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COUN 585.R03: Counseling Methods - School Counseling Internship

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**University of Montana
Department of Counseling
Phyllis J. Washington College of Education
COUN 585 (School Counseling Internship)**

Instructor:	<i>Jayna Mumbauer-Pisano</i>
Contact:	Jayna.Mumbauer@mso.umt.edu; 770-757-1309
Class Location & Time:	<i>Time: Tuesdays 4:15–6:15 Location: TBD</i>
Office Hours:	<i>By appointment</i>

Course Content and Description

This course focuses on the practice of school counseling. To obtain credit, you must have an internship placement and provide direct counseling services in a school setting. Course content will vary, depending upon your placement and the issues addressed within that setting. General information covered will include the initiation, maintenance, and termination of counseling relationships, developing collaborative working relationships within school settings, and practical, cultural, and ethical dilemmas you face during the semester.

Methods of Instruction:

- student presentations and class activities
- class discussions
- CACREP standards activities reflection

Texts and Course Materials:

- Department of Counselor Education Practicum and Internship Guide (PIG)
- [ASCA Ethical Standards for School Counselors \(2016\)](#)
- Additional reading as assigned

Course Objectives:

The internship in the school counseling track of the Counselor Education program is intended to provide the student practical “hands-on” experiences in school settings. It allows the student an opportunity to relate academic and theoretical learning to settings outside of the university classroom. The experience also allows the student to receive evaluative feedback on her/his knowledge, attitudes, and skills with specific client populations in specific settings. Since the student has already had some advanced training in counseling, the staff and the clientele at the placement site should benefit from the services that are provided by the student during the placement.

The overall purpose of this course is to oversee your internship direct counseling services experiences. Because of the general and comprehensive nature of providing direct counseling services, the learning objectives are diverse and will likely cover many of the skill-oriented internship-related CACREP Standards. Specific objectives include, but are not limited to the following:

- Acquire and practice assessment skills appropriate to your internship setting.
- Continue developing your awareness of culturally appropriate (and culturally inappropriate) assessment and counseling procedures.
- Continue developing counseling skills with one or more of the following populations: children, adolescents, adults, couples, families, and/or groups.
- Increase your awareness and intentionality as you apply theoretically- and empirically-derived counseling approaches and techniques within your practicum setting.
- Display effective communication skills with colleagues, clients, students, and supervisors.
- Display an awareness of ethical issues that you commonly face, or are likely to face, in your internship setting.
- Articulate professional sensitivity and competence when presenting cases to other internship students.
- Acquire skills for questioning and contributing to discussions of specific case material.
- Demonstrate openness to supervision and willingness to calmly and non-defensively consider feedback provided by fellow students and supervisors.
- Provide services, as appropriate, to ethnically diverse students or clients.
- Identify the role, function, and nature of the agency with which you are working.
- Obtain knowledge and skills for self-, peer-, and program evaluation with respect to counseling and case management services.

CACREP Specialty Related Course Objectives:

The course objectives will be linked to the CACREP Specialty Standards: School Counseling (SC), which are as follows:

Demonstrates and understands SC roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (G.2.b.)

Demonstrates the ability to:

- develop school counseling program mission statements and objectives (G.3.a.)
- design and evaluation of school counseling programs (G.3.b.)
- core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (G.3.c.)
- interventions to promote academic development (G.3.d.)
- use of developmentally appropriate career counseling interventions and assessments (G.3.e.)
- techniques of personal/social counseling in school settings (G.3.f.)
- strategies to facilitate school and postsecondary transitions (G.3.g.)
- skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (G.3.h.)
- approaches to increase promotion and graduation rates (G.3.i.)
- interventions to promote college and career readiness (G.3.j.)
- strategies to promote equity in student achievement and college access (G.3.k.)
- techniques to foster collaboration and teamwork within schools (G.3.l.)
- strategies for implementing and coordinating peer intervention programs (G.3.m.)
- use of accountability data to inform decision making (G.3.n.)
- use of data to advocate for programs and students (G.3.o.)

