

TENNESSEE TECH UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELING AND PSYCHOLOGY
COUN 6830-001 INTERNSHIP IN SCHOOL COUNSELING

TUESDAY, 4-6:50PM, FARR 307A, 3 CREDIT HOURS, FALL 2021

INSTRUCTOR INFORMATION

Instructor's Name: Dr. Ellen Blaylock

Office: Farr 303C

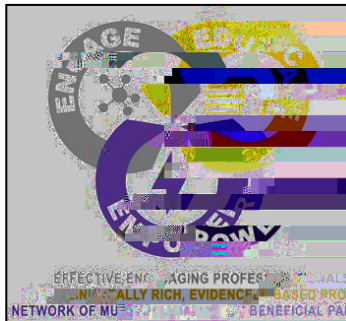
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OFFICE HOURS TUESDAY, WEDNESDAY, AND THURSDAY: BY APPOINTMENT

C O L L E G E O F E D U C A T I O N C E L E B R A T E S

Prepare effective, engaging professionals through clinically rich, evidence-based programs with a network of mutually beneficial partnerships.



PREREQUISITES COUN 6300, COUN 6360, COUN 6362; CO-REQUISITE COUN 6320

TEXTS AND REFERENCES

Required:

Individual professional counseling liability insurance (\$1,000,000 liability policy).
Interns may obtain their professional liability insurance from ACA or ASCA.

Course materials and readings will be available electronically via iLearn.

Recommended:

American Counseling Association. (2014). Author.

American Psychological Association. (2019).
(7th ed.). Author.

American School Counselor Association. (2016).
Author.

American School Counselor Association. (2019).
(4th ed.). Author.

COURSE DESCRIPTION COUN 6830: INTERNSHIP IN SCHOOL COUNSELING (3 CREDIT HOURS)
THE SCHOOL COUNSELING INTERNSHIP EXPERIENCE SERVES AS THE PINNACLE OF SCHOOL
COUNSELOR PREPARATION.

This course emphasizes the development of essential counseling skills and professional behavior common, to a varying extent, to all counseling approaches. The skills and behaviors emphasized in this class are crucial to developing effective counseling relationships and demonstrating professionalism. These foci are supported by research suggesting that strong therapeutic relationships are the most significant element of effective counseling (e.g., see Hansen, 2013). Thus, the primary evaluation tool of interns' performance in this course are videotaped counseling sessions in which interns demonstrate their skills and professional behavior.

Counseling skill development is personally demanding. Therefore, interns' emotional stability will mediate their ability to perform effectively and, thus, will influence their success in this course. The following paragraphs delineate specific areas that may cause supervisors and course instructors concern during the fieldwork experience. Deficiencies in either area may result in not passing or being removed from this course.

• **Professional Behavior:** The practicum-internship series is meant to simulate real employment in the school counseling profession. The on-site supervisor and school administrators are the management in this experience. It is imperative for the intern to behave, dress, speak, act, and react in a professional manner at all times, when interacting with these managerial professionals or any other stakeholder. Furthermore, the intern must meet the policy and procedure requirements of the host school.

• **Impairment:** It is feasible that some form of impairment may surface during the course of the practicum-internship experience. If impairment is identified by either the site supervisor or university instructor, it will be brought to the intern's attention. A definition of impairment is offered by the following:

Overholser and Fine (1990) indicated that impairment is evidenced by a serious deficit in any of the following five areas:

1. Factual knowledge
2. Generic clinical skills
3. Orientation-specific technical skills
4. Clinical judgment
5. Interpersonal attributes

3. Not aware of one's impact on others
4. Not demonstrating an ability to deal with conflict, accept personal responsibility, or express feelings effectively and appropriately

Supervision Requirements

- Independent research regarding specific presenting concerns students bring to the counseling setting.
- Intern-led discussions of literature supplemented with lecture by instructor.

TOPICS TO BE COVERED

internship site experience; supervision; documentation; ethical decision-making;



All assignments should be completed on or before the announced due date. Ten percent will be deducted for each day an assignment is late including weekend days. After three days, assignments will no longer be accepted, and the student will receive a zero on the assignment. It is the student's responsibility to ensure assignments are submitted on time. All submitted work is final. Your submissions should reflect your best professional effort.

ASSIGNMENT FORMAT

All assignments should be typed, double-spaced, 12-point Times New Roman font, and adhere to APA guidelines (, 7th ed.) including, title page, running head, quotations, in-text citations, references, etc. Points will be deducted for all assignments not meeting these standards.

COURSE POLICIES

STUDENT ACADEMIC MISCONDUCT POLICY

Maintaining high standards of academic integrity in every class at Tennessee Tech is critical to the reputation of Tennessee Tech, its students, alumni, and the employers of Tennessee Tech graduates. The Student Academic Misconduct Policy describes the definitions of academic misconduct and policies and procedures for addressing Academic Misconduct at Tennessee Tech. For details, view the Tennessee Tech's Policy 217 – [Student Academic Misconduct at Policy Central](#).

ATTENDANCE POLICY

Attendance and on-time arrival are expected and of the utmost importance in a class of this nature. If you foresee missing more than one class over the course of the semester, please see me.

You are responsible for making sure you receive the necessary assignments and class notes you miss.

If a student will miss more than one class (or more than two hours and 50 minutes of class time), the participation grade for the course will be impacted by the absence. One point for every 15 minute increment of time missed will be deducted after the initial one class absence.

ASSIGNMENTS AND RELATED POLICY

A) ADMINISTRATIVE MATERIALS – AS SOON AS POSSIBLE

B) INTERNSHIP HOURS ACCRUAL - ONGOING THROUGHOUT THE SEMESTER

<i>C 6830: I E H I C H L C E L I G</i>				
1	8/24	Introduction, Course Overview, and Syllabus Review		
2	8/31	Dr. Blaylock		Group Supervision Needs Assessment
3	9/7	Dr. Blaylock		Group Supervision In-class review of: ADD/ADHD
4	9/14	Dr. Blaylock		Group Supervision In-class review of: Grief/Losses Play Therapy in Schools
5	9/21	Case Presenter(s)		

15	12/7	Semester Wrap-up	
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