



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

**BIG ORANGE. BIG IDEAS.**

**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COUNSELOR EDUCATION PROGRAMS**

**COUN 558 INTERNSHIP IN SCHOOL COUNSELING  
SPRING 2017**

**Course Section:** 001, 3-6 credit hours  
**Course Meetings:** Tuesdays, 3:40 – 6:20 p.m.  
**Course Location:** C-210

**Faculty Instructor:** Pamela E. Brott  
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**Doctoral Supervisor:** Rachael Marshall, M.S.  
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**Office Hours:** By appointment

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**COURSE DESCRIPTION**

**3-6 CREDIT HOURS**

Supervised post-practicum experience at school setting approved by the academic unit.

*Grading Restriction: Satisfactory/No Credit grading only.*

*Repeatability: May be repeated. Maximum 9 hours.*

*(RE) Prerequisite(s): 525 and 555.*

*Registration Restriction(s): Master of Science - counseling major/school counseling concentration.*

*Registration Permission: Consent of instructor.*

**PURPOSE AND FOCUS**

The internship is the capstone experience in the master's counseling program and is a required experience to become a professional counselor. The internship in counseling provides a supervised, field-based work experience in an approved placement. Interns are expected to demonstrate increasing levels of competency throughout the semester. Interns must carry professional liability insurance covering the term of internship and complete drug screening, fingerprinting, and child protection training.

In order to meet CACREP, university, and state requirements, interns must satisfactorily complete a total of six credit hours of internship. For every three credit hours you earn, you must devote a minimum of 300 total hours to the internship, which averages 20 hours per week over one semester (15 weeks). Of the 300 total hours, a minimum of 120 hours must be in direct service (e.g., counseling, classroom guidance, consultation). When completing internship in one semester (6 credit hours), a minimum of 600 total hours of which at least 240 hours are in direct service must be completed.

Interns are to know and abide by the respective code of ethics (i.e., ACA, ASCA) and are expected to adhere to the highest professional ethical and legal standards throughout the internship. Interns are expected to maintain privacy regarding students' identities, content of counseling sessions, the security of the counseling tapes (i.e., audio) and counseling notes, and use an informed consent with parent/guardian approval to audio tape counseling sessions. **Any violation of the ACA Code of Ethics will be cause for termination from participating in internship and a grade of "F" assigned for the course.**

Rachael Marshall will be the doctoral supervisor. All interns are required to complete individual/triadic sessions with Rachael every other week during the semester. Supervision sessions will be scheduled at mutually convenient times and held in a reserved room in Bailey (507, 512) or Claxton (418, 449, 452, 453). Rooms are to be reserved using <https://utkcounseling.skedda.com>

## CONTENT ADDRESSED

CACREP CURRICULAR CONTENT	2016 STANDARD
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	2.F.1.b
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c
strategies for personal and professional self-evaluation and implications for practice	2.F.1.k
the role of counseling supervision in the profession	2.F.1.m
counselor characteristics and behaviors that influence the counseling process	2.F.5.f
essential interviewing, counseling, and case conceptualization skills	2.F.5.g
processes for aiding students in developing a personal model of counseling	2.F.5.n
procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c
procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d
qualities and styles of effective leadership in schools	5.G.2.j
community resources and referral sources	5.G.2.k
<b>ADDITIONAL STANDARDS/REQUIREMENTS ADDRESSED</b>	
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship	3.A
Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients	3.B
Formative and summative evaluations of the students' counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship	3.C
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	3.D
In addition to development of individual counseling skills, during <i>either</i> the practicum or internship, students must lead or co-lead a counseling or psychoeducational group	3.E
After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area	3.J
Internship students complete at least 240 hours of direct service	3.K
Internship students have weekly interaction with supervisors that averages one hour in week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member	3.L
Internship students participate in an average of 1.5 hours per week of group supervision on a regular school day throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	3.M
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship	3.R

