



**School Counseling Internship**  
The University of Toledo  
College of Health and Human Services  
School of Intervention & Wellness  
COUN 6490

**Instructor:** Kimberly C. Molnar, MA, LPSC

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**Class Meeting Times:** Mondays, 5:30-9:10 PM, virtual meetings through Blackboard Collaborate

**Office:** Virtual, by appointment

**Office hours:** (Require prior notice to set up virtual meeting) Tuesdays 9:00 AM – 11:00 AM, Wednesdays 12:00 PM-2:00 PM, Thursdays, 3:00 PM-4:00 PM, or by appointment

**Course Prerequisites:** COUN 5190

**Semester Credit Hours:** Variable Credit Hours

**Course Website:** Blackboard Learn

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### **Course Description**

The course is intended to provide counseling students with practical experience in settings where counseling services are offered. It allows students to relate academic and theoretical learning to settings outside the classroom. Field placement also allows student to receive evaluative feedback on their knowledge, attitudes, and skills with clients in the school setting. Since students already have received advanced training in counseling, the staff and the clientele at the placement site should benefit from the services that are provided by students during the placement. Students are expected to assume a broad spectrum of counseling roles and functions. Students are asked to experience as many responsibilities as feasible in the school setting that are similar to the responsibilities of a professional counselor.

### **Readings and Recommend Texts**

*Assigned course readings will be posted weekly by the instructor on Blackboard. It is your responsibility to check Blackboard weekly for readings and assignments.*

Counselor Education Internship Handbook [here](#).

American Counseling Association's (ACA, 2014) *ACA Code of Ethics* [here](#).

## MOLNAR COUN 6940:002 Counseling Internship

ASCA National Model and Standards [here](#).

### Recommended Text

American School Counselor Association (2012). *The ASCA national model (4<sup>th</sup> ed.)*. Alexandria, VA: ASCA ISBN 978-1-929289-59-2

### CACREP Standards and Student Learning Outcomes

Student Learning Outcome	2016 CACREP Standard	Assessed in Course
Demonstrates the ability to apply assessments that are specific to P-12 education; Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	G.1.e. F.7.b.; F.7.e.; F.7.i.; F.7.m.; G.3.n.; G.3.o.	Case Conceptualizations
Understands common medications that students may be taking and how these could affect learning, behavior, and mood in P-12 students.	G.2.h.	Case Conceptualizations Case Study Class Discussion
Recognizes signs and symptoms of substance abuse in students; recognizes signs and symptoms of students living in a home where substance use occurs.	G.2.i.	Case Study Class Discussion
Understands and applies qualities and styles of effective leadership in schools.	G.2.j.	Leadership evaluation Class Discussion Classroom Lesson and Advocacy Plan Assignment Counselor Resume
Understands, coordinates, and implements peer intervention programs. Uses peer helping strategies in the school counseling program.	G.3.m.	Class Discussion Classroom Lesson and Advocacy Plan Assignment

### Prerequisites and Corequisites

1. A grade of **B** or better in the following courses:

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- a. COUN 5020 Professional Orientation to School Counseling
  - b. COUN 5130 Group Counseling
  - c. COUN 5140 Counseling Theories
  - d. COUN 5180 Skills
  - e. COUN 5190 Counseling Practicum
  - f. COUN 6240 Diagnosis and Mental Health
2. All students must have all required paperwork complete and submitted to the course instructor including proof of liability insurance prior to enrolling in internship.
  3. All students must have read, understand, and adhere to all policies set forth in the Internship Handbook (see Readings).

### **University Policies**

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

### **Academic Accommodations**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office](#).

### **Course Policies**

The counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. Those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting.

Students are required to practice diligence and discretion in counseling relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the student's ability to continue in the counseling program may include, but are not limited to, breaching confidentiality, inappropriate boundaries, performing counseling skills outside of one's scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice, and disobeying or showing disrespect for others (e.g., faculty, professional colleagues, and fellow students).

