case; ethics relevant to this case.	Does not demonstrate an adequate level of personal, social, career, and academic counseling and intervention skill development for diverse K-12 children and adolescents (developmentally appropriate to tape submitted) in counseling tape. Tape write-up form did not address all of the following appropriately: client conceptualization and treatment planning AND post-secondary transitions relevant to this case; appropriate peer intervention programs relevant to this case; developmentally appropriate career interventions or assessments relevant to this case; ethics relevant to this case

3. Integrative Assignment-(20 points fall; 20 points spring):

Choose a topic/area of concern, consistent with the 2016 CACREP standards, for which you will create an intervention plan in K-12 schools. By the end of the first semester, complete Part A of this assignment and by the end of the second semester, complete Part B of the assignment. Present your intervention plan during the Spring symposium. See more thorough description of assignment at the end of the syllabus

CACREP

FALL:

1. FOUNDATIONS

- b. models of school counseling programs
- c. models of P-12 comprehensive career development

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- j. qualities and styles of effective leadership in schools

3. PRACTICE

- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings

SPRING:

1. FOUNDATIONS

- a. history and development of school counseling

2. CONTEXTUAL DIMENSIONS

- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources

3. PRACTICE

- e. use of developmentally appropriate career counseling interventions and assessments
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access

	3. Excellent	2. Acceptable	1. Unacceptable
Part A (fall): Note your topic of intervention and explain how this topic is addressed by (bullet-list is acceptable): -ASCA Ethical Standards for School Counselors -ASCA National Model -ASCA Mindsets and Behaviors -ASCA position statements -VA DOE standards for school counseling	Topic clearly defined and connected specifically to the following as relevant: -ASCA Ethical Standards for School Counselors -ASCA National Model -ASCA Mindsets and Behaviors -ASCA position statements -VA DOE standards	Topic somewhat clearly defined and connected specifically to the following as relevant: -ASCA Ethical Standards for School Counselors -ASCA National Model -ASCA Mindsets and Behaviors -ASCA position statements	Topic not clearly defined and connected specifically to the following as relevant: -ASCA Ethical Standards for School Counselors -ASCA National Model -ASCA Mindsets and Behaviors -ASCA position statements -VA DOE standards for school counseling programs

programs (10 points)	for school counseling programs	-VA DOE standards for school counseling programs	
Part A (fall): Historical efforts to address this special issue/topic in K-12 education (10 points)	Addresses in detail using 3-5 references history of efforts in education and school counseling	Addresses in some detail using 2-4 references history of efforts in education and school counseling	Does not addresses in detail, using less 2 or less references history of efforts in education and school counseling
Part B (spring): Description of intervention (10 points)	Thorough and includes assessment at programmatic and individual levels	Somewhat thorough and somewhat includes assessment at programmatic and individual levels	Not thorough and does not include assessment at programmatic and individual levels
Part B (spring): Graduation, career readiness, and student equity (5 points)	Describes specifically how the intervention promotes these three constructs of student success	Somewhat describes how the intervention promotes these three constructs of student success	Does not describe specifically how the intervention promotes these three constructs of student success
Part B (spring): Leadership (5 points)	Identifies relevant strengths and challenges for reaching stakeholders	Somewhat identifies relevant strengths and challenges for reaching stakeholders	Does not identify relevant strengths and challenges for reaching stakeholders

4. a. Ethics (fall) OR b. Mental Health Disorder Report (spring)-(15 points fall; 15 points spring)

Report on school-based ethical dilemma (fall) and assigned mental health disorder (spring).

a. For ethical dilemma, Use ACA’s Ethical Dilemma Poster:

https://www.counseling.org/docs/default-source/ethics/ethical-dilemma-poster_fa.pdf?sfvrsn=2.

Create a report to turn in, that you will share in class, with bullet-point notes addressing all 6 points in the poster. Incorporate aspects from the following ACA and ASCA resources as appropriate and make sure to note specifics and which resource you are using:

- ACA Ethical Standards for Counselors
- ASCA Ethical Standards for School Counselors
- ASCA Mindsets and Behaviors

