Plymouth State University   **University System of New Hampshire**

CO 5850 Seminar and Internship in School Counseling K-12
Spring 2022
Online Synchronous
Tuesdays 3:30-6:00pm

Zoom link to all class meetings for the semester:
https://plymouthstate.zoom.us/j/87231815048?pwd=bVh1Rkh2WVo4N0l1VCtkSFFyV0FDQT09

Instructor Information
Instructor: Dr. Robin Hausheer   **Office Hours***:*
E-mail: rhausheer@plymouth.edu   Mondays: 11am-12pm;
Phone: 535-2129 (O); 208-869-5298 (Cell)   https://plymouthstate.zoom.us/j/85748810650
Office: Samuel Read Hall, 301   Tuesdays 2pm-3pm
                                                          https://plymouthstate.zoom.us/j/81507876500
                                                     Or by appointment

Catalog Description:
Personal, educational, and career guidance and counseling experiences performed under supervision of a certified counselor and conducted in elementary, middle, and secondary school settings. In addition to the required field experiences, students must attend seminar meetings on campus with fellow student interns and the college supervisor to exchange viewpoints and feedback.

Content Areas
1. Application of all skills learned in school counseling program
2. Group and individual supervision
3. Reflection on professional practice
4. Leadership, advocacy and multilevel interventions

Performance-based Objectives--Candidates will 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. Implement a peer supervision model.
6. Analyze ethical principles and discuss such issues and/or dilemmas that may arise during the internship experience.
7. Reflect upon their experiences in internship, communicate their reflections, and process their growth through the graduate program in school counseling.

2016 CACREP Standards Addressed by this Course
Key Performance Indicators and Specialty Standards

Standard	Delivery Method	Assessment
Key Performance Indicators		
Ethical Practice: CACREP Core 1.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Supervision; Course Discussions	Final paper; Site Supervisor Evaluation
Social and Cultural Diversity: CACREP Core 2.b theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	Supervision; Course Discussions	Site Supervisor Evaluation
Human Growth and Development: CACREP Core 3.e biological, neurological, and physiological factors that affect human development, functioning, and behavior	Supervision; Course Discussions	Case Presentation; Site Supervisor Evaluation
Career Development: CACREP Core 4.h strategies for facilitating client skill development for career, educational, and life-work planning and management	Supervision; Course Discussions	Site Supervisor Evaluation
Theories of Counseling: CACREP Core 5.a theories and models of counseling	Supervision; Course Discussions	Case Presentation
Counseling Skills: CACREP Core 5.g essential interviewing, counseling, and case conceptualization skills	Supervision; Course Discussions	Site Supervisor Evaluation
Group Leadership Ability: CACREP Core 6.g ethical and culturally relevant strategies for designing and facilitating groups	Supervision; Course Discussions	Site Supervisor Evaluation
Use of Assessments for diagnostic and intervention planning purposes: CACREP Core 7.e use of assessments for diagnostic and intervention planning purposes	Supervision; Course Discussions	Site Supervisor Evaluation

Utilization of Research to Inform Counseling Practice: CACREP Core 8.a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Supervision; Course Discussions	Article Presentation
Integration of Comprehensive School Counseling Program: CACREP SC 5.G.1.b models of school counseling programs	Supervision; Course Discussions	Final Reflection Paper
CACREP 2016 School Counseling Standards		
5.G.1.b models of school counseling programs	Supervision; Course Discussions	Final Reflection Paper
5.G.2.k: community resources and referral sources	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.d: interventions to promote academic development	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.e: use of developmentally appropriate career counseling interventions and assessments	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.f: techniques of personal/social counseling in school settings	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.g: strategies to facilitate school and postsecondary transitions	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.h: skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.i: approaches to increase promotion and graduation rates	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.j: interventions to promote college and career readiness	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.k: strategies to promote equity in student achievement and college access	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.l: techniques to foster collaboration and teamwork within schools	Supervision; Course Discussions	Site Supervisor Evaluation

5.G.3.m: strategies for implementing and coordinating peer intervention programs	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.n: use of accountability data to inform decision making	Supervision; Course Discussions	Site Supervisor Evaluation
5.G.3.o: use of data to advocate for programs and students	Supervision; Course Discussions	Site Supervisor Evaluation

Methods of Instruction
Field-based experiences and field-based mentoring, small group discussion and consultation, individual group, and peer supervision. Students take considerable responsibility for their learning.