### **Licensure:**

ODE School Licensure Information can be found [here](#). To initiate the Ohio school counseling licensure process, pick up a licensure packet from Tim Lewandowski [tim.lewandowski@utoledo.edu](mailto:tim.lewandowski@utoledo.edu) of the Judith Herb College of Education, Health Science & Human Service. Once the forms are completed, return the materials to him, and he will then send the transmittal form to the school counseling program coordinator for verification. The school counseling program coordinator signs the form and faxes it back

to Mr. Lewandowski who will send the appropriate information to Columbus for final processing.

**Cheating and Plagiarism:** Any student found cheating on a test or assignment or any student who represents the work of another person as their own on any of the papers, projects, presentations, or assignments will be subject to penalties ranging from a grade of zero (0) on the assignment to an F in the course to expulsion from the University. All students are subject to the [University Policy Statement on Academic Dishonesty](#) in the current Catalog and the Department Policy on Plagiarism which is posted on the department website.

**Attendance and Participation:** It is the student's responsibility to complete readings, assignments, and to class discussions. Students will have one excused absence (regardless of reason) from this class. Punctuality is also expected; students arriving to class more than 15 minutes late on two or more occasions may result in an absence. Any additional absences will impact students' ability to successfully pass internship, based on supervision requirements outlined by the program and CACREP. **If students miss more than two classes they are subject to suspension of clinical privileges and remediation by the Instructor and/or Coordinator of Clinical Services.**

**Supervision:** Students are **required** to participate in weekly supervision in the following ways:

1. At least **1.5 hours per week** of university supervision (this class) per semester of internship.
2. At least **one hour per week** of individual/triadic site supervision per semester

**Electronic Devices:** Disruptions to the classroom learning environment should be avoided. As a courtesy to others, students should turn off audible signals for these devices while attending class. Students who violate this policy may be asked to excuse themselves from the class at the instructor's discretion.

**Confidentiality:** Given the nature of counselor education, there will be the need to use examples or demonstrations during the course of instruction. Students will be expected to maintain confidentiality and to respect the right to privacy of others and their fellow students. The ability to demonstrate respect of others in class is an important barometer of how you will relate to co-workers and clients in practice. Remember this is a professional education and training program. You are expected to behave accordingly.

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being

considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Email:** The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters. Please give 24 hours for an instructor response during business days and be aware the instructor may not check online systems during the weekend.

**Weather:** In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at utoledo.edu, myUT.utoledo.edu, the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research.

**Student Evaluations of the Course:** At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

**Course Changes:** The course schedule, requirements, procedures, contents, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes during regular class meetings.

**Statement on Diversity and Inclusion:** In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. The counseling profession is grounded in diversity and inclusion. Hence, all students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, demonstrate accountability, integrity and honor in all course-related activities, promote a collaborative and supportive educational environment, and treat every individual with kindness, dignity, and respect regardless of:

Race, Ethnicity, Religion, Sexual Orientation, Gender Identity, Gender Expression, Age, Impairment(s)/ Disability(ies), Political Views, Social Class / Socioeconomic Status, Linguistic Diversity, Nationality/Country of Origin, and Other Element(s) of Uniqueness.

Participants in this course will be expected to tolerate diverse views and foster an inclusive classroom environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification and repair. Students who do not behave in this way will be in direct conflict with the ACA *Code of Ethics* (2014) and those actions may require remediation with program faculty. You can visit the University of Toledo's webpage on diversity and inclusion [here](#).

### **Teaching Methods**

A variety of methods will be used to facilitate learning in this course including class discussion, case presentation, modeling/roleplays, consulting, supporting, giving and receiving constructive feedback. Due to the nature of the course, students are expected to take full ownership of contributing to the content as well as process of this course. Students are encouraged to actively participate in the class. For this course, active participation includes but is not limited to:

- Attending class and completing assignments in a timely manner.
- Actively contributing to class discussions, case presentations, and other class activities.
- Taking risks with personal knowledge and experience base monitoring "air-time" so that each student has time/access to participate.
- Checking UT account/emails regularly for information regarding this course.
- Demonstrating professionalism in communicating with site supervisors, peers in the class, and the instructor.
- Reporting and handling conflicts relevant to this course and internship experience in a timely manner.

