**KEENE STATE COLLEGE**

**SCHOOL COUNSELOR PROGRAM**

**EDUCSC 696/697**

**INTERNSHIP SYLLABUS: ELEMENTARY/SECONDARY**

**Spring 2017**

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**COURSE CATALOG COURSE DESCRIPTION**:

Ongoing seminar in conjunction with site-supervised practice is required in conjunction with semester-long, minimum 300-hour elementary/middle (EDUCSC 696) and a 300-hour secondary (EDUCSC 697) school counseling internships. In addition to required field experiences totaling a minimum of 600 hours, candidates meet bi-weekly with other candidate interns and internship instructor to engage in-group supervision and integrate internship experiences.

**INSTRUCTOR’S ADDITIONAL COURSE DESCRIPTION**

The group and peer supervision provided by this seminar offers an opportunity for candidates to continuously examine the internship experience in a reflective, sharing environment. Group supervision enables candidates, as interning school counselors, to benefit from the feedback of ideas and opinions of instructor and peers. This activity meets the requirement of group supervision necessary for New Hampshire certification as a School Guidance Counselor.

Candidates will also work throughout the year on the compilation of a portfolio that a) presents evidence of their learning and competency development, as well as b) provides another vehicle for self-reflection that together with the internship experience and group supervision build candidates’ professional stature as school counselors.

Candidates will also be presented with some final professional pre-service topics of study including: professionalism; acclimating to and subsequently working in school and community systems; individual and group supervision; classroom management, community development, responding to student crisis behavior; consultation and effective communication; designing and facilitating results-oriented development activities as well as interventions; school law and counseling ethics; promoting social justice; and other issues arising in the practice of school counseling.

***The School Counselor Program*** *is part of the Education Department. As a change-agent in your school community and the larger educational community we invite you to utilize the KSC Education Program conceptual framework, which is highly relevant to our work as school counselors. The KSC Education Program is designed to prepare education professionals who:*

* ***E****xplore the dynamic nature of the teaching and learning process*
* ***D****emonstrate professional and ethical behaviors that meet high expectations and standards*
* ***U****nderstand the world from multiple perspectives*
* ***C****ontribute to a just and equitable world*

**COURSE OBJECTIVES**: Counseling Interns will:

**Performance-based Objectives--Candidates** **will know or be able to:**

1. Exchange viewpoints and receive feedback from fellow candidates and faculty regarding being a professional school counseling intern.
2. Implement programs and services essential to a comprehensive school counseling program.
3. Critically evaluate and reflect upon self and others' counseling skills and techniques.
4. Effectively counsel K-12 students.
5. Analyze ethical principles and discuss such issues and/or dilemmas that may arise during the internship experience.
6. Reflect upon their experiences in internship, communicate their reflections, and process their growth through the graduate program in school counseling.

This course further seeks to incorporate the following objectives taken from the Council for Accreditation of Counseling and Related Educational Programs (**CACREP) 2009 Standards at:**

[**http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf**](http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf)

**CRITERIA FOR GRADING**

Class Participation (attendance, and classroom/online

 contributions) 10%

Journal (see schedule) 5%

Self/Site/Supervision Presentation (see schedule) 5%

Guidance Lesson (variable times) 10%

Case Study Paper & Presentation (see schedule) 15%

Internship Documentation and Log (see schedule) 5%

Mid-Point Assessment (3-1-17) 25%

Final Assessment (4-19) 25%

Letter grades are assigned based on the following point system: A=100-94, AB=93-88,

B=87-83, BC=82-78, C=77-73, CD=72-68, D=67-60, F=59-0

**PARTICIPATING ASSIGNMENTS**

**Canvas**

In this course we will be using Canvas, the College’s learning management system, for assignment submission, online discussions, journaling, distributing readings and other materials, feedback on assignments, appointment sign-ups (maybe). Canvas can be a powerful tool for supporting our work in this course, but as with any tool, it will only be effective if we use it effectively. As a part of being an active participant in the course, students are expected to log in to Canvas at least two to three times a week to keep up with discussions, view assignment feedback, read and respond to messages. In addition, I may use Canvas announcements to inform students of important course information, including changes to assignments, class cancellations, distributing important documents, etc. To ensure that important communications are received in a timely manner, students are responsible for setting their notification preferences in Canvas to be notified immediately of new announcements and new conversation messages.

