

**CHAMINADE UNIVERSITY OF HONOLULU**  
**PSY 671 Internship A - School Counseling**  
**Winter Masters – 2022**  
**1/10/2022 – 3/21/2022**

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**Room:** Henry Hall 225  
**Time:** Thursdays 5:30 - 9:20 pm  
**Office Hours:** By appointment/  
 Available before and after class

**Textbooks Used by Instructor** (Not required for purchase by student)

Bowers, J. & Hatch, T. (2019) 4<sup>th</sup> edition. *The ASCA National Model: a framework for school counseling programs*. Alexandria, VA: American School Counselor Association.

Chaminade University of Honolulu, *School Counseling Practicum and Internship Handbook, 2020-2021*.

Knapp, S.E. & Jongsma, A.E. (2002). *The School Counseling and School Social Work Treatment Planner*. Hoboken, NJ: John Wiley and Sons Publishing, Inc.

Studer, J.R. & Diambra, J.F. (2010). *A Guide to Practicum and Internship for School Counselors-in-Training*. New York, NY: Taylor & Francis Group, LLC.

**Catalog Course Description**

This course offers the student an opportunity to explore the most important concepts and techniques of guidance, with emphasis on the function and responsibilities of the school counselor. Internship requires a total of 600 hours (300 direct service hours, 300 administrative hours) to be distributed between A and B. Ideally, there would be an equal distribution for each term. However, given the environment and site needs, the requirement for Internship A should be a “reasonable” number of hours to be able to meet course and program requirements to proceed to Internship B, at which time the remainder of the 600 hours will be completed. In Internship A students will spend approximately 300 hours (150 direct service hours, 150 administrative hours) in both an elementary and a secondary school setting where they will counsel under supervision. *Prerequisite: PSY 646S; PRAXIS Exams*

**Program Linking Statement**

This course, incorporating a 300-hour supervised school counseling internship, further develops, and assesses the integrative clinical skills and competencies for the MSCP program student learning outcome of clinical instruction.

**Course Description**

This course serves to facilitate the advancement of professional knowledge and skills through participation in two school field assignments. Students will have the opportunity to participate in counseling and educational activities that incorporate counseling theories and research in an applied setting. Counseling skills and theories will be applied in the areas of individual and group counseling, case management, case analyses, and report writing, collaboration with other school faculty and staff members, developmental treatment planning, diagnoses, and guidance instruction. The student will demonstrate his/her expertise in all the areas of service encountered by school counselors.

***It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.***

### **School Counseling Emphasis Learning Outcomes (LO):**

1. Students will identify counseling theories, principles, concepts, techniques, and facts in school counseling.
2. Students will demonstrate the ability to facilitate the counseling process with students in a school setting.
3. Students will identify the relationship between adaptation and change and the counseling process in a school setting.

### **Student Learner Outcomes**

Student will:

1. demonstrate an understanding of professional and ethical issues in counseling in the context of school settings. (PLO 1; ASCA standard 7.1, 7.2)
2. conduct behavioral assessments in the context of school and home settings. (PLO 1; ASCA standard 5.1, 5.3)
3. develop diagnoses utilizing criteria and coding from the DSM -V. (PLO 1; ASCA standard 3.1)
4. develop behavioral interventions and appropriate outcome measures in the context of school and home settings. (PLO 2; ASCA standard 3.1, 3.2)
5. write and maintain clinic notes. (PLO 1; ASCA standard 5.2)
6. understand important theoretical perspectives in counseling. (PLO 1; ASCA standard 2.1, 2.3)
7. apply research methodology in thinking critically about applying empirically derived research results to the assessment and treatment of a student's behavioral problems. (PLO 1; ASCA standard 3.2)
8. identify and utilize empirically supported assessment methods and interventions in developing treatment plans in the context of school and home settings. (PLO 2; ASCA standard 3.1, 3.2)
9. conduct culturally appropriate assessments, formulating diagnostic impressions for learning purposes, and developing treatment plans for students with behavioral and/or

learning problems. (PLO 3; ASCA standard 7.2, 7.3)

10. learn consultation theories relative to interacting with parents, faculty, administrators, and other professionals. (PLO 1; ASCA standard 4.4, 7.3)

11. become familiar with The Hawai'i State Department of Education's Six General Learner Outcomes (GLOs). (PLO 1; ASCA standard 1.1)

12. be aware of ASCA Standards for School Counselor Preparation Programs (accepted by CAEP 2019) and The Hawaii Counselor Standards as integrated into the course. (PLO 1; ASCA 1.1)

### **Course Integration of Hawaii Counselor Standards**

ASCA Standards for School Counselor Preparation Programs (ASCA CAEP SPA) Accepted by CAEP 2019

### **Learner and Learning**

**Standard 1. Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

1.1 Describe the organizational structure, governance, and evolution of the American education system as well as cultural, political, and social influences on current educational practices and on individual and collective learning environments.