**Overview of Assignments and Course Deliverables:** Grades in internship are based primarily on demonstration of appropriate counseling skills, case management/presentation, and ethical practice with clients. Additionally, attendance, participation in class, supervision, and completion of all course assignments in a **satisfactory** manner will be factored into the final grade of either Satisfactory or Unsatisfactory. Students continuing in internship will receive a PR until the total hours 240/600 are satisfied; the grade will then be adjusted to an S.

**All course assignments must be completed for each semester the student is enrolled in internship.**

- 1) **Participation:** You must interact and actively discuss cases, journal articles, role plays, and ethics in internship. You must be present. Participation is a pass/fail grade. *This requirement addresses CACREP standard 3I.*

- 2) **Site Supervision and Weekly Supervision Logs:** Students will turn in weekly supervision logs (**see Appendix A**). This form must be signed by their **site supervisor** starting on week two (and every subsequent week; one supervision form is due per week). *This requirement addresses CACREP standard 3H.*
- 3) **Documentation of Hours:** Students will accurately document accrued hours weekly using the excel spreadsheet that can be located [here](#). At the end of each semester, each sheet in the excel must be signed and dated by the site supervisor and student. The hours graph must be included at the end of the internship semester.
- 4) **Update Counseling Resume:** Students will construct or update a counseling specific resume. Interns will present this resume to their site supervisor(s) for feedback.
- 5) **Case Conceptualization:** Students will be asked to provide a detailed conceptualization of **one (1) of their cases**. These exercises are to evaluate knowledge and applicability of ethical/legal issues, case conceptualization, theoretical orientation and subsequent use of interventions, understanding diverse/multicultural issues, and referral processes. All cases should be anonymized (i.e., use of initials or pseudonym) to ensure confidentiality (see **Appendix B**). Dates for CCs will be determined in week one (see course schedule for various dates). *This requirement addresses CACREP standards G.1.e, G.2.h, G.3.n.; G.3.o.*
- 6) **Live Supervision Sessions:** Students will participate in **two (2)**, live supervision counseling sessions with their site supervisor during the semester. This immediacy of the process allows the supervisor to train, intervene, and evaluate the student simultaneously. Site supervisors will complete a skills appraisal of both live sessions, sign each form, to be submitted by the student to which will be the university supervisor (**see Appendix C**). Students must engage in informed consent with clients regarding this process. Students should coordinate schedules with their supervisors to meet this assignment. Students using telehealth will need to coordinate with supervisors and clients on how live supervision will be managed in an online/virtual format, if applicable. *This requirement addresses CACREP standards 3J, 3K, 3L.*
- 7) **Counseling Skills Recording:** Students are to present **one (1), fifteen-minute** video recording in university group supervision using **a mock participant**. This recording will be used to provide feedback to students on their counseling and relational skills. Students should integrate this feedback in their practice. The internship instructor and peers will complete an appraisal form for feedback. This form will be provided to the student and

included in the students personal clinical file (**see Appendix D**). *This requirement addresses CACREP standards G3d, G3j, G3d,*

- 8) **Professional Development Paper:** Interns will write an Initial Professional Development Paper (limit it to 3-4 double-spaced pages) describing:
- Roles as a professional school counselor (incorporating knowledge, understanding, and experience from the School Orientation and Practicum courses; also incorporating understanding of roles at the internship site if oriented to the site)
  - Resources for consultation and collaboration in internship site
  - Understanding of on-site supervision and group supervision and ways to integrate it into professional development
  - Legal and ethical considerations specific to school counseling (list 2~3 main legal/ethical issues based on personal knowledge and experience)
  - Self-assessment of strengths and weaknesses associated with professional development
  - Provide five professional goals (mutually agreed between interns and site supervisors) to achieve through this internship experience
- This requirement addresses CACREP standards G2a*
- 9) **Classroom Lesson and Advocacy Plan:** Interns will develop a classroom lesson plan unit which should consist of at least 3 classroom guidance lessons. Lessons should be specifically designed for students at present internship site. Many sites have an existing lesson curriculum (i.e., Academic Achievement, Career Development, Personal and Social Development). However, with this assignment, interns are encouraged to develop **their own** lessons based on a need's assessment of their respective sites. If possible, interns are encouraged to discuss this assignment with site supervisors to potentially conduct the lesson(s) to students. Lesson plan guidelines are included in this syllabus. Students will utilize the [ACA Advocacy Competencies](#) in ASCA National Model to assist in developing this plan (**see Appendix E**). *This requirement addresses CACREP standards G.2.a, G.2.j., G.3., C, G.3.h, G.3.k G.3.m.*