CACREP

2. CONTEXTUAL DIMENSIONS

- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling

n. legal and ethical considerations specific to school counseling

3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11 points)
Comprehensive reporting included the following in accurate detail: outline of the decision-making steps and how they were followed; specifics used in each step, including the ACA AND ASCA codes of ethics (as well as ASCA documents listed on syllabus) were implemented in the decision-making	Adequate reporting included the following in accurate detail: outline of the decision-making steps and how they were followed; specifics used in each step, including the ACA AND ASCA codes of ethics (as well as ASCA documents listed on syllabus) were implemented in the decision-making	Inadequate reporting did not include the following in accurate detail: outline of the decision-making steps and how they were followed; specifics used in each step, including the ACA AND ASCA codes of ethics (as well as ASCA documents listed on syllabus) were implemented in the decision-making

b. For mental health disorder, outline, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, outline prevention and intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population

CACREP

2. CONTEXTUAL DIMENSIONS

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

3. PRACTICE

c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. interventions to promote academic development

o. use of data to advocate for programs and students

3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11 pts.)
Demonstrates a comprehensive understanding of specified mental health disorder, outlining, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, clear and relevant outline prevention and	Demonstrates an adequate understanding of specified mental health disorder, outlining, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, fairly clear and relevant outline prevention and intervention strategies; elements of	Does not demonstrate an adequate understanding of specified mental health disorder, outlining, characteristics, risks factors, and warning signs of students at risk for identified mental health and /or behavioral disorder; and common medications that affect learning, behavior, and mood in children taking prescribed medication for this disorder. In addition, unclear and irrelevant or non-existent

intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population provided. Well organized, clear, writing style, with no or very few formatting errors.	curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population provided. Generally organized, clear, and consistent, with minimal errors.	outline prevention and intervention strategies; elements of curriculum design, lesson planning, classroom management and differentiated instructional strategies to reach this population provided. Many formatting and/or organizational errors.
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5. Professional Identity: Final Internship Assignment

a. Professional Reflection (fall) OR b. Professional Portfolio (spring)-(15 points fall; 15 points spring)

a. For professional reflection (fall final), prepare your typical write-up using a case summary as well as the tree metaphor or another pre-approved (by instructor) case-conceptualization tool. Then, reflect on the following questions as a counseling professional:

Reflect on semester internship:

- What do you see as some of your greatest strengths as a school counselor?
- What areas do you feel you need to keep working on as a school counselor (note specific counseling skills, case- conceptualization, professional issues (i.e ethics, professional identity, or personal concerns impacting professional behaviors)?
- What areas of expertise might you like to enhance as you go out into the field? How might you do this?
- What biases might get in your way of work with students and/or families?
- How will you find support as a professional as you move forward (i.e. self-care, peer supervision, etc.)? Share at least three ideas

CACREP

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11 points)
Assignment included: complete case write-up (standard and tree) and comprehensive reflection on all five professional reflection questions	Assignment included: adequate case write-up (standard and tree) and comprehensive reflection on all five professional reflection questions	Assignment did not include: adequate case write-up (standard and tree) and comprehensive reflection on all five professional reflection questions

b. For professional portfolio (spring final), turn in an online link to your final professional school counseling portfolio. The portfolio should include: philosophy of school counseling; resume or vitae, selected work samples (which must somehow reflect ASCA elements of advocacy, leadership, and systemic change)

CACREP

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- f. competencies to advocate for school counseling roles

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- n. use of accountability data to inform decision making

3. Excellent (14-15 points)	2. Acceptable (11-13 point)	1. Unacceptable (below 11 pts.)
Online portfolio includes comprehensive development of the following: philosophy of school counseling; resume or vitae, selected work samples (which must reflect each of the ASCA elements of advocacy, leadership, and systemic change)	Online portfolio includes adequate development of the following: philosophy of school counseling; resume or vitae, selected work samples (which must reflect each of the ASCA elements of advocacy, leadership, and systemic change)	Online portfolio does not include adequate comprehensive development of the following: philosophy of school counseling; resume or vitae, selected work samples (which must reflect each of the ASCA elements of advocacy, leadership, and systemic change)

6. Supervisor Evaluation of School Counseling Work-(10 points fall; 10 points spring):

Four times throughout the course of this academic year this year (two in fall and two in spring), your supervisor will provide an evaluation of your professional performance. You will be evaluated on professional dispositions and a grade of satisfactory or unsatisfactory will be recommended. Along with this recommendation, several CACREP standards will be assessed on the evaluation form. The standards are listed in the box below and are put into context with overall performance and other professional behaviors.