## INTERN LEARNING OUTCOMES

OUTCOMES: INTERNS WILL	EVALUATION
Demonstrate professional dispositions including Commitment, Openness, Respect, Integrity, and Self-Awareness (CORIS).	Supervisor mid-term & final evaluations Doctoral supervisor evaluations Written self-assessments
Complete internship hours to include a minimum 120 hours of direct service for 3 credit hours or 240 hours of direct service for 6 credits, 15 hours of individual supervision, and 22.5 hours of group supervision, and receive an evaluation of "met expectations" from site supervisor.	Signed Internship Log Supervisor mid-term & final evaluations
Present (orally and in writing) a comprehensive and clear case study based on individual counseling with a student.	Case studies
Demonstrate basic counseling skills and duties associated with his/her role as a professional school counselor that are developmentally appropriate, culturally sensitive, and ethical; based on a personal model of counseling that is grounded in theory, and designed to support students' social and emotional, career, and academic development.	Audio tapes and written critiques Technique presentation Doctoral supervisor evaluations
Use strategies for personal and professional self-evaluation and understand implications for practice.	Weekly vlogging reflections Written self-assessments Final paper

## PROFESSIONAL DISPOSITIONS

The Counselor Education Program has adopted a set of dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced 'chorus') to help you remember them. The dispositions include:

- ◆ Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ Openness to ideas, learning, change, giving and receiving feedback, others, and self-development
- ◆ Respect to self and others, including honoring diversity, self-care, and wellness
- ◆ Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ Self-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

## METHODS OF INSTRUCTION

Site-based experiences in the school setting are the main method of instruction, which will be supervised by a school counselor identified as the site supervisor. Individual/triadic supervision is provided by the doctoral supervisor with a focus on skill development and professional identity as a school counselor. Group supervision is provided on a regular schedule by the university supervisor with a focus on conceptualizing student cases and provided structured feedback.

## REQUIRED TEXTS & MATERIALS

Access to the following resources:

- The University of Tennessee, Knoxville, School Counseling Internship Student Handbook and School Counseling Internship Supervisor Handbook.
- Google Drive online course management system.
- Taskstream <http://www.taskstream.com> account to upload required components as evidence of internship learning outcomes.
- ASCA National Model (3<sup>rd</sup> ed., 2012).
- Tennessee Model for Comprehensive School Counseling  
[http://www.tn.gov/assets/entities/education/attachments/comp\\_sch\\_counsel\\_model.pdf](http://www.tn.gov/assets/entities/education/attachments/comp_sch_counsel_model.pdf)
- Audio recording device, preferably digital recordings with encrypting software to protect confidentiality.

## STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

This internship requires that you upload all documentation to Taskstream. Specifically, you must upload the following components:

Component	Due
Supervision contract	Beginning
Liability insurance	Beginning
Ethics pledge	Beginning
Professional disclosure and consent statements	Beginning
Signed Time Logs <i>You will directly enter a summary of your hours at the end of the semester. Then, you will attach your signed log to substantiate overall hours.</i>	End of semester
Supervisors' (site, doctoral) midterm evaluation	Midterm
Supervisors' (site, doctoral) final evaluation	End of semester
Placement evaluation	End of semester
Assignments & Reflections <ul style="list-style-type: none"> <li>• 3 self-assessments</li> <li>• vlogging reflections</li> <li>• case conceptualizations</li> <li>• school counseling technique</li> </ul>	During semester <ul style="list-style-type: none"> <li>• January; February; April</li> <li>• weekly (upload to Google Drive)</li> <li>• see schedule</li> <li>• see schedule</li> </ul>

Select your faculty instructor as the evaluator for these submissions. Your faculty instructor will provide your midterm and final evaluations to you via Taskstream; you do not need to initiate this process. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

### 1. Required documentation:

- Liability insurance
- Fingerprinting
- Background check
- Child protection training

**2. Internship Contract:** Interns are required to create a contract that represents what they will be working toward during internship. You should create this contract with your site supervisor and have your faculty supervisor review it before being signed and uploaded to Taskstream. The contract MUST be developmental, comprehensive, and based on the ASCA National Model. Aspects within all domains (foundations, management, delivery, accountability) and themes (leadership, advocacy, collaboration, systemic change) must be included in this contract <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>. Please see the School Counseling Internship Manual for a template contract. The contract also needs to be based upon suggestions for growth indicated in previous evaluations. Each intern's contract should address the following:

Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

**3. Time Log:** You are required to keep a daily log of your time and responsibilities (direct and indirect) at your internship site. You also will keep a summary log of direct and indirect hours; an Excel spreadsheet will be provided for you to use as the summary log. Your site supervisor's initials and final signature verifies the summary log for the semester. The signed summary log is to be uploaded to Taskstream at the end of the semester.

#### 4. Supervision:

**Site supervision:** On-site supervisors provide an average of one-hour per week of individual supervision (i.e., minimum 15 total hours).