### Student Requirements & Procedures

1. Internship students are required to complete eight (8) semester hours of internship and 600 total clock hours. Credit hours for internship shall be awarded on the basis of clock hours served in counseling or counseling-related activities while at the internship site. It is recommended that students **work at least nineteen hours per week**. Such a schedule would allow completion of the internship in two consecutive academic semesters. Hours per week may vary depending on the students' credit hours registered (see item two below).



2. Credit hours for internship students shall be awarded at the **rate of one (1) semester hour for every seventy-five (75) clock hours with 30 hours direct and 45 indirect for each credit hour the student is enrolled in internship that semester.**
3. Each internship student students participate in *at least one hour* of individual supervision with their site supervisor weekly. At the conclusion of full experience, the student should have a minimum of **30** hours of on-site supervision. In addition, a minimum average of **1½ hours of university/in class group supervision each week** at the conclusion of which the student shall receive formal performance evaluations. Additionally, the internship instructor and/or site supervisor reserves the right to require the student for increased supervision to improve developmental issues, correct behavioral concerns, and/or address any issue that impedes appropriate progress in this course. **Failure to engage in appropriate supervision and/or being unprepared for supervision more than one time will result in a failing grade and/or removal from the course.** Supervision hours will be documented on a specific form (please see the internship handbook and BB site for this course). *This requirement addresses CACREP standard 3H and 3I.*
4. Supervision can be provided through a variety of modalities. Supervision can be provided individually/triadically or in groups. It may involve consultations, live observation, audio- or videotaping, verbal instruction, role plays, demonstrations, readings, etc.
5. Minimally, the intern should meet with the site supervisor(s) for no less than one (1) hour of individual, face-to-face supervision per 20 hours of service (direct and indirect combined). Additional hours of supervision may be on either an individual or group basis. **By the end of the internship experience, students are required to have 30 hours of on-site supervision by their site supervisor.**
6. Interns must receive an **average of one and one-half (1.5) hours of group supervision (i.e., internship class) per week throughout the internship.** Group supervision is performed by the instructor of the internship class. **Regular attendance to meet this requirement is expected throughout the experience. Students who complete the 600 hours during the semester should expect to continue to attend classes until the end of the respective semester.**

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7. Students are reminded that this is a professional training experience. It is assumed that their behavior and comportment in class is representative of their behavior and comportment on their internship site.
8. Students must show proof of professional liability insurance to the class instructor. Minimum insurance requirements are \$1 million per incident, \$3 million total. **If the number is not met, students will be asked to add additional amount that meets the requirement. Students are also responsible for renewing their liability insurance prior to specified expiration dates. According to the master’s handbook, all students must provide proof of appropriate coverage of professional liability insurance in order to participate in COUN 6940 Counseling Internship.**
9. If you have a client who becomes suicidal or homicidal or if you are subpoenaed to testify in court, *inform your instructor immediately.*

**Tentative Course Calendar & Assignments:**

Week	Date	Topics/Activities	Assignments
1	8/17/20	<b>Topic:</b> Introductions, syllabus review, student goals, and topic selection <b>Activity:</b> Sign-up for case conceptualization & recording dates	<i>ALL paperwork needs to be turned in—i.e., insurance, site agreement.</i>
2	8/24/20	<b>Topic:</b> Legal and Ethical Issues in Schools <b>Activity:</b>	Logs Due
3	8/31/20	<b>Topic:</b> Reporting Abuse/Neglect <b>Activity:</b>	Logs Due <b>Professional Development Paper</b>
4	9/7/20	<b>Labor Day- No Class</b>	Logs Due
5	9/14/20	<b>Topic:</b> Suicide/NSSI <b>Activity:</b> Case Conceptualizations	Logs Due
6	9/21/20	<b>Topic:</b> Student Crisis/ Counseling <b>Activity:</b> Case Conceptualizations	Logs Due
7	9/28/20	<b>Topic:</b> <b>Activity:</b> Case Conceptualizations	Logs Due

