CHD 689 Internship--School Counseling—Spring 2013

Professor: Quinn Pearson, Ph. D., LPC     Class Time: T: 4:30 to 6:00 p.m.
Office: 411 Stevens Hall     Phone: 256-765-4643
Office Hours: T: 1:30 to 4:30 p.m.     E-mail: qmpearson@una.edu
W: 2:00 to 6:00 p.m.
M, R, F: By appointment

Note: Additional hours are available by appointment. Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.

Course Description
Supervised experience in a school setting under the cooperative direction of a certified or licensed counselor and the university instructor (faculty supervisor). Experiences to include individual and group counseling, consultation, assessment, and other typical counselor duties as practiced at the placement site. (Enrollment with the approval of instructor only.) A total of 300 hours participation in site counseling activities is required for this course (CHD 689). The internship site will be in a setting consistent with the student's career plans and the activities will be consistent with the responsibilities assigned to the site counselor.

Referenced Standards
AL-SDE.290-3-3-.50(3)(a)2.(i) -- Collaborate with other professionals.
AL-SDE 290-3-3-.50(3)(a)2.(ii) – Carry out the roles and responsibilities of a school counselor.
AL-SDE 290-3-3-.50(3)(a)2.(iii) – Maintain confidentiality and abide by ethical and legal standards.
AL-SDE 290-3-3-.50(3)(b)2.(i) – Apply counseling practices that meet the needs of the multicultural population.
AL-SDE 290-3-3-.50(3)(b)2.(ii) – Advocate for the elimination of biases and prejudices towards multicultural populations.
AL-SDE 290-3-3-.50(3)(b)2.(iii) – Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
AL-SDE 290-3-3-.50(3)(c)2.(i) – Utilize knowledge of human development and behavior to provide services to students.
AL-SDE.290-3-3-.50(3)(e)2.(i) -- Apply appropriate counseling theories and techniques.
AL-SDE.290-3-3-.50(3)(e)2.(ii) -- Establish and use appropriate methods of consultation with stakeholders.
AL-SDE 290-3-3-.50(3)(e)2.(iii) – Implement crisis intervention and suicide prevention models.
AL-SDE 290-3-3-.50(3)(f)2.(i) – Use appropriate counseling techniques in groups.
AL-SDE 290-3-3-.50(3)(f)2.(ii) – Evaluate the effectiveness of groups as a method of addressing specific counseling concerns in the school setting.
AL-SDE 290-3-3-.50(3)(i)2.(ii) – Articulate, model, and advocate for an appropriate school counselor identity and program.
AL-SDE 290-3-3-.50(3)(j)2.(i) – Provide individual and group counseling and classroom guidance to promote the academic, career, and person/social development of students.
AL-SDE 290-3-3-.50(3)(j)2.(iii) – Recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
AL-SDE 290-3-3-.50(3)(k)2.(i) – Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
AL-SDE 290-3-3-.50(3)(k)2.(ii) – Advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
AL-SDE 290-3-3-.50(3)(k)2.(iii) – Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
AL-SDE 290-3-3-.50(3)(k)2.(iv) – Engage parents, guardians, and families to promote the academic, career, and personal/social development of students.
AL-SDE.290-3-3-.50(3)(l)2.(i) -- Apply relevant research findings to inform the practice of school counseling.
AL-SDE 290-3-3-.50(3)(n)2.(i) – Consult with parents, teachers, other school personnel, and agency personnel.
AL-SDE 290-3-3-.50(3)(n)2.(iii) – Use peer helping strategies in the school counseling program.

