

Kansas State University
College of Education
Special Education, Counseling & Student Affairs
Counseling Internship
16479 (3 credit hours) Online
Synchronous Wednesdays 5:00-6:30 p.m. CST
ZOOM: <https://ksu.zoom.us/j/7855325938>

Dr. Jessica Lane
 309 Bluemont Hall
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Online Office Hours:
 Wednesday 4 p.m.- 5 p.m. CST
 or by appointment

Catalog Description

This course covers advanced studies in physical, intellectual, emotional, social, and personality development across the lifespan with the focus on the importance of these factors to the educational process. As an online course, this class is designed to promote learning through online study.

Course Intended Learning Objectives

The following table outlines the learning objectives for this course along with the CACREP standards addressed within each objective. At the completion of this course, students will be prepared to:

Learning Objective	CACREP Standard(s)
Explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	II.F.8.a
Develop a needs assessment	II.F.8.c
Review qualities and styles of effective leadership in schools	V.G.2.j

Counseling Program Key Performance Indicator(s)

KPI 2-S	Student is able to establish and maintain an effective counseling relationship.	Video 2 Evaluation-Case Conceptualization
KPI 11-S	Student is able to evaluate counseling interventions and programs within the context of P-12 settings.	ASCA Aligned Group
KPI 3-K	Student is able to effectively design counseling groups.	ASCA Aligned Pre-Post test

KSU College of Education Vision

Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

KSU College of Education Mission

Our vision is fulfilled through:

- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

KSU College of Education Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 standards in professional studies into the following four categories:

1. The Learner and Learning
2. Content Knowledge
3. Instructional Practice
4. Professional Responsibility

The Conceptual Framework also includes the following dispositions:

1. Values Learning and Professional Development
2. Commits to Professional, Ethical, and Legal Conduct
3. Values Positive, Caring, and
4. Embraces Diversity, Equity, and Fairness
5. Commits to Wise and Reflective Practice

The Conceptual Framework includes the following *dispositions*:

- I. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
- II. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
- III. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
- IV. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
- V. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Class Delivery and Structure

This course is delivered **weekly, synchronously 5:00-6:30 CST**, with triadic supervision scheduled at additional time. The class will consist of 1 ½ hours of synchronous class time, and 1 hour of weekly individual or triadic supervision. This course will incorporate many forms of delivery, which include, but are not limited to: reading, discussion, case studies, small and total group activities, written assignments, and guest lecturers.

You will use Canvas to complete activities and assignments throughout the semester. *Assignments will close and will not be accepted after the deadline.* Staying on pace and remaining attentive to the schedule is vital to your success in this class.

Communication Notice

If the situation is suicidal ideation related or a timely issue, please call/text my cell 785.458.1979. If a question is not time sensitive, please email. For all email communication please allow 24-hour turn around. Due to my program coordinator, teaching, and university-related duties, it is not always possible to respond to queries within minutes. Emails over the weekend will be reviewed on Mondays.

Technology

Technical Support. For all technical questions, contact the IT Help Desk at 785-532-7722 or 1-800-865-6143. Students who have difficulty accessing the course website should contact IT help desk *first* before contacting the professor. Student professionals can answer most of your technology questions.

K-State Canvas. All class materials and supplemental resources are located in the course website. Students will use K-State Canvas to take their class exams.

COE Catalyst Center. College of Education students can contact the *Catalyst Center* at 785-532-5926 for some types of technical assistance and instructional support. The *Catalyst Center's* hours of operation are Mondays through Fridays, 8:00 a.m. to 5:00 PM during the June-July summer session. Students are encouraged to check their website for at <http://coe.ksu.edu/catalyst/> for additional technical support resources.

Class Materials Copyright Information. Jessica J. Lane, Ph.D., Associate Professor, has copyrighted all EDCEP 887 course materials, except where indicated. This copyright pertains to the syllabus, online lectures, notes and lecture materials developed in all formats including electronic, oral and print communication.

Recommended Reading Materials

American School Counselor Association (2019). *The ASCA National Model: A Framework for School Counseling Programs*. Fourth Edition, Alexandria, VA: Author.

Guindon, M.H., & Lane, J.J. (2020). *A counseling primer: An orientation to the profession*, (2nd ed.) New York, NY: Routledge.