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8	10/5/20	<b>Topic:</b> <b>Activity:</b> <i>Case Conceptualizations</i>	Logs Due <b>Midterm Evaluations</b>
9	10/12/20	<b>Topic:</b> <b>Activity:</b> <i>Case Conceptualizations</i>	Logs Due
10	10/19/20	<b>Topic:</b> Job Prep and Licensure Info <b>Activity:</b> <i>Case Conceptualizations</i>	Logs Due <b>Live Supervision Form 1</b>
11	10/26/20	<b>Topic:</b> <b>Activity:</b> <i>Video Recordings</i>	Logs Due <b>Counseling Resume Due</b>
12	11/2/20	<b>Topic:</b> Self-Care/Wellness <b>Activity:</b> <i>Video Recordings</i>	Logs Due
13	11/9/20	<b>Topic:</b> ASCA National Model and Related Information <b>Activity:</b> <i>Video Recordings</i>	Logs Due
14	11/16/20	<b>Topic:</b> Classroom Guidance Lessons <b>Activity:</b> <i>Video Recordings</i>	Logs Due <b>Classroom Lesson/Advocacy Plan</b>
15	11/23/20	<b>Topic:</b> Continuing Education & Supervision <b>Activity:</b>	Logs Due
16	11/30/20	<b>EXAM WEEK-No Class</b>	1. Final Logs Due 2. Final site supervisor evaluation due 3. Final personal evaluation of site/site supervisor due 4. Live Supervision Form 2 due



**Weekly Supervision Log (Appendix A)**  
**Counselor Education Program**

**Student:**

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For the week of: \_\_\_\_\_ to \_\_\_\_\_

Field Experience:  Practicum or  Internship

Counseling Type:  Clinical Mental Health or  School

Supervisor Type:  Site Supervisor or  Doctoral Student Supervisor

**Directions:** The site supervisor and student are to complete this form weekly during clinical supervision. Student should retain a form to be turned into their university supervisor. Site supervisors may wish to make a copy for their own records. It is expected that students will develop and gain mastery of skills over the course of the semester.

**A:** Functions extremely well and/or independently

**B:** Functions adequately and/or requires occasional supervision

**C:** Requires close supervision in this area and/or inadequate performance

**N/A:** Skill not assessed or applicable.

## Training Activities

\_\_\_\_\_ Intake interviewing

\_\_\_\_\_ Group Counseling

\_\_\_\_\_ Report Writing/Documentation

\_\_\_\_\_ Psychoeducational Activities

\_\_\_\_\_ Family/Couple Counseling

\_\_\_\_\_ Diagnosis

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Individual Counseling

\_\_\_\_\_ Testing Administration/Interpretation

\_\_\_\_\_ Consultation with other professionals

\_\_\_\_\_ Career Counseling

\_\_\_\_\_ Case Conceptualization/Case Staffing

\_\_\_\_\_ Basic Counseling Skills

## Professional Development

\_\_\_\_\_ Awareness of Strengths/Weaknesses

\_\_\_\_\_ Attendance/Punctuality

\_\_\_\_\_ Collegiality with Colleagues

\_\_\_\_\_ Engagement in Supervision

\_\_\_\_\_ Professional Comportment

\_\_\_\_\_ Other: \_\_\_\_\_

**Additional Comments:**



## SCH Counseling Case Conceptualization Form (Appendix B) Counselor Education

**Counselor Trainee:**

**Student Identifying Data:**

Age:

Gender:

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Racial/Ethnic Identity:

Partner Status:

Living Situation:

Manner of dress:

Physical Appearance:

General Self-Presentation:

(Include any other demographic information that you may think is appropriate to the case, such as sexual identity, spirituality, etc.)