UM Counseling Department KPIs:

- 2.F.1.i. Students can identify ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- 2.F.2.e. Students can identify the effects of power and privilege for counselors and clients.
- 2.F.5.f. Students can describe counselor characteristics and behaviors that influence the counseling process.
- 2.F.5.g. Students can demonstrate essential interviewing, counseling, and case conceptualization skills.
- 5.G.1.b. Students can identify models of school counseling programs. (Spring term)
- 5.G.2.a. Students can describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools.

Course Requirements and Grading Procedures:

Classroom Citizenship & Participation (50 points)

(Professional Behavior, Attendance, Preparedness, Participation and Utilization of Supervision.)

Students will come prepared to participate in group supervision each week, engaging peers and supervisors in a professional manner. Evaluation of preparedness and utilization of supervision will be based on completing the necessary case presentation forms, testing technology before presenting, intentionally cuing session recordings for supervision, engaging in class discussions and peer feedback, remaining open and receptive to feedback, and attending each scheduled supervision. This means you will self-evaluate your participation based on:

- speaking up during class with constructive comments and feedback
- keeping on top of all progress notes/case files related to students and maintain their confidentiality
- remaining open and receptive to supervision and feedback.

The purpose of supervision is to maximize the development of skills based on feedback from others. This also includes submitting hours logs and all necessary forms and paperwork at the required times.

Important: Attendance is mandatory to pass this course. You may miss one class meeting without having your grade affected.

Resume and Basic Cover Letter (20 points)

At the end of the day (i.e. program), student-interns are preparing to enter the profession as a Professional School Counselors. In order to do so, attention must be given to professional resumes and cover letters. This assignment will be two-fold. First create a resume and basic cover letter (that would eventually be modified for each application) and bring to class, at which time each person will receive feedback from their peers and instructor. There will be a one week interim given for making modifications based on feedback before both components will be turned in (via) Moodle) for a grade. The intention for this assignment is to save time later by doing the grunt-work today!

Data Collection/Needs Assessment Plan (10 points)

School counselors use data to identify program and student needs, evaluate progress, and modify interventions. For your comprehensive exams, you will be expected to showcase an example of how you collected data during your internship experience, used this data to advocate for your CSCP, and examples of how you addressed the need in your clinical work.

In order to prepare you for comprehensive exams and your future as a school counselor, students will develop a plan for data collection that will be carried out over the course of the semester. The write-up will be approximately 1-2 pages.

****If data collection has already taken place prior to spring semester and students feel prepared to address question 4 on the comprehensive exams, students can submit a 1-2-page summary of the work that they have already completed at their internship site for feedback. ****

Theoretical Orientation Write-Up (20 points)

In preparation for the practice of school counseling, the expectation for integration of theoretical orientation in case conceptualization and counseling is increased during the Spring term. Common theoretical orientations for professional school counselors include Solution Focused Brief Counseling (SFBC), Choice Theory/Reality Therapy (CT/RT), Narrative Therapy, and Cognitive Behavioral Therapy (CBT), though there are many other appropriate options. Please note that Person-Centered Counseling highlights the backbone of effective professional school counselors and will not in and of itself be accepted as a theoretical orientation. Keep in mind the role of the professional school counselor and the time-limited approach to counseling.

To help facilitate further knowledge and integration of a theoretical framework into school counseling practice, students are expected to prepare a 3-page write-up of their chosen theoretical framework (or two integrated approaches) and compile three shareable resources which will be uploaded to Moodle. The three-page write-up should include: (a) an overview of the core tenets of the theory, (b) explanation of the theories relevance in school counseling and work with children and adolescents, (c) explanation for how the theoretical framework can be implemented in individual counseling, group counseling, consultation, and classroom guidance. Students will be expected to share their write-up with classmates in an informal presentation format.