CACREP.3.H STANDARD: The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III. G). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

CACREP.3.H.1 > 240 hours of direct service with clients appropriate to the program of study;
CACREP.3.H.2 > weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the site supervisor);
CACREP.3.H.3 > an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
CACREP.3.H.4 > the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e. g., record keeping, supervision, information and referral, inservice and staff meetings);
CACREP.3.H.5 > the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
CACREP.3.H.6 > the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
CACREP.3.H.7 > a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.
CACREP.3.I  STANDARD: The practicum and internship experiences are tutorial forms of instruction; therefore, when the individual supervision is provided by program faculty, the ratio of 5 students to 1 faculty member is considered equivalent to the teaching of one (1) three-semester hour course. Such a ratio is considered maximum per course. [Clinical Instruction]

CACREP.3.J  STANDARD: Group supervision for practicum and internship should not exceed 10 students. [Clinical Instruction]

CACREP.3.K  STANDARD: Clinical experiences (practicum and internship) should provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. [Clinical Instruction]

CACREP.3.L  STANDARD: Students formally evaluate their supervisors and learning experience at the end of their practicum and internship experiences. [Clinical Instruction]

CACREP.6.SCH.D  STANDARD: CLINICAL INSTRUCTION—For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours. The program must clearly define and measure the outcomes expected of interns, using appropriate professional resources that address Standards A, B, and C (School Counseling Programs).[Standards For School Counseling Programs]

**Prerequisites**
CHD 602, 604, 606, 608, 642, 678

**Required Text**
LiveText (purchased at [http://college.livetext.com](http://college.livetext.com))

**Instructional Modalities**
Supervised practical application, small group discussion, higher order questioning, cooperative learning, experiential exercises

**Student Outcomes and Course Competencies**
Upon completion of internship, students shall demonstrate knowledge of:
1. career, educational, and psychosocial information and materials available at the work site for use in both counseling and instructional programs. (AL-SDE 290-3-3-.50(3)(j)2.(i))
2. community referral resources that are relevant to the students that attend your internship school. (AL-SDE 290-3-3-.50(3)(j)2.(iii))
3. coordination, placement and referral procedures, practices at the work-site. (AL-SDE 290-3-3-.50(3)(a)2.(ii))

Upon completion of internship, students shall demonstrate the ability to:
4. plan a comprehensive, developmental school counseling program. (AL-SDE 290-3-3-.50(3)(c)2.(i), AL-SDE 290-3-3-.50(3)(i)2.(ii), UNA CF1 Professionalism)
5. use appropriate counseling techniques in group and individual counseling sessions. (AL-SDE.290-3-3-.50(3)(e)2.(i), AL-SDE 290-3-3-.50(3)(e)2.(iii), AL-SDE 290-3-3-.50(3)(f)2.(i), AL-SDE 290-3-3-.50(3)(j)2.(i), AL-SDE 290-3-3-.50(3)(n)2.(iii), UNA
6. conduct large-group guidance activities. (AL-SDE.290-3-3-.50(3)(e)2.(i), AL-SDE 290-3-3-.50(3)(j)2.(i), AL-SDE 290-3-3-.50(3)(n)2.(iii), UNA CF1 Professionalism, UNA CF4 Technology)

7. administer assessment instruments to students, and interpret/communicate results to students, teachers, parents and administrators. (AL-SDE 290-3-3-.50(3)(k)2.(iv), UNA CF2 Assessment)

8. provide in-service activities for appropriate populations related to test administration and interpretation; developmental needs of students; implementation of guidance interventions; early identification, remediation, and referral of children with developmental deficiencies; and curriculum strategies that emphasize relationships between educational choices and life-style/career choices. (AL-SDE 290-3-3-.50(3)(b)2.(i), AL-SDE 290-3-3-.50(3)(c)2.(i), AL-SDE 290-3-3-.50(3)(k)2.(ii), AL-SDE 290-3-3-.50(3)(i)2.(iii), UNA CF1 Professionalism, UNA CF2 Assessment, UNA CF3 Collaboration, UNA CF4 Technology, UNA CF 5 Diversity)

9. promote awareness of educational alternatives and the utilization of informational systems and technology to disseminate career and educational information. (AL-SDE 290-3-3-.50(3)(k)2.(ii), UNA CF4 Technology)