Readings:
Recent readings from *ASCA School Counselor* are available through the ASCA Website and are freely available to members. Older readings are linked on Moodle.

Other readings are available on Moodle.

Seminar Requirements
(also see the *School Counseling Practicum and Internship Handbook*)

1. **Locking Box/Bag** – For the first night of class **(January 4th),** students will bring locking box/bag that will be used to transport flash drives containing their clients' case recordings. Please note: recordings for group, individual and triadic supervision will not be accepted for viewing if not contained on a flash drive.

2. **Initial Reflection Paper:** For **January 18th**, students will need to bring with them a *Skills, Attributes, and Goals Paper*. In this paper, students will:

    A. Identify and describe specific counseling skills and personal attributes they have learned about themselves (in Practicum, Counseling Skills or elsewhere) that either help or hinder their effectiveness as a school counselor.

    B. Reflect on their skills and competencies, identifying areas of strength and areas of growth.

    C. Create three goal statements (SMART goals) that will help guide their growth during this experience.

    SMART Goals are identified as:
    - Specific: be specific (i.e., identifying a specific counseling skill vs. stating improving overall counseling skills)
    - Measurable: how will progress be measured and what will determine the goal was met?

- Attainable: how realistic is it to attain/achieve the goal?
- Relevant: how does the goal pertain to the student's future work as a school counselor?
- Timely: can the goal be completed while in internship?

D. Detail what they want to gain from supervision in general, from their university supervisor, from their peers, and from their site supervisors.

E. Students will share the information in their papers during seminar on **January 18th.**

The collaborative nature of the seminar provides both the arena and opportunity for interns to give and receive feedback in a mutually supportive atmosphere. It is expected that you will "use" one another in order to grow.

4. **Group Supervision Recording and Presentation:** Please follow the guidelines below (A. through D.) for *writing up* your recordings for group supervision. Recordings presented for supervision should have a focus on social/emotional issues and contain enough "substance" to allow for meaningful counseling supervision. ***All names should be masked*.** **<u>Recordings must be of a quality to clearly hear with the camera on you and the student</u>**. Be sure the flash drive is stored and transported in a HIPAA-compliant manner (locking box/bag) as outlined under "Recording and Technology Policies" located on this syllabus and in the School Counseling Handbook. All recordings are to be deleted from flash drives and recording devices after viewing with course instructor. Students should include the following in their write up:

    A. **Background and Case Conceptualization**: Use the following model based upon Orton (1997 as cited in Erford, 2015).
       a. *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?
       b. *Developmental and sociocultural history*. Reflect on the client's developmental level. What stage of development is he/she/they in based on a specific developmental model (i.e., Erickson's Psychosocial Stages of Development; Piaget's Cognitive Stages of Development) and how does this stage of development impact the client currently? 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?
       (Addresses Key Performance Indicator: Human Development and Impact on Mental Health and Functioning [CACREP Core 3.e])

    c. *Relationships*. How would you characterize the student's relationships with parents and siblings? Classmates and teachers?
    d. *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?
    e. *Strengths*. What special talents does the student have? Describe any positive support systems in place for the student?

B. Goals for counseling with this student in general and for this session, in particular. Address all four of the areas below.
    a. What overall goal or goals are you and the student working towards (this should be established during the initial session with your client-- i.e., identify a SMART goal for client)?
    b. What specific goal or outcome do you hope to accomplish by meeting with the student during this session?
    c. To what degree does the student share in identifying and obtaining this goal?
    d. What is your plan to help the student meet these goals?

C. Evaluation of your skills
    a. Strengths you believe you exhibited in your counseling skills (please be specific)
    b. What theoretical orientation is grounding your counseling approach? What evidence supports the use of this theory (what skills are you using and with what theory do they align)?
    c. Areas you have identified for improvement (be specific)
    d. Questions for the supervisor/group
    e. Specific feedback you are requesting from the supervisor/group

D. Conclusions/Personal Thoughts and reflections
    a. How did/do you feel about your counseling session?
    b. How did the session work toward the achievement of the identified goals?

See "Course Schedule" to select student presentation dates.