CACREP

1. FOUNDATIONS

- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- m. legislation and government policy relevant to school counseling

3. PRACTICE

- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

Additional Student Responsibilities and Assignments for Counseling Practice

1. Fulfill the requirements for school counselor licensure in Virginia and the standards of James Madison University, which mandate that 300/600 hours of on-site hours be completed by December 2018 for the fall and May 2019 for the spring. The hours should be served in a manner that is in accordance with your need for a variety of experiences and the needs of those within the school to which you have been assigned.
2. Develop and present an internship contract signed by the student and the on-site host. Negotiation and/or modification may be required prior to approval by the internship supervisor. The contract is due within **one week** of the beginning of the internship. A new contract must be prepared even if you are continuing with the same site and host. Contracts should detail the experiences in which you intend to participate and the services you will provide. They should include a balance of individual and small group counseling as well as classroom guidance. The contract will concretely state your intentions and will be signed by you, the site supervisor, and the University supervisor. Use guidelines attached. SEE APPENDIX C FOR SAMPLE CONTACT AND TAPE PERMISSION FORMS
3. Bring copy of professional liability insurance to first individual supervision session.
4. Fulfill the contract as agreed upon by the student, host, and university supervisor.
5. Develop and submit a written statement of individual learning goals for the internship. Goals should be clearly and specifically articulated and should address issues within such areas as counseling skills, self-awareness, case conceptualization skills, and/or professional awareness. **This is due during the first supervision class.**
6. Attend and actively participate in scheduled group sessions. All interns are **required** to maintain a minimum of **5 ongoing clients**. These are clients with whom you have a minimum of **5 individual sessions each** for a minimum of **3 contact hours**. Facilitate at least **one counseling group during internship**.
7. Meet with the internship supervisor for bi-weekly supervision sessions during the semester and **once** individually during the semester
8. Submit a **minimum of three audio recordings** of client counseling sessions for review by the internship supervisor and classmates. **TYPED recording** write-ups must be submitted to your supervisor **at least 48 hours prior** to your individual supervision session. **Recordings must be audible or they will not be counted; therefore, listen to your recordings.**
9. For each recording submitted, you must complete and submit a legible written analysis of the recorded session (use your preferred recording write-up format). You are expected to review your recording prior to submitting it. **Your should listen to your own work before you complete the recording summary form!** **Inaudible recordings will not be accepted!!** Recordings are expected to reflect your current level of skills and therefore must be no more than 2 weeks “old” when submitted.
10. Maintain either a typed, weekly logbook that includes a description of your field experiences, the date of the field experience, the amount of time spent, and your reflections about the experience (longer reflection required at least once a week). You will submit your logbook to the internship supervisor for review at designated times throughout the semester and you will have your supervisor sign logs before

turning in to instructor. This log book will also contain a running total of your hours and activities documented on the log sheet. Reflections can be shared via google docs once per week and are not included in formal documentation. **See due dates.**

11. Schedule and attend weekly meetings with site host (**one hour per week minimum**).
12. Post Article and Reflection /Guiding Questions for your article on Canvas on time.
13. Complete the final exam.

Evaluation

There are two grades given for practicum: **Satisfactory (S)** or **Unsatisfactory (U)**. A grade of **S** indicates satisfactory completion of all course objectives and additional student responsibilities.

-S equals a grade of 80 points or higher

-U equals a grade of 79 points or lower and/OR any of the below listed causes of unsatisfactory performance listed below

Points Break-Down:

School Counselor Competencies for Schools and Students	(10 points each semester)
Counseling Practice	(30 points each semester)
Integrative Assignment	(20 points each semester)
Ethics (fall) OR Mental Health Disorder Report	(15 points each semester)
Professional Identity (fall reflection OR spring portfolio)	(15 points each semester)
School Counseling Site Supervisor Evaluation	(10 points each semester)

100 total points

The following may each be causes of an unsatisfactory grade as attendance and participation in supervision are required by the program and by CACREP:

1. showing up late to supervision class more than two times
2. failing to turn in a recording on your due date (class members may mutually switch dates one week in advance, giving adequate time to assign readings, etc.)
3. missing class one time (if you must miss for an emergency, you must arrange to review class members' recordings and submit an extra recording of your own)—missing class more than once for an emergency will necessitate beginning the internship again in the spring
4. unsatisfactory counseling skills, case conceptualization, or ethical practices as demonstrated in recordings
5. failing to meet course objectives, fulfill requirements 1-13; unsatisfactory work as evaluated on rubrics; and/or failing to turn in completed assignments on time.
6. reports of unsatisfactory work by site supervisor and/or failure to progress at your counseling work on-site

- 8. List any strategies to facilitate school and post-secondary transitions relevant to this case:**

- 9. List any appropriate peer intervention programs at your school that may supplement your work:**