In addition, a chosen theoretical orientation will be interwoven throughout the case conceptualization, presenter overview, and video recording. It not only informs work with a student(s), but it informs your approach to school counseling and conceptualization of student behavior. In addition to generating case conceptualizations, overviews, and video recordings that highlight the chosen orientation, the goal is for further expertise in the orientation itself. Therefore, a critical element to the case presentation will be to access at least one outside source (book, peer-reviewed article, etc.) to learn more about the theory and teach the group about the theory, as they will be providing feedback directly related to the theory of choice. The outside source (and information gleaned) will be summarized as part of the case conceptualization.

Detailed Case Conceptualizations (40 points each)

There are four critical elements to group supervision presentations:

- integration of theoretical orientation
- detailed case conceptualization
- presenter overview
- video recording

Case conceptualizations should be uploaded to the course UMBox folder the Friday prior to your presentation so everyone can read them in advance. Points will be deducted for late submissions. Come prepared to group supervision requesting specific feedback from the group to aid you in your skill

development. In-class case presentation should address all items on the following outline and additional issues (e.g., ethical dilemmas) as appropriate (5-6 pages):

- I. Student's pseudonym, age/grade level, and nature of the referral. Relevant background information, including: medical history, mental health history, previous counseling/treatment, medications, client goals for counseling, multicultural considerations, and academic, career, and social and emotional development (G.3.h.)
- II. **2.F.2.e.** Multicultural considerations that both inform and impact your work with this student. Use Hays' ADDRESSING model to consider a variety of factors and attributes: Age, Disability status-D (developmental), Disability impairment-C (cognitive), Religion/spiritual orientation, Ethnicity and race, Socioeconomic status, Sexual orientation and affection orientation, Indigenous heritage, National origin, and Gender identification.
- III. Articulation of the student's primary problems, including any diagnoses the student currently holds, and an assessment of the student's strengths and needs. Discuss the various needs in this setting that you should be aware of to facilitate your planned activity; might include students with behavior plans, IEPs, etc.
- IV. **2.F.1.i.** Ethical considerations (cite ASCA Ethical Standards for School Counselors)
- V. Collaboration and consultation with parents, teachers, administrators, etc. related to the student's academic, career, and personal/social development; describe what has been done outside of the setting to support this student.
- VI. **2.F.5.f.** Identification of your theoretical orientation or counseling approach (and why you've chosen that approach). *Include a reference and brief summary of the outside source that helped inform this case.*
- VII. **2.F.1.i.** Ethical considerations (cite ASCA Ethical Standards for School Counselors)
- VIII. Collaboration and consultation with parents, teachers, administrators, etc. related to the student's academic, career, and personal/social development; describe what has been done outside of the setting to support this student.
- IX. **2.F.5.f.** Identification of your theoretical orientation or counseling approach (and why you've chosen that approach). *Include a reference and brief summary of the outside source that helped inform this case.*
- X. Case Formulation: A brief discussion of factors you believe are contributing to the development and maintenance of your student's problems/diagnosis. Depending on your theoretical orientation, this could include an analysis of:
 - historical factors
 - situational factors
 - cognition
 - behavior
 - emotion
 - interpersonal factors
 - multicultural factors
 - biological factors
 - academic performance
 - Think: what is contributing to the activity you are implementing? – if preventative in nature, discuss this and the data gather that informed your focus, etc.
- XI. **2.F.5.g.** Theoretically-informed interventions: This includes a description of how you plan to interact with the student in ways that will lead to problem improvement or more adaptive functioning. Your interventions should be logically related to, or flow from, your case formulation,

and, be culturally sensitive. Your intervention should also reflect on available programs within or connected to, the programs within the school.

- XII. Outcomes Assessment: How will you (and the student[s]) know if you are making progress in addressing the identified problem(s)? What are the measurable outcomes you have developed?
- XIII. What referrals to school or community resources have you made, or plan to make, to address the student's or their family's needs?
- XIV. List at least 3 specific questions from this case to guide supervision feedback.
- XV. Attach a copy of the signed consent form (with all identifying information blacked out). *See page 32 in P.I.G.*

Video Recording

Identify a video clip that showcases 8-12 minutes of the session. The video should highlight your use of theoretically-informed interventions with the student. Our recommendation is for you to record via Zoom and save to the Cloud, then include the link to the recording (and note start/stop times) at the top of your case conceptualization. Recordings should be deleted (via your Zoom account) after viewing in class.