**Doctoral supervision:** Individual/triadic supervision is provided by the doctoral supervisor with a focus on skill development and professional identity as a school counselor. A minimum of three written tape reviews and audio tapes will be required as part of individual/triadic supervision. Tapes and critiques must be submitted to the doctoral supervisor no later than 48 hours before a scheduled supervision session. If unable to submit the tape and critique 48 hours in advance, the supervision session will be rescheduled.

**Group supervision:** The university supervisor provides group supervision on a regular schedule. A minimum of 22.5 hours (on average 1-1/2 hours per week) of group supervision must be completed. Group supervision consists of presenting cases for review, experiences in providing structured feedback, sharing techniques appropriate for the school setting, and using reflective processing of internship experiences that contribute to developing a professional school counselor identity.

**5. Taping (audio):** Obtain written consent to tape students and share tapes with supervisors and peers. Bring a tape every supervision session (group, individual/triadic) beginning the 2<sup>nd</sup> week of class. You must share 3 different tapes during the semester as part of the supervision requirements. Have the tape cued to a specific session moment. The oral presentation will provide context to your peers and supervisors of this specific case and your needs from supervision.

**6. Case Presentation:** The purpose of the case presentation is to demonstrate your ability to see students-in-context that includes demographics, multicultural, systemic, and developmental perspectives and to provide opportunities for interactive group feedback. At least 48 hours prior to supervision, create a written summary of the student with whom you are working, your experiences to date with the student, and a focus question for feedback. Your written summary for the case presentation will follow a structured format as DIRT (description, impressions, relationship, treatment plan) notes. In addition, please provide a brief segment from an audio tape of a session with this student. Your total presentation should last approximately 10-15 minutes and will be followed by time for feedback and discussion.

**7. School Counseling Technique:** Share with the group one technique that you have used in individual or group counseling. Your presentation will include an overview of the technique with evidence from at least two professional journal articles related to this technique, how you are using the technique, strengths and limitations for using this technique in a school setting, and a brief demonstration.

**8. Self-Assessments:** Complete three self-assessments during the semester based on your skills, procedures, and grows and grows from your internship experiences. Upload all three signed self-assessments to Taskstream at the end-of-semester.

**9. Weekly Reflections (vlogging):** Record a 2-3 minute video reflecting on your weekly internship experiences through the lens of "critical incident" and how you are experiencing your developing identity as a school counselor. The file name should be lastname\_month.day (ex: Brott\_1.20). Video files will be uploaded to Google Drive no later than Friday evening of each week.

**10. Classroom Guidance Experience:** While at your site, you must complete at least one classroom guidance unit that consists of 4-6 lessons/presentations. Coordinate with your site supervisor to identify topic, grade/s, lesson plans, and methods to evaluate effectiveness. Classroom guidance may be related to social-emotional, career, or academic domain and should be an appropriate length based on the developmental level of the students (i.e., around 20 minutes for early elementary, 30 minutes for late elementary, and 45-60 minutes for middle and high school). This experience is the best way to learn classroom management skills. Create an artifact for your professional portfolio that includes all information that will allow you to replicate this unit.

**11. Group Counseling:** Co-facilitate with your site supervisor group counseling sessions. Create a document for your professional portfolio that overviews the group counseling, identifies ASCA Mindsets and Behaviors, and includes individual session plans and evaluation to determine effectiveness.

**12. Midterm and Final Evaluations from Site and Doctoral Supervisors:** Provide copies of the evaluation (see School Counseling Internship Manual) for your site and doctoral supervisors and ask them to fill out the evaluations at the appropriate times (mid-semester, end-of-semester). Review the evaluations with your supervisors, sign the evaluation form, and upload to file to Taskstream.

**13. Employability:** Create a curriculum vitae (CV) and an intentional, planned approach to your job search.

**14. Praxis:** Register and complete the praxis.

**15. Integrative Processing Model:** This final paper is designed to help you think deeply about what you have learned in your internship experience. You will reflect on (a) professional and personal goals from your Internship Contract, (b) weekly reflective vlogs submitted, (c) feedback you have received from supervisors and peers, and (d) three self-assessments that include your “glows” and “grows” across the semester. Select ONE theme of your experiences from internship and expand your thinking as you integrate these experiences with what you have learned about yourself as an emerging professional school counselor.