1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor's role in supporting growth and learning for all students.

1.3 Describe aspects of human development, such as cognitive, language, social/emotional, and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.

### **Content**

**Standard 2. Core Theories and Concepts.** Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.

2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.

2.3 Describe established and emerging counseling theories and evidence-based techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy,

reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.

**Standard 3. Instructional and School Counseling Interventions.** Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social emotional development of all students.

3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systematically identify student needs and collaboratively establish goals.

3.2 Identify research-based individual counseling, group counseling, and classroom instruction techniques to promote academic achievement, college/career readiness, and social/emotional development for every student.

3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.

### **Instructional Practice**

**Standard 4. Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

4.1 Plan, organize, and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve PreK attitudes, knowledge, and skills.

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, and support success and well-being for every student.

4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.

4.4 Demonstrate pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and personalized instruction.

**Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs.** Candidates use school data and school counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create school counseling program goals and action plans aligned with school improvement plans.

5.2 Use process, perception, and outcome data, program and needs assessments, and other survey tools to monitor and refine the school counseling program.

5.3 Use school-wide data to promote systemic change within the school so every student is prepared for post-secondary success.

### **Professional Responsibility**

**Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

6.1 Explain appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.

6.2 Demonstrate leadership, advocacy and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.

6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.

**Standard 7. Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors and relevant federal and state laws and district policies.

7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.

7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.

**ASCA Ethical Standards for School Counselors:** <https://www.schoolcounselor.org>

### **HTSB Code of Ethics: Adopted June 4, 2018**

Preface: The Model Code of Ethics for Educators (MCEE) supports the vision, core values, and mission of the board in fostering professional standards for teachers, not only with regard to academic rigor, but to include the highest ethical standards of professional conduct which foster commitment to students, the profession, and the community. This code is intended to advance the teaching profession and guide ethical understanding and decision making of P-12 educators in the State of Hawai'i:

**PDF Download of Model Code of Ethics for Educators**

**Hawaii General Learner Outcomes:**

1. Self-directed Learner (The ability to be responsible for one's own learning.)
2. Community Contributor (The understanding that it is essential for human beings to work together.)
3. Complex Thinker (The ability to demonstrate critical thinking and problem solving.)
4. Quality Producer (The ability to recognize and produce quality performance and quality products.)
5. Effective Communicator (The ability to communicate effectively.)
6. Effective and Ethical User of Technology. (The ability to use a variety of technologies effectively and ethically.)

**Attendance** - Please note that Chaminade is being very flexible with its attendance policy for graduate students due to COVID-19. Read below for your information of what “would have been” and for future classes.

University policy requires students to attend and be on time for all class meetings of the course for which they are registered. If an emergency prevents the student from attending, the instructor needs to be informed. Because graduate terms are accelerated, no more than one class absence can be allowed. A student who misses more than one class has missed a substantial portion of the material presented. In this case, the student will automatically receive a “C” for the course, requiring the student to retake the course in its entirety. Prompt and consistent attendance is expected and will reflect the MSCP program policies. Chronic tardiness (more than three late arrivals of 30 minutes after class has started) will be recorded as an absence. Students are expected to actively participate in all internship seminar classes, complete assigned reading, contribute questions, provide other counseling strategies, personal reflections, and personal/professional perspectives during class.

**Credit Hour Policy** - The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practice, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

**Disability Access** - If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

**Academic Honesty** - Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

**Title IX Compliance** - Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Marianist Educational Values**

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

#### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

#### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been

deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### 3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### 4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### 5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of



investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

### **Course Requirements**

1. Students must give the instructor weekly a copy of their **Service Summary Log** for completing the 150 direct and 150 indirect service hours. **Appendix E**. Always keep a signed copy for yourself. Time logs will not be accepted without Site-Supervisor's signature. A summary of the service logs, **appendix M**, will be turned in at the end of the term.
2. Students must give the instructor weekly a **Journal** reflecting on their professional activities and experiences for that week. **Appendix H**. Please address the following questions: What did you learn from supervision? What did you learn in addition to supervision? Reflect on your experiences this week. Focus on your thoughts and feelings about your performance. Honesty and deep reflection is a critical component when training to be an effective counselor.
3. **Instructor Evaluation – appendix L**. Each student will receive a written evaluation from the Instructor to evaluate the student's professional and ethical issues in counseling in the context of the school setting.
4. Students will produce and present two **Case Studies** with accompanying School Counseling Case Notes (DAP), two research articles pertaining to the presenting problem, and the Consent to Participate and Release Confidential Information Form. These need to be signed by the Site Supervisor. In the case study, you must include an observation of the student and a Student Support Plan complete with SMART goals. You must see the student for a minimum of 3 times. **Appendices C and D**. This assignment creates an opportunity for students to integrate important theoretical research and behavioral interventions to the treatment of the student's support plan and formulating diagnostic impressions through writing and maintaining clinic notes. Your report to the class will be on your overall general knowledge of your student, the student's problem behavior and the development of their support plan. Each case report should be a narrative and typed according to the format attached to this syllabus.
5. Students will present one **Videotaped Counseling Sessions** for professorial and peer review, not to exceed 20 minutes. The Release of Confidential Information forms must accompany these videotaped sessions (**Appendix C**), as well as the Videotape Self-analysis form (**Appendix F**). Interpersonal counseling skills, professional competencies, and a theoretical approach should be demonstrated and recognized by observers.
6. **Capstone Project, appendix U Section 4 only** - Each student will implement the guidance lessons that they developed in Practicum Psy 646. A two page analysis will be turned in to the instructor upon the completion of the guidance lessons. When writing your analysis please consider the following:
  - a) Did you establish ground rules?
  - b) How did your lesson address the visual/auditory/kinesthetic learner?

- c) How did your assessment show that students mastered the objective?
- d) Identify classroom management techniques you used for your student population.
- e) Identify your anticipatory set or "hook" to gain student attention.
- f) What are the results of your assessment data?
- g) Make sure you debrief with your Site-Supervisor. What were some things you discussed?
7. **Exit Portfolio/Presentation:** This portfolio is a performance-based assessment organized around the seven Hawaii School Counselor Standards as integrated in this course. The portfolio will document reflective practices, essential skills, and dispositions required by these standards. It encourages the student's active involvement in monitoring and reflecting on his/her development as a school counselor. A significant part of this learning process is the ability to reflect on attitudes, skills, and ideas and to be willing to change/update these ideas through continued learning. The portfolio will be evidence of the candidate's ability to impact student learning. The Exit Portfolio should be a demonstration of professional knowledge, skills and dispositions; a developing knowledge of school culture; a satisfactory level of expertise concerning systemic and developmentally appropriate practices; and a developing understanding of diversity issues, technology, school community relations, oral and written communication, culture, values, and reflection. Due week 10, each student will turn in one piece of evidence for each standard and a written description according to the Artifact Description Template (**Appendix S**). For further information on the exit portfolio, see **appendix R**.
8. One complete folder with all **paperwork for Internship A** will be due at the end of the term. Each student will be evaluated by their Site Supervisor(s), (**Appendix K**), on their professional and personal competence at their school site(s). The purpose of the Supervisor's Evaluation of School Counseling Student is to ensure that students are developing an acceptable standard of performance within the school counseling field as primarily determined by the Site Supervisor(s). Successfully passing all active sites is required to obtain credit for this course assessment. Failure to successfully pass a Site Supervisor's Evaluation of School Counseling Student (as determined by not being recommended to advance in the School Counseling program by the student's Site Supervisor) will result in a letter grade of "C" for the course. Please note that if you are at two sites, it is required that you obtain a passing grade from both Site Supervisors.

Each student will provide the following:

1. Mathematically correct and signed service logs (Appendix E).
2. Mathematically correct and signed service log summary sheet (Appendix M).
3. Supervisor's Evaluation of the School Counseling Candidate (Appendix K).
4. School Counseling Candidate's Evaluation of Site Supervisor (Appendix J).
5. School Counseling Candidate's Evaluation of Staff and Site Appendix I).

### **Assignments**

Appendix E & M – Weekly Logs & Summary  
Appendix H – Journals

### **Points**

mandatory  
10

Appendix K – Site Supervisor’s evaluation	25
Appendix L – Instructor’s Evaluation	15
2 Case Studies with Observation, SMART goal, and Student Support Plan (10 pts. each)	20
1 Video (to include app. C & F)	10
Capstone Project (app. U) section 4	10
Exit Portfolio – 10 standards; examples only with written description of each artifact	10
<b>Total</b>	<b>100</b>

### **Grading**

A = 90 – 100

B = 80 –89

C = 79 & below

**Assignments are due by the time class starts on the day noted on the syllabus. Late assignments will be accepted up to 24 hours past due, however 5 points will be deducted from the total amount of points for that assignment. After 24 hours, no late assignments will be accepted.**

**If the student does not get a passing recommendation from their Site Supervisor(s), specifically question 16 on appendix K, then the student will not pass the course. The student will not progress to Internship B.**