Journal Article Integration:

When you present your case summary you will be required to integrate a professional book chapter or peer-reviewed journal article related to your case. This article will be distributed to the class by the Friday **prior** to your presentation and becomes required reading for the course. There is a forum in the course Moodle page to upload and access these articles. The article should be used to support your understanding of the client issue and/or your intervention plan, etc. In lieu of an article summary be sure to discuss how you will apply the content of your article in your work.

Presenter Overview

Prepare to speak on your outline and answer questions related to the case (5 minutes prior to watching the video). Also prepare to ask the group for specific feedback related to the case and to the theoretical orientation. Plan to spend about 45 minutes total on the case presentation.

Counseling Skill Development and Intern Performance (50 points)

Evaluations of students' skill development and session performance will be completed by site and university supervisors. These assessments will be based on the Performance Evaluation Form found in the Practicum and Internship Guide and will inform your grade for the course. Evaluation of your skill development and performance on site will also be conducted during site visits by your University supervisor.

Evaluations and Grading

Assignment	Points	Percentage
Classroom Citizenship & Participation	50	25%
Resume and Cover Letter	10	5%
Data Collection/Needs Assessment	10	5%
Theoretical Orientation Write-Up	20	10%
Case Presentation 1	30	15%
Case Presentation 2	30	15%
Counseling Skill Development and Intern Performance	50	25%
TOTAL	200	100%

Grading Procedures:

The particular grading system for your performance in Internship is listed below. The course assignments and expectations informing evaluation are described in detail above and linked to CACREP standards in the syllabus.

Please note that a grade at the C level or below in a clinical class will result in a conference for remediation. This meeting will construct a plan for clinical improvement and include involved parties such as the Internship Instructor, Advisor, etc.

There are a possible 200 points available to earn during the semester, there is no extra credit. Grades will be assigned on a percentage basis. You can always check your grade in Moodle throughout the semester as they are given.

Letter Grade	Percentage	GPA	Point Value
A	100-94	4.0	200-190
A-	93-90	3.7	189-180
B+	89-87	3.3	179-174
B	86-84	3.0	173-168
B-	83-80	2.7	167-160
C+	79-77	2.3	159-154
C	76-74	2.0	153-148
C-	73-70	1.7	147-140
D	69-60	1.0	139-120
F	below 60	0.0	119-0

Ethical Concerns and Violations:

Ethical concerns and violations may result in failing the course and stopping student progress in the program. Any concerns will be brought to the department faculty for review.

Tracking Internship Hours:

You will engage in 6 credits of Advanced Counseling Methods (Internship) throughout your program of study. Important: Upon completion of your 6th credit, Internship hours must total 600 hours (240 direct contact hours and 360 indirect hours).

You will be asked to upload your hours log at midterm and again at the end of the semester. At the end of each semester, you will turn in signed hour logs to your University Supervisor to be kept in your student file. Keep one copy for yourself. After completing your 5th and final credit of Internship, your cumulative hours must total 600. You will be responsible for presenting logs to your University Supervisor indicating this grand total.

Please note, that grading for Advanced Counseling Methods (Internship) will not be dependent on your clinical hour completion until your final semester of enrollment in the course. Should hours not total 600, students will receive an "N," enroll for Internship the following semester, and attend group supervision until the hours are complete.

Disability Accommodations:

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted Disability Services, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the [Disability Services Website](#).

Class Behavior and Learning Environment Standards:**Liability Insurance:**

Due to the clinical nature of this class, you are required to purchase and provide evidence of student liability insurance

P.I.G. Forms:

Due to the clinical nature of this class, it is critical that you review the Department's Practicum and Internship Guide and collect and turn in all necessary forms.