[Kansas Suicide Prevention Toolkit](#) (2023). Kansas Department of Education.

Kansas State University Practicum and Internship Handbook, American School Counselor Association Ethics (2022), ASCA National Model (2019) and the Kansas Comprehensive School Counseling Program (2015). Articles as assigned or that pertain to and bolsters one’s individual counseling experience are also required. It is expected that you use applicable research and articles to support your work, just as you will in your professional school counselor career.

Course Requirements

Each student must be prepared to commit a minimum of 300 clock hours that include:

1. Minimum of 1 hour individual/triadic supervision per week.
2. Minimum of 1 ½ hours of group supervision per week.
3. Minimum of **120 hours of direct service** with clients, which may include: individual counseling, small group counseling, classroom lessons, and consultation.
4. Minimum of **180 additional hours** which may be spent in a variety of areas to include: continuing education and professional conferences, meetings on behalf of students (i.e. IEPs, team meetings, etc.), curriculum preparation, staff meetings and orientation, consultation, research on behalf of students, program preparation and evaluation.

** Direct Entry students will also need to complete 5 hours in placement activities- IEP/504 meetings (2 hours), and watching master teachers (3 hours).*

Evaluation Plan

Your final grade is based on the total number of points that you earned throughout the semester. The various ways in which you earn points are listed below:

Activity	Description	Points
PROFESSIONALISM		
Class Group Attendance / Participation	Each class will have the opportunity for discussion, current issues, review, or an exit ticket to check knowledge from the day. Missing more than 15 minutes of class will not allow for in-class attendance / participation points for that day. Each class is worth five points.	60 points
Ethical Review	Students will complete an ethical review utilizing ASCA ethical standards.	10 points
Professionalism Score	The student’s professionalism throughout the semester will be scored by the course professor at the culmination of the course. The COCATS Rubric will be utilized.	25 points
INTERNSHIP FIELD EXPERIENCE		
Mid-term Evaluations	Mid-term evaluations will be completed and submitted by the student, site supervisor, and KSU supervisor. Rubrics will be provided.	20 points
Final Evaluations	Mid-term evaluations will be completed and submitted by the student, site supervisor, and KSU supervisor. Rubrics will be provided.	20 points

EDCEP 887 SCHOOL COUNSELING INTERNSHIP

Weekly Logs	Students will submit their completed weekly logs of counseling tasks as well as direct and indirect hours. Weekly logs will be reviewed and signed for accuracy by the site supervisor.	40 points
Classroom Lessons	Students will develop a self-made lesson plan dependent on the group they are counseling (3 Elem, 2 MS, 1 HS).	15 points
Individual Counseling Skills and reflection	Students will submit 6 individual counseling videos and 3 individual counseling sessions for formal evaluation as well as 2 self-reflections to accompany graded Video 1 & 3. See evaluation rubric.	65 points
Case Conceptualization	Students will design and implement prevention and intervention plans related to individual counseling. Discussion will include the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and resiliency factors on student learning and development. Rubric will be provided. KPI2-S	30 points
School Inventory	Discuss the context of your school and develop a preliminary group idea in the area of achievement, attendance or behavior. More directions to follow.	15 points
Suicidal Role Play	Students will participate in a suicidal role play, both as the counselor and the student in crisis. Rubric will be provided.	10 points
ASCA aligned group	Students will develop and implement a 6 week group around attendance, achievement or behavior to meet a school specific need. KPI 11-S	30 points
ASCA aligned group pre-post test	Students will develop and implement a pre-post tests to measure the effectiveness of their school specific group. KPI 3-K	20 points
Professional & Advocacy Awareness Activity	Students will attend the assigned professional organization conference or complete the assigned professional development and submit a reflection. Additional directions will be provided.	20 points
Semester Self-Reflection	Students will write a three-four page paper that demonstrates their growth over the semester. Additional directions will be provided.	20 points
TOTAL		400 points

***ALL assignments received after the deadline will receive an automatic 50% deduction.**

A for the course = 360 to 400 points with the following criteria also being met.

B for the course = 320 to 359 points with the following criteria also being met.

C for the course = 280 to 319 points with the following criteria also being met.