**16. Professional Portfolio:** Organize your artifacts into the ASCA National Model components (Foundation, Delivery, Management, Accountability) and themes (leadership, advocacy, collaboration, systemic change). Bring your professional portfolio with you to the last group supervision session.

### GRADING

Internship is a Satisfactory/No Credit grading only (i.e., pass/fail course). Assignments will be evaluated and a pass/fail grade provided. Interns will have one opportunity to revise and resubmit any/each assignment that received an unsatisfactory/fail grade, up to 3 assignments.

Interns who do not complete the required hours (1 credit hour = 100 hours of logged and verifiable internship hours) within the semester, but have fulfilled due diligence in attempting to conduct internship hours and have completed all assignments in a satisfactory manner and by established deadlines, may (decision determined by the course instructor with input from counselor education faculty) receive an incomplete grade until the hours are satisfied (within a year, but usually much shorter time determined by a written contract). Interns who do not fulfill all the internship hours for which they registered, and/or do not complete all assignments in a satisfactory manner by established deadlines may fail the course. Should an intern fail the course, faculty will determine if the intern will be permitted to repeat internship and under what conditions. If faculty members do not permit the intern to repeat internship, the intern will be terminated from the school counseling program.

### INSTRUCTOR POLICIES

Interns are required to attend all UTK campus supervision sessions (group, individual/triadic). At the school where you are interning, you are expected to arrive when the school counselor arrives and leave when s/he leaves, unless other arrangements are made and agreed upon. Interns MUST intern/work each week throughout the semester; even if all required hours are completed before the end of the school year, interns must continue interning/working at the school. Interns may begin one week prior to the first week of classes and continue one week after the last class, providing they remain in contact with their UTK course instructor/internship supervisor(s). Direct student contact hours can only be conducted when UTK courses are in session.

Participate in group supervision by providing constructive feedback to your peers. Open/use electronic devices only when this use is associated directly with supervision activities, content, or discussion.

**TENTATIVE COURSE CALENDAR**

Date	Supervision	Assignments Due	Case Presentations	Technique Presentations
1/17	Group Supervision	*Liability Insurance *Ethics Pledge **Vlogging reflection		
1/24	Group Supervision	*Professional Disclosure & Consent Statements **Vlogging reflection Self Assessment #1	1.	1.
1/31	Group Supervision	**Vlogging reflection Signed Internship Contract	2.	2.
	Triadic/Individual Supervision			
National School Counseling Week "School Counseling: Helping Students Realize Their Potential" February 6-10				
2/7	Group Supervision	Dr. Brott's individual site visits to be completed no later than 2/3 *Internship Contract (signed) **Vlogging reflection	3. 4. 5.	3.
2/14	Triadic/Individual Supervision	**Vlogging reflection		
2/21	Group Supervision	**Vlogging reflection Summary Log check-in	6. 7. 8.	4.
2/28	Triadic/Individual Supervision	*Mid-Semester Evaluations (site, doctoral) **Vlogging reflection		
3/7	Group Supervision	*Self Assessment #2 **Vlogging reflection CV	1. 2. 3.	5.
3/14	Spring Break			
3/21	Triadic/Individual Supervision	**Vlogging reflection		
3/28	Group Supervision	**Vlogging reflection Summary Log check-in	4. 5. 6.	6.
4/4	Triadic/Individual Supervision	**Vlogging reflection		
4/11	Group Supervision	**Vlogging reflection	7. 8.	7.
4/18	Triadic/Individual Supervision	**Vlogging reflection		
4/25	Group Supervision	*Self Assessment #3 *Final Evaluations (site, doctoral) *Site Evaluation *Time Log (signed) Dr. Brott's final site visits to be completed no later than 5/5 **Vlogging reflection *Final paper		8.

**\*Upload to Taskstream:** Select your faculty instructor as the evaluator for these submissions. Your faculty instructor will provide your final evaluation to you via Taskstream; you do not need to initiate this process. Please see your program handbook or website for guidance regarding how to utilize Taskstream.

**\*\*Vlogging Reflection:** weekly reflection due no later than Friday of each week; record 2-3 minute video (e.g., Smartphone, computer) and upload to Google Drive



*Dear Student,*

*The purpose of this **Campus Syllabus** is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience. I want to wish you the best for a successful and productive semester.*

*Interim Provost John Zomchick*

#### UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus” <http://civility.utk.edu/>

#### EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

#### ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

#### YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

#### DISABILITIES THAT CONSTRAIN LEARNING:

“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

#### WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu>).