10. evaluate a school counseling program. (AL-SDE 290-3-3-.50(3)(f)2.(ii), UNA CF2 Assessment)

11. consult with parents, teachers, and other school personnel. (AL-SDE.290-3-3-.50(3)(a)2.(i), AL-SDE.290-3-3-.50(3)(e)2.(i), AL-SDE 290-3-3-.50(3)(k)2.(iii), AL-SDE 290-3-3-.50(3)(k)2.(iv), AL-SDE 290-3-3-.50(3)(n)2.(i), UNA CF1 Professionalism, UNA CF3 Collaboration)

12. maintain confidentiality and abide by ethical and legal standards. (AL-SDE 290-3-3-.50(3)(a)2.(iii), AL-SDE 290-3-3-.50(3)(j)2.(iii), UNA CF1 Professionalism)

13. work cooperatively and productively with other professionals at the work site. (AL-SDE.290-3-3-.50(3)(e)2.(ii), AL-SDE 290-3-3-.50(3)(i)2.(ii), AL-SDE 290-3-3-.50(3)(n)2.(i), UNA CF 3 Collaboration)

14. relate effectively to diverse student populations. (AL-SDE 290-3-3-.50(3)(b)2.(i), AL-SDE 290-3-3-.50(3)(b)2.(ii), AL-SDE 290-3-3-.50(3)(b)2.(iii), AL-SDE 290-3-3-.50(3)(k)2.(i), CACREP 3.K, UNA CF 1 Professionalism, UNA CF 5 Diversity)

15. apply relevant research findings to inform the practice of school counseling (AL-SDE.290-3-3-.50(3)(i)2.(i))

The objectives are also designed to meet the SDE, NCATE, and CACREP standards requiring an opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform. (AL-SDE 290-3-3-.50(3)(a)2.(ii), CACREP 3.H, 3.H.1-7)
Supervision/evaluation at the site will include on-going direction and consultation for the intern. The faculty supervisor will provide a formal evaluation of the student's performance based on quality of course assignments, class participation, and consultation with the site supervisor. Both the site and faculty supervisors will provide progress evaluations for the intern. The faculty supervisor will assume primary responsibility for assigning the final grade; however, the site supervisor will be asked to evaluate the student's performance. The site supervisor's evaluation will be considered in determining the final grade and will, with the site supervisor's permission, become a part of the student's file kept by the Counselor Education Department at UNA. (CACREP 3.H.7)

To receive an "A" as the final grade in this course, students will need to receive a "target" rating on the majority of the elements for all written course assignments and a "target" rating on the majority of the elements on the School Counseling Intern Assessment completed by the faculty supervisor at the end of the semester. Additionally, students must have an "acceptable" rating on all other elements.

To receive a "B" as the final grade in this course, students will need to receive no "unacceptable" ratings on any element of any course assignment and no "unacceptable" ratings on the School Counseling Intern Assessment completed by the faculty supervisor at the end of the semester.

Students who receive an "unacceptable" rating on any element of any written assignment or on the School Counseling Intern Assessment completed by the faculty supervisor at the end of the semester, will receive a "C" or lower based on a professional, subjective decision by the instructor.

Please note:

- For all course requirements, part of your grade will be a professional, subjective decision by the instructor.
- Five points will be deducted for each day beyond the due date that late assignments are submitted.
Assignments submitted for this course shall not contain any portion of materials submitted in another course.

Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

Students will receive a final grade in this course only upon completing the following components:

1. Minimum course requirements have been satisfactorily completed and documented.
2. The Final Portfolio has been submitted, and all elements have been rated as "acceptable" or "target" by the course instructor and one other counselor education faculty member.