Grading Scale

The minimum number of points for each grade is listed below:

A= 300 points

A for the course = 360 to 400 points with the following criteria also being met.

B for the course = 320 to 359 points with the following criteria also being met.

C for the course = 280 to 319 points with the following criteria also being met.

An “A” signifies an exceptionally clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student was actively participating in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

Grade in the “B+/B” ranges are very good grades, and signify a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student’s effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

Grades in the “C+/C” ranges indicate that the basic objectives of the course have been achieved, that the student has demonstrated satisfactory mastery of the material of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the professor are met. These grades are respectable in their own rights.

The “D” grade is assigned for work, which is passing, but below average in competency for college-level work. The student receiving a grade of “D” has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.

*In cases where the student has failed to meet the required number of clock hours, a grade of “incomplete” may be given until the student meets the requirement or receive an F if appropriate.

Professional Statement

According to 20/20: A vision for the Future of Counseling (ACA, 2022), the definition of counseling is: “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

As a counselor-in-training you have embarked upon a challenging journey to develop yourself into a professional counselor. This is an occupation that requires a professional commitment unlike any other; it requires strong professional identity, leadership and advocacy for all people and populations, and critical attention to life and death issues.

Counselor development is accomplished through basic course content, sound counseling skills, and opportunities to demonstrate professional, ethical and legal awareness. Opportunities to demonstrate self-awareness through self-reflection are required throughout your program and career.

As a counselor-in-training your job is to grow, learn, and demonstrate appropriate professional dispositions, including personal self-awareness, and wellness that allows you to best serve your clients and/or students with nonmaleficence, and beneficence.

Academic Honesty Policy

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor System website can be reached by going to www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

At K-State it is important that every student has access to course content and the means to demonstrate course mastery. Students with disabilities may benefit from services including accommodations provided by the Student Access Center. Disabilities can include physical, learning, executive functions, and mental health. You may register at the Student Access Center or to learn more contact:

Manhattan/Olathe/Global Campus – Student Access Center
 accesscenter@k-state.edu
 785-532-6441

Students already registered with the Student Access Center please request your Letters of Accommodation early in the semester to provide adequate time to arrange your approved academic accommodations. Once SAC approves your Letter of Accommodation it will be e-mailed to you, and your instructor(s) for this course. Please follow up with your instructor to discuss how best to implement the approved accommodations.

Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](#) as outlined in the Student Governing Association [By Laws](#), Article V, Section 3, Number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

Class courtesy and respect is important especially when course material is likely to elicit strong personal opinions. Please remember that others may not share your opinions and each student's points of view are to be respected. Disrespect of others will not be tolerated in the class.

Mutual Respect and Inclusion in K-State Teaching and Learning Spaces

At K-State, faculty and staff are committed to creating and maintaining an inclusive and supportive learning environment for students from diverse backgrounds and perspectives. K-State courses, labs, and other virtual and physical learning spaces promote equitable opportunity to learn, participate, contribute, and succeed, regardless of age, race, color, ethnicity, nationality, genetic information, ancestry, disability, socioeconomic status, military or veteran status, immigration status, Indigenous identity, gender identity, gender expression, sexuality, religion, culture, as well as other social identities.

Faculty and staff are committed to promoting equity and believe the success of an inclusive learning environment relies on the participation, support, and understanding of all students. Students are encouraged to share their views and lived experiences as they relate to the course or their course experience, while recognizing they are doing so in a learning environment in which all are expected to engage with respect to honor the rights, safety, and dignity of others in keeping with the K-State Principles of Community <https://www.k-state.edu/about/values/community/>.

If you feel uncomfortable because of comments or behavior encountered in this class, you may bring it to the attention of your instructor, advisors, and/or mentors. If you have questions about how to proceed with a confidential process to resolve concerns, please contact the Student Ombudsperson Office. Violations of the student code of conduct can be reported here <https://www.k-state.edu/sga/judicial/student-code-of-conduct.html>. If you experience bias or discrimination, it can be reported here <https://www.k-state.edu/report/discrimination/>.