(Addresses Key Performance Indicator: Human Development and Impact on Mental Health and Functioning CACREP Core 3.e; Theories of Counseling: [CACREP Core 5.a])

5. **Toolbox**: Each student is responsible for contributing one (1) activity to the "School Counselor's Toolbox." ***These activities are ones that the intern has already implemented*** and can be applicable to whole school, classroom, small group, and/or individual settings. These activities will be written up using the template located within this syllabus and on the course Moodle page. Students will present the activity during a seminar session and will distribute a copy of their "School Counselor's

Toolbox" to class members and the course instructor/posted on Canvas. ***See "Course Schedule" to select student presentation dates. Each student will sign up for one (1) date.***

6. **Issue in School Counseling Article Presentation:** Students will identify one (1) topic throughout the course that is of interest related to school counseling. Students will then find a research article from a ***peer-reviewed journal*** that they will share via email with their peers and the instructor ***one week before*** they present the article to the class. Peers are responsible for reading the article prior to the class presentation and will bring one question related to the article to class for discussion. The presenting student is responsible for presenting the salient points and facilitating a group discussion. The presenting student and peers will each **submit a one-page brief overview** of their take-aways of each article and how they might use the information to inform their future work as school counselors. **Papers are due by 3pm the day before each presentation**. ***See "Course Schedule" to select student presentation dates. Each student will sign up for one (1) date.***

    (Addresses Key Performance Indicator: Utilization of Research to Inform Counseling Practice [CACREP Core 8.a])

7. **Resource Sharing:** Students will bring a sample of resources (and a more complete word-processed list of resources for their classmates) from their respective schools that they have found helpful. Please limit the resources you bring to the five best ones. ***See "Course Schedule" for due date.***

8. **Consultation**: For every class, students will need to be ready to present an issue, concern, or process for which they would like to receive peer consultation.

9. **Reading and Reflecting**: Come prepared to class having read the assignments. Be prepared to discuss your reflections with the group. If discussions are held on Moodle Forums, please be sure to provide a thoughtful post in which you reflect upon the reading. You will also need to respond fully to another student's post.

10. **Managing and submitting time logs** (See *School Counseling Practicum and Internship Handbook*). Students will use Time2Track to log hours each week. Hours must be submitted each week and require site supervisor and university supervisor verification of hours.

11. **Final Reflection Paper:** This paper should be between 16 and 20 pages long (not including title and reference pages). Please use the following criteria as **level headers** for your paper. Students will provide a comprehensive reflect of their experiences in the following areas (*please note that student papers will be returned to students to complete if areas are not addressed*):
    - Individual Social/Emotional Counseling: Clients should be representative of the ethnic and demographic diversity of the school and should include at least one person with a disability

- Individual Academic Program Planning (middle or high school)
- Academic Monitoring including follow up with individual(s) (at least one level)
- Using, managing, analyzing, and *presenting* performance data (e.g. process reports, report cards) from school-based information (e.g., standardized testing, grades, enrollment, attendance, retention, placement, surveys, interviews, focus groups, and needs assessments) to improve student outcomes.
- Planning, implementing, and evaluating group counseling interventions
- Classroom Counseling Lessons: Delivering and evaluating the efficacy of the interventions.
- Attending and participating in team meetings (e.g., pre-referral, IEP and 504 meetings).
- Participating in school-wide, systems-level interventions
- Working individually with *at least* one junior on college exploration (may use practicum experience if you were in a high school and completed this experience)
- Working individually with *at least* one senior on college planning **and** one senior not planning to attend college (may use practicum experience if you were in a high school and completed this experience)
- Writing a college recommendation--this need not be sent, but the intern should receive feedback from his or her site supervisor (may use practicum experience if you were in a high school and completed this experience)
- Attending either a college board or financial aid workshop (may use practicum experience if you were in a high school and participated in such activities)
- Collaborating with classroom teachers
- Using technology (for instance, using a school's administrative system or updating the school counselor's webpage)
- Participating in transition planning, both individual and system wide
- Working with parents at all levels
- Implementing and maintaining the ASCA Ethical Standards during your internship *(Addresses Key Performance Indicator: Ethical Practice [CACREP Core 1.i]).*
- Plan for Addressing Direct and Indirect Services: Additionally, students will reflect upon direct and indirect services they provided during their practicum and/or internship experiences that are based on the ASCA National Model. Students will develop a plan to address how they will incorporate those direct and indirect services that were not met during practicum and internship and/or in which they would like more experience during their future work as professional school counselors *(Addresses Key Performance Indicator: Integration of a Comprehensive School Counseling Program [CACREP SC 5.G.1.b]).*

*See Course Schedule for due date.