Description of Course Requirements

CLASS PARTICIPATION
The intern will meet with the UNA faculty supervisor 1-1/2 hours each week for group supervision. Each week, students will complete an individual agenda for class meetings form and submit the completed individual agenda form from the previous class meeting. The form is attached to the syllabus. (CACREP 3.H.3, 3.J)

Students are required to participate in the following settings and activities:
1. At least 70 hours is required in direct service (individual and group counseling, consultation, and classroom guidance) with elementary students.
   a. Individual and group counseling (minimum of 30 hours) (Outcome 5)
   b. Classroom guidance (minimum of 30 hours) (Outcome 6)
   c. Consultation with professional staff and parents (minimum of 8 hours) and with school and community referral sources (minimum of 2 hours) (Outcome 11)
2. At least 70 hours is required in direct service (individual and group counseling, consultation, and classroom guidance) with secondary students. Interns must complete a minimum of 35 of their direct, secondary hours serving 9th through 12th grade students.
   a. Individual and group counseling (minimum of 54 hours) (Outcome 5)
   b. Classroom guidance (minimum of 6 hours) (Outcome 6)
   c. Consultation with professional staff and parents (minimum of 8 hours) and with school and community referral sources (minimum of 2 hours) (Outcome 11)
3. Please note: Interns must complete a minimum of ten (10) hours per week on the internship site while enrolled in CHD 689 Internship.
4. Students will interact weekly with site supervisor and receive an average of one (1) hour per week of individual supervision.
5. Students will submit a list of internship activities no later than 1/29/13.
6. Students will keep a log to document their internship activities for all course
requirements. This log and the documents cited below will be included in a notebook. This log will be available for review by the university instructor during campus meetings.  
7. A Summary of Hours log will be given to the instructor on the following dates: 1/29/13, 2/26/13, 4/2/13, and 5/7/13.  
8. Your mid-term School Counseling Intern Assessment is due on 2/26/13, and your final School Counseling Intern Assessment is due no later than 5/7/13.  
9. Your Personal Assessment of Dispositions is due no later than 4/30/13, and your Site Supervisor’s Assessment of Your Dispositions is due no later than 5/7/13.  

ADDITIONAL COURSE ASSIGNMENTS (See course schedule for due dates.)  
1. **Observations, Performance Assessment, and Session Notes**  
   Students will be observed (live or taped) by their site supervisor performing each of three activities: individual counseling session, small group counseling session, and classroom guidance lesson. The site supervisor will complete a performance assessment (rubric available in the Practicum and Internship Manual) for each activity. The student will submit a session note for each activity.  
2. **Best Practices Project**  
   Students will identify and read six (6) recent journal articles related to school counseling that will enhance their practices in internship. Two (2) of these articles must focus on strategies to promote academic development, two (2) must focus on strategies to promote career development, and two (2) must focus on strategies to promote personal/social development. This assignment should be completed according to APA format and consist of several required elements:  
   a. For each of the six articles, describe key concepts, strategies, and/or research findings. The length of the description for each article should be between 300 and 500 words in length.  
   b. For each of the three topic areas (i.e., academic development, career development, and personal/social development), discuss how you will apply strategies from both articles in your work as an intern/professional school counselor. This discussion for each topic area should be between 250 and 300 words in length.  
   c. Include a reference page for your six (6) articles.  
   d. Please organize your project according to each of the three topic areas such that you include the description of the two articles for each area followed by the discussion of how you will apply what you learned.  
3. **Personal Model of Counseling**  
   Students will describe a developing personal model of counseling. This model should include references to counseling theories learned throughout your professional studies and applied in your counseling practicum and internship experiences. This assignment should follow APA format and consist of several required elements:  
   a. Personal model of counseling, including at least two references other than required textbooks for prerequisite courses (e.g., CHD 602, CHD 606, & CHD 608)  
   b. Application of model with an individual student or small counseling group  
   c. Impact of counseling model on student(s), including evidence of progress from at least one form of assessment  
   d. Reflection on two modifications you could make to your counseling model or its application and an explanation of their projected impact on student progress
4. Personal Model of Consultation
Students will describe a developing personal model of consultation. This model should include references to consultation models learned throughout your professional studies and applied in your counseling practicum and internship experiences. This assignment should follow APA format and consist of several required elements:
   a. Personal model of consultation, including at least two references other than required textbooks for prerequisite courses (e.g., CHD 602, CHD 606, & CHD 608)
   b. Application of model with a parent, teacher, school administrator, or referral source
   c. Impact of consultation model on student(s), including evidence of progress from at least one form of assessment