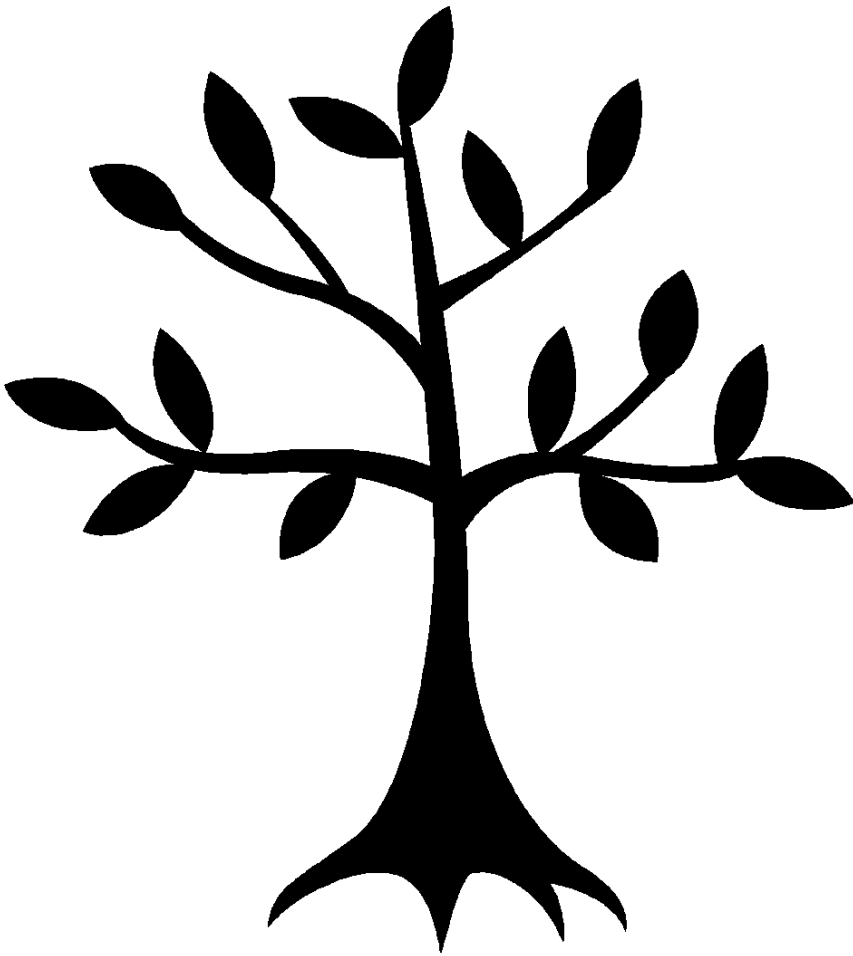
- 10. Note current or future use developmentally appropriate career interventions or assessments:**

- 11. Cite professional counseling codes of ethics relevant to this tape:**

- 12. Rate Your Performance in this Session: 1 2 3 4 5 6 7 8 9 10**
Explain your reason for this ranking.

- 13. Questions for feedback from your peers and supervisor...**

II. TREE METAPHOR FOR CASE CONCEPTUALIZATION



Fill in information about client related to metaphor (soil, roots, trunk, branches, foliage) above

Key:

Soil (environment, SES, political realities, economic climate, cultural factors)

Roots (family system support, school system support, peer support)

Trunk (client behaviors, attitudes, skills, strengths, weaknesses, talents, disabilities, personal risk and protective factors)

Branches (adaptations to society—productive, isolated, level of risk for drop-out, substance abuse, sexual risk, violence, and suicide)

Foliage, fruit, and flowers (healthy or unhealthy manifestations in behaviors, attitudes, skills, etc.)

Summarize client description based on tree metaphor:

Soil:

Roots:

Branches

Foliage/fruit/flowers

Based on your assessment, what do you see as your specific duties as the gardener for this client? Provide a rationale for your responses.

Activity Based on “At Risk Youth” metaphor by McWhirter et al. (2017)

2018-2019 Notes, Schedule, and Due Dates

Plan on being present for all of the workshops listed at the beginning of this syllabus. You may count them for indirect hours.

1. Post **article summary and copy** of chosen article on Canvas one day prior to class.
2. Assignments in bold, below, can be included in your portfolio as long as client info is removed.

