



**Missouri State**  
U N I V E R S I T Y

**K-12 SCHOOL COUNELING INTERNSHIP (COU 791), SECONDARY SCHOOL COUNSELING INTERNSHIP AND ELEMENTARY SCHOOL COUNSELING INTERNSHIP (COU 781 AND COU 783)**

**INSTRUCTOR INFORMATION:**

Instructor Name:

Email:

**STUDENT SUCCESS AND INCLUSIVITY:**

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers.

Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

**DEFINITION OF COUNSELING:** Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

**REFLECTIVE COUNSELING PRACTICE:** The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

**COUNSELING PROGRAM OBJECTIVES:**

***Knowledge.*** Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or

school counseling).

**Clinical Skills.** Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

**Research and Appraisal.** Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

**Professional Dispositions.** Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

**Specialty Areas.** Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

### **COURSE DESCRIPTION:**

COU 781: Supervised experience in secondary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small- group supervision from the department.

COU 783: Supervised experience in elementary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual onsite supervision, and small- group supervision from the department.

### **METHODS OF INSTRUCTION:**

Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and supervision.

### **COURSE MATERIALS:**

Missouri Comprehensive School Counseling Program Manual: <https://dese.mo.gov/college-career-readiness/school-counseling>

Additional readings, handouts and weblinks will be available in class and on Blackboard throughout the semester.

### ***CURRENT RESEARCH ARTICLES IN COURSE:***

Day, V. N. L., Brodar, J. R., Hicks, D., Fernandez, K. E. B., Garcia, C., & Jones, K. (2022). An investigation of the relationship between school counselor trainees' broaching behavior and their racial identity attitudes. *Journal of Counseling & Development*, 100(1), 3–13.  
<https://doi.org/10.1002/jcad.12406>

Neyland-Brown, L., Laux, J. M., Reynolds, J. L., Kozlowski, K., & Piazza, N. J. (2019). An Exploration of Supervision Training Opportunities for School Counselors. *Journal of School Counseling*, 17(1).

Protivnak, J. J., & Davis, T. E. (2008). The Impact of the Supervision Relationship on the Behaviors of School Counseling Interns. *Journal of School Counseling*, 6(19).

## MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

THEMES	LEARNING OBJECTIVES	CACREP STANDARDS (2016)	LEARNING ACTIVITIES	LEARNING OUTCOMES	EVALUATION TOOLS
Demonstrate competencies in the role as a professional school counselor	Learn the tasks, roles, and climate of working in a school as a professional school counselor.	School Counseling: 5.G.2.k, 5.G.3.c, 5.G.3.g, 5.G.3.l	Case Presentations	Students will be able to describe, explore, and evaluate the overall role of a professional school counselor	MSCE Evaluation
Know and apply cultural consciousness to the role of a school counselor	Apply cultural consciousness to their work with students in their prospective internship sites.	School Counseling: 5.G.3.h, 5.G.3.k	Case Presentations	Students will articulate and process their understanding of cultural competency in their work as a professional school counselor.	MSCE Evaluation, Case Presentation
Know and apply interventions for academic, social/emotional/ and careers aspects of the role	Demonstrate knowledge of developmentally appropriate interventions in the role of a school counselor.	Counseling and Helping Relationship: 2.F.5.n School Counseling: 5.G.3.d, 5.G.3.e, 5.G.3.f, 5.G.3.g, 5.G.3.i, 5.G.3.j, 5.G.3.m	Case Presentation	Students will choose and implement developmentally appropriate interventions for the students in which they serve.	Case Presentation
Demonstrate knowledge and ability to evaluate a comprehensive guidance model	Demonstrate knowledge, application, and evaluation of their sites comprehensive guidance model	School Counseling: 5.G.2.k, 5.G.3.b, 5.G.3.n, 5.G.3.o	Case Presentation	Students will demonstrate their working knowledge of their site's comprehensive guidance model as applied to day to day tasks as well as critical incidents.	Case Presentation

### COURSE EXPECTATIONS

**Attendance and Engagement Policy:** I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments

- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

**Technology:** The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing [HelpDesk@MissouriState.edu](mailto:HelpDesk@MissouriState.edu). You can also visit the [Help Desk website](#) for a live chat option.