Students are also responsible for regularly checking their Myksc email or other means by which they elect to receive Canvas notifications.

Instructions for setting your Canvas notification preferences can be found at: <http://guides.instructure.com/m/8470/l/73162-how-do-i-set-my-notification-preferences>.

**Attendance and Participation:**

It is expected that all students will attend and participate in all classes. We will meet 14 times over the year face-to-face (and Skype for distant students) as a full group, and/or individually, on-line, or by telephone on alternating weeks. Our class will run in a seminar format, so it will be imperative that you come to class fully prepared to discuss the particular topics of that meeting. Please contact me if circumstances prevent you from being at a particular meeting. Excused absences will only be given for serious medical or personal reasons; please notify me in advance. Classes will be held except in the case of extreme weather. In that event an email will be sent and an announcement will go out through Canvas. There will be make-up classes when classed have to be cancelled.

**Journal:**

You are expected to make 3 entries for spring 2017 into your journal on Canvas. Please follow the specific directions in the drop box.  Where there is no specific instruction, please discuss plans for counseling and classroom work, results of your activities (how did counseling/instruction go - was your goal accomplished, what went well, what was unexpected or did not go well, what are follow up plans, etc?), struggles or challenges, questions/concerns, etc.  This is an opportunity for us to engage in one-to-one supervision in this limited format.

**Discussion Board Postings:**

You are expected to make Canvas entries to 7 discussions - What I Learned This Week, Final Reflection on Internship, and other discussion issues and/or class prompts or responses. In addition to your own posting – started thread - you are expected to respond to at least 2 threads of classmates. Check Canvas for particular discussion board instructions.

**Self/Site/Supervision Presentation**: This is focused on the current context of your professional development as a school counselor, as represented by who you are in this role, what the nature is of the context within which the personal and the professional intermingle, and what the nature is of the mentoring relationship you are receiving in your internship. This should be a PowerPoint presentation that you will upload to Canvas by midnight of the day before you present. Check Canvas for particular instructions.

**Self:** Your self-evaluation of your current development, strengths and challenges, personal issues, surprises, and goals for your current internship placement.

**Site**: A detailed description of your site, its possibilities as a training entity for you, as well as systemic issues that might readily enhance or challenge your experience.

**Supervisor**: A discussion of your relationship with your supervisor, how your supervision is conducted, and a description of your expectations of supervision.

**University Supervisor Observation Visits:**

Candidates are responsible for arranging 3 site visits with their university supervisor. The first or last visit should include time to observe a small or large group guidance lesson. The second visit will be done by telephone or Skype. Specific details will be provided on Canvas.

**Student Case Written Report and Presentation:**

Team meetings and case presentations are important aspects of the school counselor’s work. The written and oral case presentation demonstrates an ability to communicate effectively about a student’s school and personal life and how the counselor is “providing” for the student. As such, it provides the overview of the student’s status necessary for others to develop understanding that will enable them to provide thoughtful feedback about the student’s needs, the counselor’s strategic approach, and stimulating thoughts about how the counselor might continue to work with the student. The presentation should be delivered in PowerPoint and should be about 30-45 minutes. This should include an identification of theories or aspects of theories used and specific counseling strategies. Candidates will also write a 5-8 page case study analysis using the following format:

1. Students should include the following in their write ups:
2. **Background and Case Conceptualization**: Use the following model based upon Orton (1997 as cited in Erford, 2015).
	1. *The concerns that have led to the referral*. Why is the student receiving counseling? How long has this been going on? To what extent do these seem to be normal developmental concerns? To what extent might they be evidence of environmental or mental health concerns?
	2. *Developmental and sociocultural history*. Is there any significant medical history? Are there emotional regulation difficulties? What do you know about the student’s cognitive functioning? What sociocultural or socioeconomic factors may be relevant?
	3. *Relationships*. How would you characterize the student’s relationships with parents and siblings? Classmates and teachers?
	4. *School experiences*. How long has the student been at the school? How is the student doing in school? Are there any attendance issues? What is the student’s attitude towards school?
	5. *Strengths*. What special talents does the student have? Are their positive support systems?
3. **Goals** for counseling with this student in general and for this session in particular. Address all four of the areas below.
4. What overall goal or goals are you and the student working towards?
5. What specific goal or outcome do you hope to accomplish by meeting with the student during this session?
6. To what degree does the student share in this goal?
7. What is your plan to help the student meet these goals?
8. **Evaluation of your skills**
9. Counseling skill strengths you believe you exhibited (please be specific)
10. Areas you’ve identified for improvement
11. Questions for the supervisor/group and specific feedback requested
12. **Interview Transcript**. Present an exactly transcribed 10-15 minute segment for supervision. Pre-plan carefully to select a portion (or portions) of the interview that will provide a rich supervision experience. Please do not use the client’s name or any identifying information on your transcript or write up.
13. **Conclusions/ Personal Thoughts and reflections**. How did/do you feel about your counseling session? Did the session work towards the achievement of the goals?

The presentation should be well-organized so as to be delivered clearly and succinctly and should provide a meaningful outline of the *basic* information that constitutes the “case” of the student. More information about the requirements for this assignment is posted on Canvas.

**REQUIRED INTERNSHIP DOCUMENTATION:**

Details for required internship documentation are available in the *Internship Handbook*.

**Tk20**

**Tk20** Campus Tool is an assessment and accreditation management system that the School of Professional and Graduate Studies (PGS) at Keene State College has adopted to help with data collection, performance evaluation, and program improvement. Tk20 is an integral part of our quality assurance system to prepare high-quality teacher candidates for their teaching careers as well as other degree candidates in the School.

Please submit your assignments to Tk20 by the due date specified by your instructor. ALL TK20 required submissions must be done NO LATER THAN the final day of the semester/session. Failure to do so will affect your final grade in the course.

To learn more about Tk20 and how to submit your artifacts (i.e., course assignments) to Tk20, please go to [http://academics.keene.edu/Tk20](https://owa.keene.edu/exchweb/bin/redir.asp?URL=https://owa.keene.edu/exchweb/bin/redir.asp?URL=https://owa.keene.edu/exchweb/bin/redir.asp?URL=http://academics.keene.edu/Tk20" \t "_blank" \o "https://owa.keene.edu/exchweb/bin/redir.asp?URL=https://owa.keene.edu/exchweb/bin/redir.asp?URL=https://owa.keene.edu/exchweb/bin/redir.asp?URL=http://academics.keene.edu/Tk20) and click the Tutorial tab.

**Supervisor’s Midpoint and Final Assessments:**

The candidate disposition reviews, and mid-internship and final internship assessments are key assessments of the internship course of the Keene State College School Counselor Program archive on Tk20

**Course Schedule**:

1-18 Course Introduction, Syllabus Overview, Discussion on Current Placements, Processing Experiences, Review Counselor Dispositions, Schedule Initial Visit on Dispositions and/or Guidance Lesson

 SSS Presentation: Elizabeth

 Functional Behavior Assessment and Mistaken Goals of Behavior

 Powerpoint: Social Justice and the Helping Professions

 Video: [*Education for Social Change*](http://www.tcdailyplanet.net/tedx-talk-education-social-change/) or *Social Action*: *Mandate for Counselors*