**Student Biopsychosocial Assessment and Mental Health History:** How has student been assessed in the past? Describe when/where/how the DA was conducted (review that documentation in the file) and if any other more formal assessment measures were/are being used (i.e., BDI). If no assessments have been used identify assessments that may be helpful to enhance your case conceptualization. Describe the student's mental health history in detail.

**Student Screening for Addiction, Co-Morbidities, Homicidality, Suicidality, and Trauma:** Identify how you have screened the student for these factors and the results of those screenings.

**Student Diagnosis or Provisional Diagnosis:** List diagnos(i/e)s here to include possible v-codes and environmental factors of note. While school counselors may suspect the presence of learning difficulties or other conditions such as ADHD, they are not licensed to diagnose. This information is used to conceptualize students' concerns.

**Student Presenting Problem:** This section should include a listing of the problem areas, from the student's perspective, noting particularly the student's view of their order of importance. Suggested items to focus upon: (a) Was there a precipitating set of circumstances? (b) How long has/have the problem(s) persisted?; (c) Has/have this/these problem(s) occurred before?; (d) What were the circumstances at the time?

**Relevant History/CLR History with Student:** This section will vary in comprehensiveness according to depth and length of intervention and will vary in focus according to theoretical orientation and specific nature of the problem is.

**Student Interpersonal Style:** This section should include a description of the student's orientation toward others in their environment and should include two sections: (a) Is there an overall posture they take toward others? What is the nature of their typical relationships? (b) How is the student's interpersonal stance manifested specifically within the therapeutic dyad? What is the student's interpersonal orientation toward the counselor?

**Student Environmental Factors:** (a) Elements in the environment which function as stressors to the student. Both those centrally related to the problem and more peripheral stressors. (b) Elements in the environment which function as support for the student; friends, family, living accommodations, recreational activities, financial situation.

**Student's Family History:** (a) What is the composition of the student's family? (b) How is the student's thoughts, feelings, and behaviors shaped by their family culture? (c) What is the family's involvement with the school to as it relates to enhancing the students' academic and social performance, attendance, academic and career development, and student resilience?

**Student Personality Dynamics:**

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- A. Cognitive Factors: This section will include any data relevant to thinking and mental processes such as: (a) intelligence; (b) mental alertness; (c) persistence of negative cognitions; (d) positive cognitions; (e) nature and content of fantasy life; (f) level of insight-student's "psychological mindedness" or ability to be aware and observant of changes in feeling state and behavior and student's ability to place their behavior in some interpretive scheme and to consider hypotheses about their own and other's behavior; (g) capacity for judgment- student's ability to make decisions and carry out the practical affairs of daily living.
- B. Emotional Factors: (a) typical or most common emotional states; (b) mood during interview; (c) appropriateness of affect; (d) range of emotions the student has the capacity to display; (e) cyclical aspects of the student's emotional life.
- C. Behavioral Factors: (a) psychosomatic symptoms; (b) other physical related symptoms; (c) existence of persistent habits or mannerisms; (d) sexual functioning; (e) eating patterns; (f) sleeping patterns

**Student Multicultural/Social Justice Issues:** Identify areas of diversity that are salient to student's identity. Describe how diversity and MCC have been addressed in your sessions. What are the social justice issues that impact students lived experience and the CLR/student relationship?

**Student Need for Referrals/Advocacy:** In this section describe any and all student needs for referrals to other resources or other areas of advocacy that be provided by the CLR.

**CLR's Conceptualization of the Problem:** This section will include a summary of the counselor's view of the problem. Include only the most central and core dynamics of the student's personality and note in particular the inter-relationships between the major dynamics. What are the common themes? What ties it all together? This is a synthesis of all the above data and the essence of the conceptualization.

**Identify Your Intervention Approach/Next Steps:** CLR will explain their intervention approach, goals, and next steps with the student.

**Empirical Research to Support Student Intervention:** Using a literature search, find one (1) empirical (research based) article that can support your intervention approach. Summarize the article (about a paragraph); include why this is relevant to this student and what you will use from this article. Include an APA citation of the article below.