12. **Midterm and Final Site Supervisor Evaluations**
    Students will submit a hardcopy of the Site Supervisor Evaluation (located in the School Counseling Practicum and Internship Handbook) to the university supervisor. The evaluation is to be completed by their site supervisor and reviewed by the student before submission. All forms need to be signed by the site supervisor, student, and university supervisor. ***See "Course Schedule" for due date.***

13. **Course Evaluation**
    At the end of the semester, please complete the PSU online anonymous course evaluation.

14. **Student Evaluation of Internship Site**
    At the end of the internship experience, you will complete an overall evaluation of your internship site. For a copy of this, please see the *School Counseling Practicum and Internship Handbook*.

15. **Internship Hours Summary Form**
    At the end of the internship experience, you will need to complete the *Internship Hours Summary Form* which documents the entirety of your direct, indirect, and supervision hours. You will use Time2Track to create your summary of hours. Once you download your summary of hours, this will need to be signed by you, you site supervisor, and the university supervisor and then turned into the university supervisor.

Grading Policy
The course is graded on a pass/fail basis. If you **complete __all__ course requirements** in a satisfactory and timely manner, you will pass the course.

TENTATIVE COURSE SCHEDULE		
WEEK	**TOPIC**	**ASSIGNMENTS**
Seminar 1: January 4	Introduction to Seminar and Internship in School Counseling K-12 **Sign up for:** • *Issue in School Counseling Article Presentation* • *Toolbox Presentations* • *Resource Share*	<u>DUE:</u> **Locking Box/Bag:** Students must bring to class for instructor approval their locking box/bag for transporting flash drives (for client case recordings) *Readings:* • *Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence (on Canvas)* **NHHEAF Network -** The link below provides info about professional development opportunities. While attendance at these specific trainings are not required, students may find training opportunities they can attend to satisfy internship requirements. http://www.nhheaf.org/school-counselor-pd.asp

January 11	No Class Tonight	
Seminar 2: *January 18*	Mental Health in Schools ***Guest Speaker, Andy McDonald - TBD***	**DUE:** **• Initial Reflection Paper** *Readings:* • Issues and Lessons from COVID-19 (*ASCA School Counselor, May/June 2020*) • Anxiety Overload (*ASCA School Counselor, July/Aug 2021*) • Building Trauma-Informed Practices (*ASCA School Counselor, March/April 2021*)
Seminar 3: *January 25*	Ethical and Legal Issues	**DUE:** **• Issue in School Counseling: Article Presentation by _____ (Student 1)** *Readings:* • *2016 ASCA Ethics Code* • *Suicide and child abuse reporting* (ASCA School Counselor, July/Aug 2018) • *Asked and Answered* (*ASCA School Counselor, July/Aug 2018*) • *NH Sexual Assault Laws (Link on Canvas)*
Seminar 4: *February 1*	Compassion Fatigue and Resiliency	**DUE:** **• Issue in School Counseling: Article Presentation by _____ (Student 2)** **• Toolbox** (Student 1: _____) *Readings:* • Combat Compassion Fatigue *(ASCA School Counselor, July/August 2021)*
Seminar 5: *February 8*	College and Career Planning	**DUE:** **• Group Supervision: <u>Student 1</u> (Video and Case Conceptualization Write-Up)** **• Issue in School Counseling: Article Presentation by _____ (Student 3)** **• Student Reflection Paper on Issue in School Counseling Article** **• Toolbox** (Student 2: _____) *Readings:* • College and Career Advising: The Court of Justice and the Court of Public Opinion (*ASCA School Counselor Nov/Dec 2016*) • *Career Conversations – ES* • *Career Conversations – MS* • *Career Conversations - HS*

		Optional readings (available on Moodle): • Youth Apprenticeship: An Ancient Path to Modern Success (*ASCA School Counselor Nov/Dec 2016*)

Seminar 6:
February 15
	Child Abuse and Neglect
	
	DCYF Guest Speaker: Sue Hardy TBD
		DUE:
		• Group Supervision: <u>Student 2</u> (Video and Case Conceptualization Write-Up)
		
		• Toolbox (Student 3: _____)
		
		Readings:
		• School Counselor Questioned by
		  Student's Parents After Child Abuse
		  Report (*ASCA School Counseling, March/April 2016*)
		 • Educate to Prevent Child Abuse
		  (*ASCA School Counselor, Jan/Feb 2017*)