1-25 On-Line Posting

2-1 Process Field Experiences

 Case Presentation: Elizabeth

 Theater of the Oppressed as a Counseling Tool

 January Log of Hours due

 Powerpoint: Bullies and Targets

 Video: *Bullied*

2-8 On-Line Posting

2-15 Process Field Experiences

 SSS Presentation: Jesse

 Journal 3 Due

 Powerpoint: Masculinity and Fatherhood

 Video: *The Trouble with Evan*

2-22 On-Line Posting

3-1 Process Field Experiences, Schedule Conference Call

 Case Study Presentation: Jesse

 February Log of Hours due

 Midpoint Site Supervisor Evaluation due on TK 20

 Powerpoint: Parent Involvement and Education

 Video: *Principals Speak Out*

3-15 No Class: Spring Break

3-22 Process Field Experiences

 SSS Presentation: Laura

 Schedule Final Visits on Dispositions and/or Guidance Lesson

 Powerpoint: Newberger’s Stages of Parental Awareness

 Powerpoint: Parenting without Borders

 Video: *Families and Young Children with Special Needs*

3-29 On-Line Posting

4-5 Process Field Experiences, Review Counselor Dispositions

 Case Study/Presentation: Laura

 March Log of Hours due

 Journal 4 due

 Powerpoint: The PREPaRE Model of School Crises

 Video: Weighing the Risks

4-12 On-Line Posting

4-19 Process Field Experiences, Wrap-up, Course Reflections and Evaluation

 April Log due

 Journal 5 due

 Powerpoint: Media Influences on Youth

 Video: *Game Over*

Video Clip*:* [The Empathic Civilization](https://www.ted.com/talks/jeremy_rifkin_on_the_empathic_civilization)

4-26 On-Line Posting

 Final Site Supervisor Evaluation due on TK 20

Candidates who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students.

SECTION II PROFESSIONAL IDENTITY

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession;

b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;

c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

d. self-care strategies appropriate to the counselor role;

e. counseling supervision models, practices, and processes;

f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession;

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;

b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;

c. theories of multicultural counseling, identity development, and social justice;

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

a. theories of individual and family development and transitions across the life span;

b. theories of learning and personality development, including current understandings about neurobiological behavior;

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

d. theories and models of individual, cultural, couple, family, and community resilience;

e a general framework for understanding exceptional abilities and strategies for differentiated interventions;

f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and

h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

a. career development theories and decision-making models;

b. career, avocational, educational, occupational and labor market information resources, and career information systems;

c. career development program planning, organization, implementation, administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques relevant to career planning and decision making; and

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals; b. counselor characteristics and behaviors that influence helping processes; c. essential interviewing and counseling skills;

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

f. a general framework for understanding and practicing consultation; and

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

a. the importance of research in advancing the counseling profession;

b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. statistical methods used in conducting research and program evaluation;

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. the use of research to inform evidence-based practice; and

f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that candidate learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Understands ethical and legal considerations specifically related to the practice of school counseling.
2. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
3. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
4. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
5. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics - including counseling, psycho-educational, task, and peer helping groups - and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision-making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

K. Knowledge

1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
7. Knows school and community collaboration models for crisis/disaster preparedness and response.

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

**CLASS DISPOSITIONAL EXPECTATIONS**

In addition to the outcomes for knowledge and skill development, as a candidate in this class and in this program you are expected to:

1. Be prepared for and attend all class sessions. It is expected that all candidates will attend and participate in all classes. As this course is experiential and meets regularly face-to-face and on-line, attendance/participation at all sessions is important. Please notify me ahead of time or immediately after if you have to miss a class. Special arrangements must be made if you miss more than one class. Excused absences will only be given for serious medical or personal reasons; please notify me in advance. Classes will be held except in cases of extreme weather. In that event, a message will be sent via myKSC email and/or posted on Canvas. Makeup classes will be provided. Call me at 603-363-9981 if you have any questions.
2. Demonstrate oral and written language skills that are reflective of graduate level work. Expect some assigned readings and videos (See Canvas). There is no text.
3. Submit assignments on the date specified in class or on the course outline. Late work will not be accepted, unless there are clear circumstances that we both agree are substantive and unavoidable. Under these circumstances, as always, timely and clear communication is essential.
4. Take responsibility to share of yourself only what you choose and to set appropriate limits and boundaries for yourself. Experiential exercises in this class are optional and you may stop participating at any time only if you feel extremely uncomfortable as much learning occurs as a result of mild to moderate discomfort.