FALL: A. Will B. Jenny C. Eva D. Kelsey E. Becca F. Lindsay G. Stephanie

SPRING: A. Will B. Kelsey C. Eva D. Jenny E. Lindsay F. Becca G. Stephanie

August 27 (All students together)

-ALL meet and review syllabus and set up site visits

September 10 (Class 1: Students A, B, C) OR September 17 (Class 2: Students D, E, F, G)

-Individual Goals and Contracts due

- Article (persons A or D facilitate discussion and posts article related to CACREP Standard 3h or 3i)

-Log 1 due

Recordings from A and D

September 24 (All students together)

- Article (person B facilitates discussion and posts article related to CACREP Standard 3g and person E facilitates discussion and posts article related to CACREP Standard 3k)

Ethics Discussion (Assignment 4a) due

October 1 (Class 1: Students A, B, C) OR October 15 (Class 2: Students D, E, F, G)

-Log 2 due

-First Supervisor's evaluation of you due

- Article (person C or F facilitates discussion and posts article related to CACREP Standard 2a)

Recordings from B and E/F

October 22 (All students together)

Discussion about Interprofessional Collaboration and Create Info Sheet Together

- Article (person G facilitates discussion and posts article related to CACREP Standard 2f or 3n)

Recordings from C and G

November 12 (Class 1: Students A, B, C) OR November 26 (Class 2: Students D, E, F, G)

Recordings from everyone (2nd recording), no class content except processing tapes and supervision as needed

December 3 (All students together)

- Integrative Assignment Part A, due

Final recordings (your third tape) and final reflection (Assignment 5a) due

Log 4 (final logs) due

Evaluation of site due

Second Supervisor's evaluation of you due

Use Excel Spreadsheet. Retain copy for your own records and back-up electronic copies as JMU will not be responsible for your logs. Also, turn in a type-written journal (one to two typed pages) once a week (google docs is ok). This journal should include impressions you're your weekly activities, your reflections on your

work in the schools, and any questions or concerns you are dealing with at your internship site. Journals will be returned to you.

You are more than welcome to meet with me individually for supervision. We can talk via phone, Skype or meet in person. You must take responsibility to schedule additional supervision of you prefer. Class time goes quickly and audio recordings WILL be listened to fully in advance by the instructor but may not be processed fully in class.

Spring Schedule Provided in December 2018

Integrative Assignment Description:

Part A (Fall Semester):

1. Choose a topic/area of concern where you'd like to make a contribution in K-12 schools

Think about creating an intervention for a specific topic of interest for your chosen school level (elementary, middle or high) Note your topic of intervention and explain how this topic is addressed by

- ASCA Ethical Standards for School Counselors
- ASCA National Model
- ASCA Mindsets and Behaviors
- ASCA position statements
- VA DOE standards for school counseling programs

(10 points)

2. Briefly discuss the historical efforts made in public education in this area by educational systems and School Counseling programs. If none are found, describe the similar interventions from the clinical counseling literature.

(approximately 2-4 double-spaced, typed pages; use 3-5 references, APA format) (10 points)

Part B (Spring Semester):

3. Describe the intervention addressing your topic

- a. How would you measure the effectiveness of this intervention at the programmatic level?
- b. How would you measure the effectiveness of this intervention for individual student outcomes?

(approximately 1-3 double-spaced, typed pages) (10 points)

4. Based on your readings from your previous school counseling courses, and on school policy/documentation from practicum and/or internships sites, specifically note how and why your intervention will do the following:

- a. Increase promotion and graduation rates
- b. Promote college and career readiness
- c. Promote equity in student achievement and college access

(approximately 2-4 double-spaced, typed pages) (5 points)

5. What are strengths and challenges you will face as a leader when working to engage your stakeholders in your program? Consider: Who are your stakeholders and how can you be a change agent.

(approximately 1-3 double-spaced, typed pages) (5 points)

SEE APPENDIX A FOR SCHOOL COUNSELING SPECIFIC CACREP STANDARDS AND KPI CHART WITH ALL ASSIGNMENTS MAPPED TO STANDARDS

Foundations = F Contextual= C Practice = P	F	F	F	F	F	C	C	C	C	C	C	C	C	C	C	P	P	P	P	P	P	P	P	P	P	P	P	P
CACREP STANDARDS (SC) INCLUDED	1a	1c	1d	1e	2a	2b	2e	2f	2g	2h	2j	2k	2l	2m	2n	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	3k	3m	3n
Article Report (KA #1)					X					X									X				X					
Counseling Practice (KA #2)															X					X	X	X						X
Integrative Assign, Fall (KA #3)	X	X			X						X								X	X	X							
Integrative Assign, Spring (KA #3)	X										X	X								X				X	X	X		
Ethics Report (KA#4a)							X						X	X														
MH Disorder Report (KA#4b)									X									X										
Profession Reflection (KA#5a)					X	X																						
Portfolio (KA#5b)					X			X								X	X											X
Supervisor Eval (Fall) (KA #6)			X	X				X	X					X														X
Supervisor Eval (Spring) (KA #6)			X	X				X	X					X														X

ASSIGNMENTS IN BOLD IN CHART ABOVE, are KPI's

KPI Assignments Explained:

Assignment: Ethics Report

KPI 1= Mastery

1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.