### Live Supervision Form (Appendix C) Counselor Education Program

Student Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Type:  Supervisor Rating

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)

2 = Not Demonstrating skills but aware of the problem (ND)

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3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
1. Verbals and Non-verbals	a. Eye Contact	
	b. Vocal Quality	
	c. Verbal Tracking	
	d. Body Language	
2. Questioning	a. Limited use of closed questions unless necessary	
	b. Limited use of Why? Or how does that make you feel? Questions	
	c. Open questions to elicit more information	
3. Active Listening	a. Encouragers	
	b. Paraphrase	
	c. Summarize	
4. Empathy	a. Reflection of feeling	
	b. Reflection of meaning	
5. Silence	a. Able to tolerate silence	
	b. Allows client to break silence	
6. Confrontation	a. Identifies discrepancies in session (verbal and non-verbal)	
	b. Appropriate use of technique	
7. Cultural Competency	a. Addresses cultural differences in session	
	b. Demonstrates appropriate cultural sensitivity in session	
8. Supervision	a. Accepts feedback from peers and supervisor	
	b. Incorporates feedback into sessions	

Strengths:

Areas for Growth:

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Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Recording Evaluation Form (Appendix D)  
Counselor Education**

Student Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluation Type:  Site Supervisor  University Supervisor  Peer

Rating Scale:

1 = Unsatisfactory – not demonstrating skill – no self-awareness (U)



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2 = Not Demonstrating skills but aware of the problem (ND)

3 = Skill Demonstrated – but requires refinement (SD)

4 = Satisfactory Skill Demonstration – awareness of strengths and areas for growth (S)

NA = Not Applicable – not demonstrated in this role play

Core Area	Item	Rating
9. Verbals and Non-verbals	e. Eye Contact	
	f. Vocal Quality	
	g. Verbal Tracking	
	h. Body Language	
10. Questioning	d. Limited use of closed questions unless necessary	
	e. Limited use of Why? Or how does that make you feel? Questions	
	f. Open questions to elicit more information	
11. Active Listening	d. Encouragers	
	e. Paraphrase	
	f. Summarize	
12. Empathy	c. Reflection of feeling	
	d. Reflection of meaning	
13. Silence	c. Able to tolerate silence	
	d. Allows client to break silence	
14. Confrontation	c. Identifies discrepancies in session (verbal and non-verbal)	
	d. Appropriate use of technique	
15. Cultural Competency	c. Addresses cultural differences in session	
	d. Demonstrates appropriate cultural sensitivity in session	
16. Supervision	c. Accepts feedback from peers and supervisor	
	d. Incorporates feedback into sessions	

Strengths:

Areas for Growth:



**Classroom Lesson and Advocacy Plan (Appendix E)  
Counselor Education**

Each intern will develop a classroom lesson and advocacy plan which should consist of 3 or more classroom guidance lessons. Lessons should be specifically designed for students at your internship site. Interns are encouraged to discuss with their site supervisors to potentially conduct the lesson(s) to students. The purpose of this project

is for interns to demonstrate skills in assessing students' needs and designing and delivering age appropriate classroom guidance lessons.

**Each intern will turn in one final work in the form of PowerPoint slides or a handout/flyer including lesson specifics (bullet points are allowed). The final work will be submitted via Blackboard.**

Interns are asked to include in the final work:

1. Lesson unit title
2. Grade level that the lesson is going to be implemented
3. Rationale of the lesson unit (i.e., needs assessment; why do you think the lesson unit benefits students at your site?)
4. Topic to be addressed (needs to fall under one/more of the academic, career, or personal/social domains)
5. Two to three objectives of each lesson plan (i.e., what you hope to achieve through the lesson; objectives should be specific, achievable, and measurable)
6. Activities you plan to use under each lesson
  - a. Materials needed to deliver the lesson
  - b. Brief description of the activities
  - c. Handout if applicable
7. Delivery method of the lesson (i.e., how do you plan to conduct the lessons)
8. Evaluation (e.g., surveys; pre-posttests; beginning and end questions) used to assess the effectiveness of the lessons.