**C is a failing grade, and the course will need to be retaken.**

### **Tentative Course Schedule**

<b><u>Date</u></b>	<b><u>Topic</u></b>
<b>Week 1</b> 1/13/2022	Introductions, Relationship Building Review syllabus and requirements of the course Getting Started with Internship Review Service Logs – appendix E
<b>Week 2</b> 1/20/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> Review Case Study format: SMART Goals, Classroom Observation, Student Support Plans

Go over counseling video expectations

**Week**

<b>3</b> 1/27/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Video Presentations</b> Review of the week
<b>Week 4</b> 2/3/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Guest Speaker</b>
<b>Week 5</b> 2/10/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Case Study Presentation #1 Due</b> Review of the week
<b>Week 6</b> 2/17/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Video Presentations</b> Discuss Exit Portfolio artifact examples
<b>Week 7</b> 2/24/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Video Presentations</b> Discuss Action Research and how it is going Review of the week
<b>Week 8</b> 3/3/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Case Study Presentation #2 Due</b> Review of the week
<b>Week 9</b> 3/10/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Video Presentations</b> <b>Action Research – Capstone Project – sec. 4</b>
<b>Week 10</b> 3/17/2022	Relationship Building <b>Internship Forms Due (E &amp; H)</b> <b>Appendix K, L, M due</b> <b>Exit Portfolio – 10 standards w/written descriptions due</b> <b>Completed Internship A Folder with all paperwork due.</b>

**Energizer Sign Up**

**Week 2 - 1/20/20212**

**Week 3 - 1/27/2022**

**Week 4 - 2/3/2022**

**Week 5 - 2/10/2022**

**Week 6 - 2/17/2022**

**Week 7 - 2/24/2022**

**Week 8 - 3/3/2022**

**Week 9 – 3/10/2022**

**Videotape Presentations**

**(No More Than 3 Videos a Week)**

**Week 3 – 1/27/2022**

**Week 6 - 2/17/2022**

**Week 7 - 2/24/2022**

**Week 9 – 3/10/2022**

***Case Study Template***



**The Case Studies should be written according to outline below:**

- a. Parent Consent Form (staple to report)
- b. Name of Student
- c. DOB
- d. Date of Evaluation = Date this report was written
- e. Ethnicity
- f. Gender
- g. Problem Behavior(s)
  - i. Onset:
  - ii. Frequency/severity of symptoms:
  - iii. Precipitating factors:
  - iv. Current stressors:
  - v. Agencies/providers involved:
  - vi. What has been tried? What worked? Why now?
- h. Developmental History – Developmental milestones (sitting, crawling, walking, feeding self with utensils, dressing self, begin to say words, speak in phrases of 3 words or more, age of toilet training, still wets/soils self, any difficulty with hand-eye coordination, problems with gross motor activities/sports, clumsy compared to other children his/her age, general physical energy level)
- i. Social and Family History \*\*
  - i. Parents ages, occupations, and education
  - ii. Marital status, previous marriages, legal/physical custody of child?
  - iii. Siblings, birth order, any significant conflicts between siblings? Other family members.
  - iv. Who is living in the home?
  - v. Family relationships/communication, marital discord?
  - vi. Method of discipline, do parents often disagree on how to discipline?
- j. Medical history \*\*
  - i. Illnesses, injuries, allergies
  - ii. Hospitalizations
  - iii. Medications
  - iv. Previous psychological/psychiatric treatment.
- k. Educational History
  - i. Where has student attended school? What grades? Reasons for change? Repeated any grades?
  - ii. Learning problems referred for testing? Received special education services? What type?
  - iii. Speech and language (problems in clarity, slow in developing, any past referral for speech and language evaluation? Received speech/language therapy?)
  - iv. Educational testing conducted? Results?
  - v. Other (report card comments, Behavior Assessments, Support Plans, etc.)
  - vi. Include all HSA/SBA scores
- l. Your Impressions and Summary of 3 individual counseling sessions:
  - i. **Data:**
    - Subjective and objective data about the student: Appearance, behavior, attitude toward examiner, motor behavior, speech, mood, affect, orientation person, place, and time, thought processes, intelligence, etc.
  - ii. **Assessment:**
    - Intervention, assessment – What’s going on?
    - Working hypotheses, “gut” hunches (with supportive documentation)

- 
- iii. Plan:
  - Response or revision
- m. Student Support Plan (please use SSP form that your site uses. If not available, see instructor.)
  - i. Site-supervisor consultation and approval needed.
  - ii. Include SMART goal
  - iii. Include classroom observation

**Much of this information can possibly be found in student's CUM folder. Site-supervisor consultation required. Do NOT copy any documents found in student's CUM folder and attach it to case study report.**