Participation and Attendance:

Students are expected to be engaged in their own learning and be an active participant in the supervision. This class is designed with a clinical focus; attendance and participation are paramount to making this a successful learning experience for everyone. While one cannot participate if one has not attended class, attending class does not necessarily mean that one is participating in class. For the purpose of this class, participation will be defined as preparing for group supervision, completing the necessary case presentation forms, intentionally cuing session recordings for supervision, engaging in class discussions and peer feedback, requesting specific feedback, and remaining open and receptive to feedback. Evaluation of participation/attendance will be ongoing throughout the semester. If you have questions or concerns related to your class participation, please see me.

Supervision:

You will meet with the professor each week for group supervision (1.75 hours each week) and hold weekly supervision meetings with your site supervisor (1 hour each week). Counseling recordings will be reviewed throughout the semester during these meetings. The purpose of supervision is to maximize the development of skills based on feedback from others. Each time supervision occurs you will be expected to come to class with your recording cued and assigned forms completed.

Personal Awareness:

Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness and refine your counselor identity. Important: your evaluation in this class is not dependent on chosen levels of self-disclosure.

Readings:

The texts and articles for this class provide the foundation for clinical knowledge. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused

around their readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.

Academic Integrity

“All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#).

Please remember that presenting another person’s ideas, answers, or writings as your own is considered plagiarism, is unethical, and is a violation of the Student Conduct Code (this also applies to materials accessed from the Internet). To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given *in-text and in the references section*. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The original sentence must be substantially altered for it to be your work and citing the source is still necessary because you took the idea from another source. Evidence of plagiarism will result in an automatic “F” for that assignment and a 50-point deduction from your final grade. An “F” may be assigned for the course if plagiarism occurs.

Notes on Ethical Practice:

There are four tenets of professional ethical behavior that are critical for students' understanding and must be fully comprehended to insure client welfare and student success. These are: confidentiality, informed consent, disclosure, and the ethical guidelines for counseling supervisors. They are detailed below, but will be discussed in much greater detail in class.

Confidentiality

As stated in the American Counseling Association (ACA) Code of Ethics (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>) Section B1c: "Counselors do not share confidential information without client consent or without sound legal or ethical justification." Students in this class will be expected to uphold this ethical standard. All information that is shared by any "client," including fellow classmates acting as a client, will be treated as confidential and will not be shared with anyone outside the class. Additionally, all audio and video recordings that are made for the purpose of this class contain confidential information. Students are expected to maintain the security of these recordings at all times. Only students in the class are allowed to view the recordings.

Informed Consent and Student Self-Disclosure:

Clients who participate in counseling must do so with informed consent via a disclosure by the counselor about the counseling process. In order to give their consent, they must be knowledgeable of their rights as clients. Section A2a&b of the ACA Code of Ethics (included in its entirety below) delineates this.

Informed Consent in the Counseling Relationship:

Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship

Types of Information Needed:

Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor's qualifications, credentials, and relevant experience, continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any services or modality change and be advised of the consequences of such refusal.

Important: Each client will sign an informed consent form/letter to participate in the class counseling sessions. Additionally, for the purposes of this class, all clients should be aware of all the individuals who could be potentially observing their sessions.

Informed Consent also applies to students in counselor training programs. Since you will be involved in the counseling sessions, you need to be informed about the process. Sections F.5.b & F.7.b. in the ethical standards, address the issue of student limitations and student self-disclosure and the role of the counselor educator. These will be explained in class and you will be asked to verify that you understand them and that you willingly agree to participate knowing the risks. Both sections of the Code of Ethics are listed below:

Ethical Guidelines for Counseling Supervisors:

Counseling Supervision Evaluation, Remediation, and Endorsement and Limitations:

Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decision to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

Student Welfare and Self-Growth Experience:

Counselor Education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences, they conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student's level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency

For additional ethical concerns, please refer to the ACA CODE OF ETHICS. (2005)