**Blackboard.** We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

**Classroom Expectations for Students using Digital Learning Platforms:** Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, "study area" works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

### **Digital Delivery Netiquette**

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.

- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- v. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

**Participation in Asynchronous and Synchronous Learning:** Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

**Student Engagement:** Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

**Expectations for Written Work** . Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather

than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

**Key Performance Indicator Policy:** A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

## **STUDENT OUTCOME TOOLS**

**Course Requirements:** Internship Requirements are listed in the Practicum and Internship Handbook but may also include additional requirements from your licensing or certifying board. Please note these may change before, during or after the printing of this document. Thus, the "course requirements" listed here are subject to change and should NOT be considered as final authority for graduation or certification requirements.

1. **Internship Hours:** During the semester, each student is expected to spend *a minimum of 300 clock hours with 120 of those hours in direct client contact* at an approved site that enables the student to employ a variety of counseling techniques and procedures. (See the Practicum and Internship Handbook for a more detailed description of activities.)
2. **Activity Logs:** Logs of internship activities must be kept up-to-date. These must be signed by both student and their site supervisor and turned in to the course instructor each week.
3. **Internship Agreements:** A copy of the agreement between the student and the site supervisor must be signed by both and turned in to the course instructor by the second session of class. (Site supervisors must have completed MSU Intern Training through the Counseling, Leadership and Special Education Dept., and must re-train every three years.
4. **Site Supervision.** The student is required to receive a minimum of one hour per week of face-to-face supervision with each site supervisor they have contracted with.

5. **MSCE Evaluations (Key Performance Indicators)**
  - a. MSCE Summative Data: Site Supervisor. Your site supervisor will evaluate your performance twice each semester using the MSCE. You are expected to receive an average of 3.0 in all areas to be considered as competent.
  - b. MSCE Summative Data: University Supervisor. Your instructor will evaluate your performance twice each semester using the MSCE. You are expected to receive an average of 3.0 in all areas to be considered as competent.
6. **Weekly Progress Reports:** Supervisors will also complete a weekly progress report with the student, to be submitted to the instructor every week. Students will not be allowed to continue seeing clients at their sites until reports are submitted. Chronic failure to submit paperwork could result in student's permanent removal from the site.
7. **Class Attendance:** Attendance at all class sessions is **mandatory**. Secondary supervision by the university internship instructor and class discussions is considered integral parts of the learning process. Students finishing a Z-grade must attend sessions until all field hours and course work are completed.

To accommodate for emergencies, students are allowed to miss *a maximum of two class sessions during the spring and fall semesters, a maximum of one class session during the summer semester*. ALL absences will require a make-up activity, which could include an article review/application to counseling, or other activity at the discretion of the instructor. Students must coordinate acceptable activities with the instructor.

An "emergency" means an unavoidable and generally unplanned situation such as an acute or highly contagious medical problem, extreme weather or serious family needs. Notify the instructor as soon as possible when you have an emergency that will cause you to be absent. Because you are responsible for all information presented in class, plan to contact a classmate to get the information that you missed.

8. **Site Visits:** Each site will be visited a minimum of one time per semester by the instructor or a designated COU faculty member. This is intended to help coordinate supervision between site and university and to ensure students obtain maximum benefit and to address any concerns from the site or the student. You should provide your Internship instructor with your site supervisor's contact information, your site location and work hours on the first night of internship class. During the FALL 2021 semester, these site visits may be conducted virtually.
9. **Liability Insurance:** Students are required to keep their professional liability insurance up to date in order to continue in internship. They must submit a copy of their renewed insurance to the internship coordinator or other designated office.

### **Course Assignment Descriptions:**

1. **Case Presentation:** Students will present a case that they are currently working on at their site along with a case conceptualization (format provided). This conceptualization will be theory based, according to the student's theoretical

orientation at this time. Students will include a current and relevant research-based article with this conceptualization. The case presentation not only enables students to practice summarizing, conceptualizing and presenting relevant case information, it also allows students to actively seek and participate in group supervision with peers. *CACREP 2016 standards covered as part of this assignment: 2.F.5.n, 5.G.2.k, 5.G.3.a-o*

2. **Group Counseling:** Each student will complete a 6-week group following completion of their Group Counseling class. The student is required to co-facilitate a group as part of their field experience. Students may work cooperatively with their site supervisor to determine the purpose of the group and to complete a lesson plan or treatment plan for the group. The group must be counseling in nature and approved by the instructor. Students may later facilitate groups that are **within their scope of practice** after this initial co-facilitation.