Statement Regarding Discrimination, Harassment, and Sexual Harassment

Kansas State University is committed to maintaining academic, housing, and work environments that are free of discrimination, harassment, and sexual harassment. Instructors support the University's commitment by creating a safe learning environment during this course, free of conduct that would interfere with your academic opportunities. Instructors also have a duty to report any behavior they become aware of that potentially violates the University's policy prohibiting discrimination, harassment, and sexual harassment ([PPM 3010](#)).

If a student is subjected to discrimination, harassment, or sexual harassment, they are encouraged to make a non-confidential report to the University's Office for Institutional Equity (OIE) using the online reporting form. Incident disclosure is not required to receive resources at K-State. Reports that include domestic and dating violence, sexual assault, or stalking, should be considered for reporting by the complainant to the Kansas State University Police Department or the Riley County Police Department. Reports made to law enforcement are separate from reports made to OIE. A complainant can choose to report to one or both entities. Confidential support and advocacy can be found with the K-State Center for Advocacy, Response, and Education (CARE). Confidential mental health services can be found with Lafene Counseling and Psychological Services (CAPS). Academic support can be found with the Office of Student Life (OSL). OSL is a non-confidential resource. A comprehensive list of resources is available here. If you have questions about non-confidential and confidential resources, please contact OIE at equity@ksu.edu or (785) 532-6220.

K-State Email Account & Canvas

Please check your K-State email account and our course Canvas page regularly throughout the semester. Important information and class announcements will be shared through these electronic platforms.

Statement on Mental Health

Your mental health and good relationships are vital to your overall well-being. Symptoms of mental health issues may include excessive sadness or worry, thoughts of death or self-harm, inability to concentrate, lack of motivation, or substance abuse. Although problems can occur anytime for anyone, you should pay extra attention to your mental health if you are feeling academic or financial stress, discrimination, or have experienced a traumatic event, such as loss of a friend or family member, sexual assault or other physical or emotional abuse. If you are struggling with these issues, do not wait to seek assistance

- K-State Online students have free access to mental health counseling with My SSP – 24/7 support via chat and phone (<https://www.k-state.edu/lafene/programs/myssp.html>).
- The Office of Student Life ([k-state.edu/studentlife](https://www.k-state.edu/studentlife)) can direct you to additional resources.

EDCEP 887 SCHOOL COUNSELING INTERNSHIP

Date	Topics and Focus	Assignment(s) Due	CACREP Standards
Week 1- 01/17/24	Introduction, Course Expectations		
Week 2- 01/24/24	ASYNCHRONOUS Ethics Review	Ethical Review	II.F.8.a
Week 3- 01/31/24	Current Issues, Leadership, Research and Best Practices <i>Thursday, Jan. 31st Mental Health Advocacy Day, Topeka, KS</i>	School Inventory	II.F.8.a, II.F.8.c, V.G.2.j
Week 4- 02/07/24	Group Development, Counseling Strategies, Current Issues,	School Inventory Baseline	II.F.8.c
Week 5- 02/14/24	ASYNCHRONOUS	Classroom Lessons, Video 1 and Reflection	
Week 6- 02/21/24	Melanie Scott : KSDE Suicide Prevention Toolkit		
Week 7- 02/28/24	Monte Westfall: LGBTQ+ <i>Friday, March 1st- KCA Conference, Leawood, KS</i>	Suicide Role Play	
Week 8- 03/06/24	Counseling Strategies, Current Issues	Mid-term Evaluations, Video 2 & Case Conceptualization KPI 2-S	
03/13/24	SPRING BREAK		
Week 9- 03/20/24	Motivation- Current Needs <i>Thursday, March 21st- COMPS (Internship 2)</i>	Professional & Advocacy Awareness Activity	
Week 10- 03/27/24	Case Conceptualizations- Group 1		
Week 11- 04/03/24	Case Conceptualizations- Group 2		
Week 12- 04/10/24	Counseling Strategies, Current Issues	Video 3 and Reflection	
Week 13- 04/17/24	Counseling Strategies, Current Issues		
Week 14- 04/24/24	ASYNCHRONOUS	Group KPI 11-S , Group pre-posttests KPI 3-K , Final paper	II.F.8.c
Week 15- 05/01/24	Course Wrap-up	Final Evaluations	
Week 16- 05/08/24	Last day to submit hours	Weekly Logs	