February 22	No Class	
Seminar 7: March 1		**DUE:** **• Group Supervision: <u>Student 3</u> (Video and Case Conceptualization Write-Up)** **• Issue in School Counseling: Article Presentation by _____ (Student 4)** **• Student Reflection Paper on Issue in School Counseling Article** **• Toolbox** (Student 4: _____)
March 8	No Class–PSU Spring Break	
Seminar 8: March 15	Rural School Counseling	**DUE:** **• Group Supervision: <u>Student 4</u> (Video and Case Conceptualization Write-Up)** **• Issue in School Counseling: Article Presentation by _____ (Student 5)** **• Student Reflection Paper on Issue in School Counseling Article** **• Toolbox** (Student 5: _____) *Readings:* • Rural, Suburban or Urban Settings: Ethical Behavior is Context Dependent (*ASCA School, Nov/Dec 2015*)
March 22	No Class Tonight	

Seminar 9: March 29	Interviewing for School Counseling Jobs	**DUE:** **• Group Supervision: <u>Student 5</u> (Video and Case Conceptualization Write-Up)** **• Mid-term Site Supervisor Evaluation** **• Toolbox** (Student 6: _____) *Readings:* • Sample Interview Questions for School Counselors *(ASCA website link:* https://www.schoolcounselor.org/About-School-Counseling/Careers-in-School-Counseling/Sample-Interview-Questions*)* • ASCA-Mastering the Job Search *(available through the following link:* https://www.schoolcounselor.org/Newsletters/May-2020/Mastering-the-Job-Search?st=NJ
Seminar 10: April 5		**DUE:** **• Group Supervision: <u>Student 6</u> (Video and Case Conceptualization Write-Up)** **• Issue in School Counseling: Article Presentation by _____ (Student 6)** **• Student Reflection Paper on Issue in School Counseling Article** **• Toolbox** (Student 7: _____)
Seminar 11: April 12		**DUE:** **• Group Supervision: <u>Student 7</u> (Video and Case Conceptualization Write-Up)** **• Issue in School Counseling: Article Presentation by _____ (Student 7)** **• Student Reflection Paper on Issue in School Counseling Article** **• Toolbox** (Student 8: _____)
Seminar 12: April 19		**DUE:** **• Group Supervision: <u>Student 8</u> (Video and Case Conceptualization Write-Up)** **• Issue in School Counseling: Article Presentation by _____ (Student 8)** **• Student Reflection Paper on Issue in School Counseling Article** **• Toolbox** (Student 9: _____)

		• **Resource Share (2 students)**
April 26	**No Class-NH Schools Spring Break**	
Seminar 13: May 3		**DUE:** • **Group Supervision: <u>Student 9</u> (Video and Case Conceptualization Write-Up)** • **Issue in School Counseling: Article Presentation by _____ (Student 9)** • **Student Reflection Paper on Issue in School Counseling Article** • **Resource Sharing (2 students)**

Tentative Early Summer Semester Schedule		
Week	Topic	Assignments
Seminar 14: May 17	Preparing for Closure	**Due:** • **Resource Sharing (5 students)**
Seminar 15: May 31	Setting Future Goals and Planning Guest Panel: First Year School Counselors (TBD)	**Due:** • **Final Reflection Paper**
Seminar 16: June 7		**Due:** • *Site Supervisor Evaluation* • *Student Evaluation of Site*
Seminar 17: June 14		**Due No Later Than June 17th, 2022:** • *Time Logs* • *Summary of Hours*

**Note: Readings are available on Canvas and through the ASCA website

CO 5850 Seminar and Internship in School Counseling

PRESENTATION SIGN-UP SHEET

<u>Group Supervision Case Presentations</u>

February 8:	April 5:
February 15:	April 12:
March 1:	April 19:
March 15:	May 3:
March 29:	

<u>Issue in School Counseling: Article Presentations</u>

January 25:	April 5:
February 1:	April 12:
February 8:	April 19:
March 1:	May 3
March 15	

<u>Toolbox Presentations</u>

February 1:	March 29:
February 8:	April 5:
February 15:	April 12
March 1:	April 19:
March 15:	

<u>Resource Sharing</u>

April 19:	May 17:
April 19:	May 17:
	May 17:
May 3:	May 17:
May 3:	May 17:

Name: **Date:**

Name of Activity:

Target Grade or Population:

Type of Activity (circle one):
 Individual   Small Group   Large Group   Whole School

Materials Needed:

Mindsets and Behavior Standards:

Objective:

ASCA Mindsets and Behavioral Standards:

Introduction:

Main Activity:

Conclusion:

Data Collection Plan:
        Participant Data:
                Number of Students
                Length of Activity

        Mindsets and Behavior Data:

        Outcome Data (choose one):
                Achievement (describe)
                Attendance (describe)
                Discipline (describe)

                                References

                        Personal Reflection

Plymouth State University Policies

Academic Integrity
Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

Visit Academic Integrity Policy: for more information on University policies and procedures regarding academic integrity. Additionally, see APA Style Guide guidelines and CESP PowerPoint on what constitutes plagiarism.

Accommodations of Student Needs
Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare 210 (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have a Letter of Accommodation for this course from CAS, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Fair Grading Policy
Fair and equitable grading reflects values to which all members of the Plymouth State University community commit themselves. Grades are used to assess the relative extent to which students achieve course objectives in all for-credit courses at PSU. Academic freedom allows instructors (1) to determine course objectives, within the bounds of established curricula, and the means by which a student's mastery of those objectives will be evaluated, and (2) to evaluate the quality of work on individual exams or assignments. Students have the right to challenge evaluations of their work, and hence instructors are accountable with regard to providing and explaining all relevant grades and grading criteria. Grading challenges are of two kinds. Those that question the accuracy of grades are resolved by means described under Grade Appeals. Questions related to the policy or process of making assignments and determining the final grade are addressed by Standards for Fair Grading. Visit Fair Grading Policy: for more information on University policies and procedures regarding the Fair Grading Policy.

Excused Absence Policy & Class Attendance
Plymouth State University students are held accountable for meeting all course requirements, which may include both in-class and out-of-class experiences, as well as both individual and group-based activities. Students must therefore realize that they are expected to attend all regularly scheduled meetings of courses in which they are enrolled. Instructors outline attendance policies and explain the effect multiple absences have on final grades–whether or not unexcused absences will be used in computing grades–in the course syllabus. Course syllabi are distributed

during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Moodle), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed. Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of participation during online coursework. Instructors shall determine the class attendance policies and to decide whether to allow students to make up missed work for unexcused absences. Unless the course instructor states otherwise, students should assume that there will be academic consequences for every absence deemed unexcused by the instructor. Visit Excused Absence Policy: for more information on University policies and procedures regarding absences and class attendance.

Sensitive Material
Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Counselor Education and School Psychology Department Policies
Plymouth State University's Counselor Education and School Psychology (CESP) Department is charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP department attempts to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling

competency, or psychological stability, you are encouraged to follow the policy in the CESP student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP department. To that end, it is your responsibility to regularly check your PSU email account. As stated in the CESP handbook, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates.   However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension. *Assignments that are handed in beyond the due date for which no extension is granted will not be accepted and will result in a failing grade for the assignment.*

Computers and Cell Phones Use in the Classroom
Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, and student presentations, they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate. It is inappropriate to read, receive, or sending text messages during class meetings.

Writing: Use Times Roman 12 point font and APA style (except for providing an abstract) for all papers.

Moodle Assistance: You may call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

Class Cancelation/Inclement Weather:
Notifications of University-wide cancellations due to inclement weather are advertised on WMUR-TV Channel 9, and the PSU website at plymouth.edu. Call the PSU Storm Line (603) 535-3535 for the latest updates on weather-related issues or **register for PSU Alerts through myPlymouth**. Individual class cancellations are determined by faculty. In the event of an individual class cancellation, students will be notified through their PSU e-mail address. It is important for students to check their PSU e-mail for these and other important University announcements (from page 201-202 of PSU Academic Catalog).

Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your

discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather. Communicate with your professor. *Classes may be held on a secure, HIPAA-compliant teleconferencing platform (Zoom) even if classes are canceled.*

Recording and Technology Policy

The Plymouth State University Counselor Education Programs include courses that combine didactic and experiential methods in the training of counselors. These courses require the use of digital recording and transporting technology.