Assignment: Supervisor Evaluation of Student

KPI 2 = Reinforcement

2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in schools and other professional settings.

Assignment: Counseling Session Recordings and Analysis, Key Assignment #2 and School Counseling Intervention Strategy, Key Assignment #3b

KPI 3= Mastery

3. Human Growth and Development: Develops self-awareness about personal development, applies theories of human development including race, gender, and sexual orientation to work with K-12 students, and develops ethical and culturally relevant strategies for promoting resilience and optimum development across the lifespan.

Assignment: Counseling Session Recordings and Analysis, Key Assignment #2

KPI 4= Mastery

4. Career Development: Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness

Assignment: Counseling Session Recordings and Analysis, Key Assignment #2

KPI 5= Mastery

5. Helping Relationships: Establishes and maintains effective counseling relationships.

Assignment: Leading a Group Requirement

KPI 6= Mastery

6. Group Counseling and Group Work: Recognizes and positively influences intrapersonal and interpersonal dynamics when leading and co-leading groups. Applies group counseling strategies in developmentally appropriate ways.

Assignment: Program Evaluation Plan, Key Assignment #3b

KPI 8=Mastery

8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.

Assignment: Supervisor Evaluation of Student, First and Second Semesters of Internship

KPI 9=Mastery

9. School Counseling Profession: Applies trauma-informed care and social-emotional learning best practices, in developmentally appropriate as well as socially and culturally responsive ways. Counseling graduates apply such practices with K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.

Appendix B: School Counseling KPI Rubrics Associated with Course for Final Evaluation

Performance	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>Professional Orientation and Ethical Practice</p> <p>Identifies and applies professional ethical standards including clear appropriate relationships with clients attention to provision of services to minors, colleagues, and community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Does not demonstrate understanding of ethical standards, with particular attention to provision of counseling services to minors. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors, but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors.</p>	<p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues. Masters the application of ethical standards, with particular attention to provision of counseling services to minors.</p>
<p>Social and Cultural Diversity</p> <p>Works with people of diverse ethnicity, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in various settings.</p>	<p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not</p>	<p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently</p>	<p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding</p>	<p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently</p>

	demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.	demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.	issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.	demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.
Human Growth Development Develops self-awareness regarding personal development, applies theories of human development including gender, and sexual orientation to work with students, and applies ethical and culturally relevant strategies for promoting competence and optimum development across the lifespan.	Does not meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Does not apply developmentally appropriate strategies for K-12 students and clients.	Does not consistently meet expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Does not consistently apply developmentally appropriate strategies for K-12 students and clients.	Meets expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Applies developmentally appropriate strategies for K-12 students and clients.	Surpasses expectations for level of training and experience when discussing beliefs about what impacts personal development, and formulating a personal philosophy of counseling grounded in these beliefs. Surpasses expectations for level of training and experience in the application of developmentally appropriate strategies for K-12 students and clients.
Career Development Applies theories of career development across the lifespan, implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Does not consistently meet expectations for level of training and experience for the application of theories of career development across the lifespan. Does not consistently implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Meets expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Surpasses expectations for level of training and experience for the application of theories of career development across the lifespan. Consistently implements culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.