FINAL PORTFOLIO
1. Students will submit their Legal and Ethical Considerations assignment (CHD 688) into the Counselor Education Internship Portfolio (CF1--Professionalism). They will complete a "Reflection" as described in the LiveText Counselor Education Portfolio Project.
2. Students will submit their School Counseling Program Assessment/Evaluation Report assignment (CHD 688) into the Counselor Education Internship Portfolio (CF2--Assessment). They will complete a "Reflection" as described in the LiveText Counselor Education Portfolio Project.
3. Students will submit their Personal Model of Consultation assignment (CHD 689) into the Counselor Education Internship Portfolio (CF3--Collaboration). They will complete a "Reflection" as described in the LiveText Counselor Education Portfolio Project.
4. Students will submit their Brochure/Handout assignment (CHD 688) into the Counselor Education Internship Portfolio (CF4--Technology). They will complete a "Reflection" as described in the LiveText Counselor Education Portfolio Project.
5. Students will submit their Diversity Report assignment (CHD 688) into the Counselor Education Internship Portfolio (CF5--Diversity). They will complete a "Reflection" as described in the LiveText Counselor Education Portfolio Project.
6. Students will submit their Personal Model of Counseling (CHD 689) into the Counselor Education Internship Portfolio (CF6--Reflection). They will complete a "Reflection" as described in the LiveText Counselor Education Portfolio Project.

Attendance
UNA’s attendance policy states: “Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is
the province of the individual professor.” (p.33) **All faculty in the Counselor Education department have adopted the following policy:** If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

**Academic Honesty**
Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:
1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.
**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

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## Course Schedule* and Course Content

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>1/22</td>
<td>CHD 678/688/689—Information Form</td>
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<td>Student Practicum/Internship Contract</td>
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<td>Supervision Confidentiality Agreement</td>
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<td>Internship Agreement</td>
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<td>1/29</td>
<td><strong>List of Internship Activities</strong></td>
<td>Hours Summary</td>
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<tr>
<td>2/5</td>
<td>Agenda Form</td>
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<td>2/12</td>
<td><strong>Observation, Performance Assessment, and Session Notes #1</strong></td>
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<td>Agenda Form</td>
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<td>2/19</td>
<td><strong>Best Practices Project</strong></td>
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<td>Agenda Form</td>
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<td>2/26</td>
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<td>3/19</td>
<td><strong>Personal Model of Counseling</strong></td>
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<td><strong>Observation, Performance Assessment, and Session Notes #2 &amp; #3</strong></td>
<td>Hours Summary</td>
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<td>4/9</td>
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<td>4/16</td>
<td><strong>Personal Model of Consultation</strong></td>
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<td><strong>Final Portfolio Dispositions Self-Assessment</strong></td>
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<td>5/7</td>
<td>Final School Counseling Intern Assessment (completed by site supervisor)</td>
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*NOTE: This syllabus may have additional components added throughout the semester. The schedule and procedures contained herein are subject to change in the event of extenuating circumstances.*
Date: __________ Name: _______________________________________

Goals/Needs for Class Meeting:

Possible Topics:

_____ Assessment of client/student or group dynamics
_____ Interventions with client/student or group
_____ Countertransference and Counseling Relationship
_____ Personal/Professional Development Concerns
_____ Ethical dilemmas/questions
_____ Adjustment to site
_____ Other: _________________________________________________

Explain Needs:

Plans for upcoming week to explore goals/needs further:

Success on plan from last meeting:
Signature

I have received a copy of the syllabus for CHD 689. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature: ______________________________ Date: __________________

Print Name: __________________________________________

Signature: ______________________________ Date: __________________

Print Name: __________________________________________