The site supervisor will oversee the completion and then sign the student's Group Evaluation form. The student may elect to conduct this group in either their first or second semester of Internship, but after completion of COU 756. *Students facilitating groups will also give a presentation of their group experience with a one-page summary of the goals, type of group, etc.*

3. **Weekly Group Supervision:** Students will be able to discuss their internship experience each week and to present challenges from their site and/or clients for peer feedback. Students are expected to discuss these topics in an ethical and professional manner, to be open to their own blind spots and to offer constructive feedback to peers.
4. **Time-task Analysis:** Students will conduct a time-task analysis for two different one-week time periods. For each one-week time frame, you will record all of your activities at your site and classify them as direct or indirect services. This will help to show how a school counselor realistically spends their time on any given day within a school setting, carrying out their various responsibilities.
5. **Professional Disclosure Statement:** Students will create their Professional Disclosure Statement based on their own experience, education, achievements, theoretical orientation, etc.

### **Course Attendance Policy:**

Regular attendance is essential, and there are typically no excused absences. This policy applies to both the Internship Group Participation and your site placement where you are working. As an intern/student counselor, your role is no longer primarily "student," your role is now a counselor trainee. Your clients and students are relying on you to provide an important professional service. If an emergency or acute illness arises that will prevent you from being present, it is imperative that you contact me as far in advance as possible. Notify your sites in the same manner/ Leave a voice mail or text if you don't get an answer. Missing more than two class session will prevent you from passing the course.

### **Course Evaluation:**

This course is graded on a pass/not pass basis. The student must meet all of the course requirements in order to receive a passing grade for the course. Failure to satisfactorily complete any of the following requirements will result in an "I" (incomplete) or a failing grade ("NP," not pass) for the internship



experience. The course instructor will evaluate student performance as evidenced by feedback from the site supervisor and participation in the class. Students should review attendance records and field hours and stay in communication with the internship site instructor. Each student must receive a satisfactory evaluation from the course instructor to receive a passing grade in the field experience.

**Attendance:** Any classes missed beyond two in the fall/spring (one in the summer) will need to be made up the following semester above and beyond any requirements for subsequent internship classes. Until the make-up is complete, the student will not receive a Passing grade.

**Field Hours:** Students must complete all required field hours, including all required face-to-face (virtual for FALL 2021) supervision hours.

**Professionalism & Ethics:** Students are expected to maintain professional and ethical behavior at their field site, in class and in all areas related to this class. Students are expected to behave in accordance with the Code of Ethics of the American Counseling Association. Personal characteristics and/or problems or issues should not interfere with the student's ability to be an effective helping professional. In instances in which the ethical code is violated, or dispositional/personal issues interfere with effective helping, the student will not receive a passing grade for the field experience. In some instances, dismissal from the program may be initiated.

**Site Supervisor Reports:** Students must receive an average of a 3.0 rating from their site supervisor on the final evaluation.

**Class Participation:** Students are expected to be fully focused on all speakers and other class activities, provide appropriate feedback to peers, complete readings, reflective journals and other assignments on time and as assigned. This means absolutely no use of any mobile devices during class. No phones, tablets, laptops, watches or other "smart" technology. If you have a question or are unsure what this means, contact your instructor immediately.

**Group Facilitation:** During the Internship, students must facilitate a group as described above. This may only be completed after the student has completed the Group Counseling class. If the second-semester student has already completed the group, or if the first-semester student will complete the Group in second semester of Internship, this assignment does not apply.

**Completion of Assignments:** Students must complete assignments in a timely, professional manner. Use of appropriate research and citation methods, with academic integrity is essential.

## **UNIVERSITY POLICIES**

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

## **COPYRIGHT AND RECORDING**

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

## **SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:**

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

[https://www.missouristate.edu/policy/Op1\\_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm](https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm)

## **COPYRIGHT & FAIR USE STATEMENT**

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor's original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

## **DISABILITY ACCOMMODATION POLICY FOR STUDENTS**

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), [MissouriState.edu/Disability](http://MissouriState.edu/Disability).