<p>3: Helping Relationships Establishes and maintains effective counseling relationships.</p>	<p>Does not meet expectations for level of training and experience when demonstrating counseling skills during client work. Haphazardly employs counseling skills without regard to the client's needs, and without considering the selected theoretical approach.</p>	<p>Does not consistently meet expectations for level of training and experience when demonstrating counseling skills during client work. Recognizes the needs of the client and attempts to employ counseling skills, though these are not always consistent with the selected theoretical approach</p>	<p>Meets expectations for level of training and experience when demonstrating counseling skills during client work. Attends to the needs of the client, and attempts to incorporate new skills into existing repertoire. Uses counseling techniques that are consistent with the selected theoretical approach.</p>	<p>Surpasses expectations for level of training and experience when demonstrating counseling skills during client work. Interprets the interpersonal dynamics present and adapts to the needs of the client with appropriate pacing, reflections, effective use of questions, and appropriate use of self. Employs counseling techniques that are consistent with the selected theoretical approach.</p>
<p>4: Group Counseling and Group Leadership Recognizes and positively influences interpersonal and personal dynamics during leading and co-leading groups. Applies counseling strategies in developmentally appropriate ways.</p>	<p>Does not meet expectations for level of training and experience when leading and co-leading groups. Does not recognize individual issues that arise during group situations, and/or does not positively influence interpersonal dynamics. Does not demonstrate basic skills of blocking, drawing out, and diverting.</p>	<p>Does not consistently meet expectations for level of training and experience when leading and co-leading groups. Inconsistently recognizes individual issues that arise during group situations, and at times is able to positively influence interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, though these are not consistently applied.</p>	<p>Meets expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting.</p>	<p>Surpasses expectations for level of training and experience when leading and co-leading groups. Recognizes individual issues that arise during group situations, intervenes effectively, and positively influences interpersonal group dynamics. Demonstrates basic skills of blocking, drawing out, and diverting, in addition to advanced skills such as immediacy and process illumination/commentary.</p>
<p>5: Research and Program Evaluation Critically evaluates research related to core concepts of counseling practice. Uses data-based decision-making practices for program evaluation and development.</p>	<p>Does not meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Does not use this information to</p>	<p>Does not consistently meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Inconsistently uses this information to inform decision-</p>	<p>Meets expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information to inform decision-making.</p>	<p>Surpasses expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information effectively and thoughtfully to inform decision-making.</p>

	inform decision-making.	making.		
<p>Level 1: School Counseling Profession</p> <p>Provides trauma-informed care and social-emotional learning best practices, developmentally appropriate as well as socially and culturally responsive ways. School counseling graduates demonstrate such practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Does not meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Does not consistently meet expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Does not consistently demonstrate counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Meets expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>	<p>Surpasses expectations for level of training and experience in applying principles of trauma-informed care, best practices in social-emotional learning, or interventions that are developmentally appropriate as well as socially and culturally responsive. Consistently demonstrates counseling best-practices for K-12 students in ways that positively impact mental health, behavioral, and academic outcomes.</p>

Appendix C: Sample Contract and Tape permission forms
 (also found here: <http://psyc.jmu.edu/counseling/school/supervisors.html>)

James Madison University
School Counseling - Practicum/Internship Contract

Student Name	Practicum/Internship Location
Term	Practicum/Internship Supervisor Name
Student Phone Number ☎	Supervisor Phone Number ☎
Student Email	Supervisor Email

JMU Supervisor Name	JMU Supervisor Phone Number ☎
JMU Supervisor Email	

RESPONSIBILITIES OF THE PRACTICUM STUDENT:

Start Date:	End Date:
Days of the week present:	
Practicum hours: 40 total contact hours for the semester 100 hours for the semester	Internship hours: 120 total contact hours for the semester Plus 180 indirect hours of school counseling work Total of 300 hours for the semester

- 1.) I will have liability insurance and a background check before beginning any work at the site.
- 2.) My practicum hours will include individual counseling, small group counseling, classroom lessons, and consultation.
- 3.) I will actively participate in weekly individual and group supervision.
- 4.) I will complete duties assigned by my site supervisor.
- 5.) I will fulfill all of the assignments in the course syllabus.
- 6.) I will spend one hour per week of one-on-one supervision time with my site supervisor and I will also receive an average of 1.5 hours of supervision per week from the university supervisor.
- 7.) I agree to contact both supervisors immediately if I need to contact Child Protective Services in the event of suspicion of abuse or neglect or anytime I am uncertain about a situation. My supervisors will support me in this process and will be available for assistance if needed.
- 8.) I will participate in case conferences or team presentations.
- 9.) I will keep a weekly log of my activities to document my experience reporting what I do, when I do it, for how long, and my observations and reactions. My log will record all my practicum/internship activities, including direct service, team meetings, staff meetings, process group sessions, and supplemental research. My supervisor will review and sign each practicum/internship log.
- 10.) I will ensure that my evaluations are completed by my site supervisor twice during the semester, at midterm and at semester end, and I will turn in an evaluation of my site as well.
- 11.) Any changes made to my schedule or contract will be made in writing by mutual agreement.
- 12.) I will complete all practicum/internship hours during the JMU semester term.
- 13.) I will maintain professional work ethic, attitude and dress throughout the semester.