This said, it is hoped and expected that you will bring your full self and presence to this experience. Your willingness to be open and present with your colleagues (within the limits of safety, appropriateness, and confidentiality, which will be monitored by the instructor) will be a crucial dimension of the internship class.

**SCHOOL COUNSELOR INTERN DISPOSITIONAL EXPECTATIONS**

In addition to the outcomes for knowledge and skill development, and class dispositions, as an intern in the School Counselor Program you are expected to:

1. adhere to ethical and legal standards and demonstrate integrity and honesty.\* (In particular, respect confidentiality and the privacy of other candidates and professionals with whom you come in contact during the course. You will be involved in individual and group counseling as well as class instruction of the school counseling core curriculum at your internship site, in addition to meetings where students and families will be discussed. It is your responsibility to maintain confidentiality. Remain aware of the legal limits of confidentiality. You are responsible, if the risk of harm to self or others is revealed to you, to take all necessary steps to prevent harm from occurring although this may mean breaking confidentiality. Study the ACA and ASCA ethics, paying attention to issues of confidentiality and clients’ rights);
2. demonstrate self awareness and openness to feedback;
3. demonstrate empathy to others and sensitivity to diverse perspectives;
4. demonstrate commitment to equity, justice and advocacy;
5. demonstrate commitment to working cooperatively and collaboratively;
6. engage others and demonstrate clear and accurate communication skills (e.g., listening, writing, speaking);
7. utilize organizational, time management, and effective planning skills;
8. be flexible, take initiative, and demonstrate motivation, engagement and openness to change in a dynamic profession as well as advocacy for the school counseling profession;
9. demonstrate appropriate professional behavior.

**As a school counselor intern in a public school setting, your behavior outside of the school setting will be a matter of public awareness. During the final internship year of the KSC School Counselor Program, you will be taking on professional responsibilities and will be evaluated in that regard by students, staff, families, and community members. It is critically important that you remain mindful of your new status as an emerging professional, and make all necessary personal behavioral adjustments so as not to compromise your professional integrity.**

**In case of a catastrophic event**:

*If Keene State College is shut down for an extended period of time due to a catastrophic event,* candidates are responsible for regularly checking *their KSC email, the KSC website, the course Canvas site, and the outgoing message on the instructor’s office phone* ***f****or information on alternative course delivery procedures and course work submission. Alternative delivery methods are subject to change depending on the nature of the emergency.  Candidates will be responsible for completing their assignments and ensuring that they have completed all of the core requirements for their courses before they will receive a final grade for the course.*

**PERSONAL ISSUES**

Take responsibility for addressing issues that are evoked for you in the course and/or program. Our professional code of ethics highlights the importance of attending to personal issues that arise in the course of our work, and which could have an impact on our effectiveness as school counselors. You are ***STRONGLY*** encouraged to consider engaging in counseling as you train to be a school counselor. If pressing issues are evoked for you in this course or program, it is ethically and personally imperative that they be addressed in a professional manner outside of class. Please speak with me if I can be of assistance with issues that may arise for you, or if I can help you in finding the resources that you need.

**COURSE ETHICS**:

Uphold our professional ethical standards and follow the KSC Academic Honesty Policy. Students will be held to the highest ethical standards befitting a school counselor graduate candidate at Keene State College. Please familiarize yourself with the KSC Academic Honesty Policy, and be sure you understand its implications.

In our class, you have the right and responsibility to only share of yourself what you choose and to set appropriate limits and boundaries for yourself. All experiential exercises in this class are optional and you may stop participating at any time only if you feel extremely uncomfortable as some discomfort is a prerequisite for change and growth.

**SPECIAL ACCOMODATIONS:**

Communicate with me about any special circumstances that may affect your ability to participate in class and/or meet course expectations. If you need an accommodation for a disability please make an appointment to see me, and contact Jane Warner in the Office of Disability Services at 358-2353.