Ethical and Legal Requirements Underlying the Policy

Sharing confidential counseling session recordings with unauthorized parties is unethical and unlawful. **Do not share recordings of sessions, even with fellow students, outside of class.**

Hardware Requirements

Students are required to own a digital recording device, tripod or stand, and 32 GB (minimum) flash storage device. **Cell phones and Tablets are not acceptable recording mediums for sessions**. In addition, all students must have reliable Internet access. Students will need to own their computer and create a unique login and username that only they have access to. In addition, as the sole proprietor of their computers, students will be the only individuals with administrator access to their computers. Students may **not** utilize public space/computers for this process.

Product Recommendations

There are a number of possible recording devices that can be used to meet course requirements. One product line suggestion is the SONY standard definition camcorders from the HDR Series, which are inexpensive and record movies MP4 format. Other options exist, and you are permitted to research and choose your own, but be advised that some of the cheaper camcorders can have issues. For example – students have found that the Samsung F90, while inexpensive, seems to only record video in 20-minute chunks, which is not suitable for counseling sessions. Please be sure your review specifications and product reviews carefully before you make a choice. Many camcorders come with tripods or the tripods can be purchased separately, and package deals are often available. To convert your recordings into a MOV, MP4, or WMV file, simply download the software that comes with your camcorder and once it starts installing, indicate the particular setting. Students are responsible for making sure their computer specifications are at minimum standards to playback video recordings in these formats.

Recording, Storing, and Securing Confidential Digital Recording Files

Students will record mock/real life counseling sessions, convert their digital recording into a WMV, MOV, or MP4 file and upload the recorded file to their personal 32 GB flash drive. Following the successful uploading of counseling related digital recordings, students will secure the flash drive in a lockable box within a second locked space (e.g., trunk, a cabinet with a lock, or closet). Students need to put forth effort to ensure the proper file has been uploaded to the flash drive. Students must then delete the session from their computer (including the trash folder) and from the digital camera. The only existing copy of the session should be on the flash drive and safely secured. To ensure both you and the instructor can identify the video file, it is essential that students clearly label the file with the title of the project (as identified on the syllabus) and the date of its completion.

Transporting Confidential Digital Recording Files

As part of your training in the School Counseling Program, you will be required to record sessions and transport various files. All students are required to adhere to the following rules:

- Label your video/audio recordings with codes you create; never use a client/student's full name (using an alias is ideal). Designate a secure place at your site for storing the audio/video recordings.
- HIPAA requires the use of a locked device for transporting files. This can include purchasing a new locked box or briefcase of some sort, or purchasing a lock for your book bag.

Submitting Secure Digitally Recorded Files

- Student case presentations, transcripts, or tape reviews should be submitted to the instructor via the secure Moodle drop box or by directly handing faculty a file via flash drive.
- Some faculty own PC computers while others own Macs. Certain digital formats work on one computer style and not the other. Please check with your instructor around file compatibility.
- If you have your own camcorder that formats digital recordings to WMV, MP4, or MOV files, you are welcome to use it; however, be aware that instructors are not responsible for converting files or teaching students how to convert files with technology that is not promoted by the program.
- Students must not use flash drive online locking systems; these locking systems are very difficult to open for viewing purposes.

Maintaining and Erasing Digital Recording Files

- Keep all digital recordings and digital files of clients for a specified period of time that is acceptable to your site and university supervisors. In most cases, you should keep digital files of clients until you are no longer seeing them (e.g., the end of the term). In other cases, it will be appropriate to erase recordings after they have been discussed in supervision. Consult with your university supervisor before erasing files. Prior to leaving your site, you will need to erase or destroy all client recordings and/or digital files.
- PSU faculty will erase all of your digitally recorded sessions from your flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital camcorder and personal computer. This includes emptying the trash bin and bringing your camera with you to class for instructors to inspect.
- Remember, after finishing the recording of a session onto your digital recorder, you will transfer the file to the computer, and then erase it off of the digital recorder (as few digital recorders have locking or pass-coding properties).
- When you download a digital recording onto your computer from your camcorder, monitor the program where it resides (i.e. Quicktime, PowerDVD, Windows Media Player, iTunes, etc.). Some of these programs create copies within the program that you will need to delete again.
- At the conclusion of courses that require digital recording, instructors will erase all of your videotaped sessions from your personal flash drive. Students are responsible for ensuring that all sessions are completely erased from both their digital recorder and personal computer.

If you encounter technology problems, please call PSU ITS at (603) 535-2929 or consult with the manufacturer of the technology.