RESPONSIBILITIES OF THE INTERNSHIP STUDENT: (in addition to the above practicum responsibilities)

- 1.) As a counseling intern, I will offer counseling services. Counseling services include assessment, individual counseling, group counseling, guidance activities, crisis intervention, consultation and education programs, and prevention programs.
- 2.) At least 120 hours of my internship should involve working in actual counseling situations each semester.

RESPONSIBILITIES OF THE SITE SUPERVISOR:

- 1.) Before the student begins, the site supervisor will complete the Supervisor Agreement, Training Materials, and Brief Survey.
 - <http://psyc.jmu.edu/counseling/school/documents/School%20Counseling%20Program%20JMU%20Site%20Supervisor%20Overview.pdf>
- 2.) Site supervisor will support the philosophy, principles, and goals of the JMU School Counseling program.
- 3.) Site supervisors will complete an evaluation of the student at midterm and end of the semester.
- 4.) Site supervisors will help the student examine student’s counseling work, including social, emotional, vocational, and educational interventions. With the supervisor, students will examine his/her use of counseling techniques, discuss ways of conceptualizing client dynamics, analyze the counseling relationship he/she establishes, and manage issues regarding his/her personal and professional development.
- 5.) The site supervisor will understand policies, procedures, and considerations relevant to P-12 settings.
- 6.) The site supervisor will review and sign all logs.
- 7.) Site supervisor will help to establish a counseling group and communications necessary to parents.
- 8.) School counseling site supervisors receive information from JMU faculty regarding not only university and program standards and expectations, but also the alignment of the student’s duties with the most recent CACREP standards.
- 9.) Internship supervisors meet with a JMU representative at least once each semester to discuss the student’s progress and make plans for facilitating the student’s professional development.
- 10.) Site supervisors provide the student with an orientation to the school: duties, hours, expectations, tour, introductions to relevant staff members, relevant handbooks (faculty and crisis), meeting schedules, school email and databases, and make themselves available to discuss any school related topics.
- 11.) Site supervisors provide a safe, secure, and non-discriminatory workplace at which the student can meet his/her educational objectives.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR:

- 1.) University supervisor will provide locations for practicum and internship students on three different levels.
- 2.) University supervisor will approve all potential practicum and internship sites according to the requirements of the Program and CACREP guidelines.
- 3.) University supervisor will conduct a practicum orientation session for students applying for practicum and will inform students about practicum and internship guidelines.
- 4.) University supervisor will ensure that appropriate ethical codes and legal statutes are adhered to by all involved with the practicum or internship experience.
- 5.) University supervisor will provide appropriate internship supervisor training materials.
- 6.) University supervisor will resolve conflicts related to a student’s internship or counseling practice in conjunction with faculty and on-site professionals.

Signatures:

Internship Student	Site Supervisor	University Supervisor
Date:	Date:	Date:

>>> **STUDENTS:** Refer to the JMU Student Handbook and course syllabus for further details of your practicum/internship.

James Madison University
School Counseling - Practicum/Internship Taping Permission Form
(form used must be approved by site supervisor and school system)

Date:

Dear _____,

My name is _____ and I am a student in the graduate level counseling program at James Madison University. I am a school counselor in training and am being supervised by _____ who is the school counselor at _____ school. I am also being supervised by NAME at James Madison University.

I am looking forward to working with your student this semester. Because I am a counseling practicum/internship student, I am required to submit counseling audio recordings to my university supervisor. The purpose of these recordings is to evaluate my work as a counselor. The identity of your child will be confidential as his/her full name will never be disclosed. The recordings are to be used for my supervision and I am required to erase them immediately following my supervision session. It is not permissible for anyone at your son or daughter's school to listen to these recordings, which are solely used for training purposes and are promptly erased. I am responsible to secure these recordings and to only share them with my University supervisor for supervision purposes only.

By signing below, you are giving me permission to meet with your son or daughter and record our sessions. If you have any questions at all, please contact either my on-site supervisor, _____, at _____ or NAME (PHONE)

I give permission to _____, a school counseling practicum/internship student at James Madison University to work with my student. I also agree that the sessions with my student may be audio recorded. I understand that the identity of my student is kept confidential and that counseling tapes are erased immediately at the end of my supervision requirement.

Signed _____
(parent/guardian signature)