On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, [WPAACCESS@MissouriState.edu](mailto:WPAACCESS@MissouriState.edu).

### **Requesting Accommodations**

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office.

**COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS**

**Statement of Flexibility:** Please note that the course calendar, my office hours, removing or altering assignments in advance of their due date, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur in class (when possible) and through the course announcements on Blackboard.

Session	Date	Topics in Group Supervision	2016 CACREP Standards Addressed	Assignments or Readings Due
1		Describe your development as a school counselor including theory you align most? Goals for growth as a school counselor? What do you do for self-care?	2.F.1.l; 2.F.5.a; 2.F.5.n	Read Syllabus, Supervision Document, & Internship Packet; Group Supervision Discussion Prompts
2		Leadership: What strengths and challenges you will face as a leader when working to engage your stakeholders. Consider: Who are your stakeholders and how can you be a change agent.		Group Supervision Discussion Prompts
3		Tier 1: What core curriculums are being used at your school? What are you learning about implementing core counseling curriculums?	5.G.3.b	Group Supervision Discussion Prompts
4		Tier 1: How have you assessing the effectiveness of the core counseling curriculums? What classroom management strategies have you learned or need to learn?	5.G.3.b	Group Supervision Discussion Prompts
5		Tier 1: Describe what you have learned in relation to the school emergency management plans, and crises, disasters, and trauma at your school.	5.G.2.e	Group Supervision Discussion Prompts
6		Describe what you have been learning about the SC's role in working with children of varying abilities?  Supervision of counseling skills, use of theory and interventions	5.G.3.f; 2.F.5.a, g, j, n; 2.F.2.c	Session Review; Group Supervision Discussion Prompts
7		Describe your experiencing of teaming with others (teachers, 504 meetings, MTSS meetings).  Supervision of counseling skills, multicultural competencies, use of	5.G.3.f; 5.G.3.l; 2.F.5.a, g, j, n; 2.F.2.c	Session Review; Group Supervision Discussion Prompts

		theory and interventions		
8		Describe the process used at your site to develop 504 plans and/or Behavior Intervention Plans.  Supervision of counseling skills, multicultural competencies , use of theory and interventions	2.F.5.a, g, j, n; 2.F.2.c	Session Review; Group Supervision Discussion Prompts ; Mid-term MEES, ADCT, CTPA
9		Tier 2/3: What groups have you led? What have you learned about yourself? How have you assessed effectiveness of groups?  Supervision of counseling skills, multicultural competencies, multicultural competencies, use of theory and interventions	2.F.5.a, g, j, n; 2.F.2.c	Session Review; Group Supervision Discussion Prompts
10		Tier 3: What interventions are using with individual students? How do you assess effectiveness in individual counseling? Share your list of referrals and how you determined referrals.  Supervision of counseling skills, multicultural competencies, use of theory and interventions	2.F.5.a, g, j, k, n; 2.F.2.c; 5.G.2.k.	Session Review; Group Supervision Discussion Prompts
11		College/Career: What have you learned about the following: a) Increasing promotion and graduation rates b) Promoting college and career readiness c) Promoting equity in student achievement and college access  Supervision of counseling skills, multicultural competencies, use of theory and interventions	2.F.5.a, g, j, n; 2.F.2.c	Session Review; Group Supervision Discussion Prompts
12		Crises Plans: bring any crisis planning documents from your school or district to class to share/discuss.  Supervision of counseling skills, multicultural competencies, use of theory and interventions	2.F.5.a, g, j, n; 2.F.2.c	Session Review; Group Supervision Discussion Prompts

13		Theory; Case Conceptualization	5.G.3.g, h, 2.F.5.h;	Case Presentation ; Group Supervision Discussion Prompts
14		Theory; Case Conceptualization	5.G.3.g, h, 2.F.5.h	Case Presentation; Group Supervision Discussion Prompts
15		Academic Interventions	5.G.3.h, 5.G.3.d	Success Plan Presentations; Group Supervision Discussion Prompts
16		Academic Interventions	5.G.3.h, 5.G.3.d	Success Plan Presentations; Hours Log, MEES, ADCT, CTPA, Evaluation of Site/Site Supervisor; Group Supervision Discussion Prompts