

THE UNIVERSITY OF ALABAMA

Course Inventory

Date 9/25/17 Department ESPRMC College Education

PROPOSAL TO OFFER A NEW COURSE, CHANGE AN EXISTING COURSE, OR DELETE AN EXISTING COURSE

(Please attach a copy of course syllabus for Office of Academic Affairs)

Course No. BCE 525

Add _____ Change Inactivate _____

Type of modification:

Title _____ Description _____ Credit hours x

Type _____ Grade _____

Number _____ Old _____
New _____

Classification of Instructional Programs (CIP) # 13.1101, 51.1508

Title Internship in School and Clinical Mental Health Counseling

Short Title (30 characters or less) _____

FILL IN ALL REMAINING PARTS FOR A NEW COURSE, BUT MARK ONLY THE APPLICABLE PORTIONS FOR CHANGES TO AN EXISTING COURSE.

DESCRIPTION:

1. Credit Hours 12 hours

2. Prerequisites BCE 516

3. Corequisites _____

4. Cross Listed (Equivalent Courses) _____

Cross listed courses refer to the same course offered at the same level by different departments at the same time in the same room.

5. Slash Listed (Equivalent Courses) _____

Slash listed courses refer to the courses offered by the same department at different levels.

... Please note policy regarding slash listing of courses for undergraduate and graduate credit on reverse side of this page. Attach separate forms for graduate and undergraduate slash-listed courses, and ensure that the catalog descriptions and course requirements reflect the graduate/undergraduate differentiation.

6. Mark one of the following course grading patterns:

(a) Letter grade _____

(b) Pass/fail _____

7. Indicate one of the following types of instruction:

(a) Seminar _____

(c) Independent Study _____

(e) Thesis/Dissertation _____

(g) Recitation/Discussion/Quiz _____

(i) Activity/Performance/Studio _____

(k) Research _____

(m) Blended _____

(b) Lecture _____

(d) Laboratory _____

(f) Field Experience x _____

(h) Lecture/Laboratory _____

(j) Clinic _____

(l) Online _____

(n) Lec w/Recitation/
Discussion/Quiz _____

8. Attributes

(a) Service Learning _____

(b) Honors _____

9. If this is a change for an existing course, indicate the nature of the change, and whether substantive changes have been made in either course content or requirements, and list programs that might be affected by the change.

We want to move the maximum internship hours from 6 to 12 hours. This is only a credit hour change for this course.

Leave credit variable from 3.000 TO 12.000 hours to accomodate students admitted before this change.

10. Maximum Repeat: 1 (Total number of credit hours; not total number of times)

11. If the content of this course might overlap with other existing courses, describe your efforts to consult other departments about potential course duplication.

Department Head: Aaron Kuntz  9/25/17
Signature Date



AIC Chair
9/25/17

COURSE SYLLABUS

BCE 525: Internship in School and Clinical Mental Health Counseling

Spring 2018

Department: Educational Studies	Instructor: Joy J. Burnham, Ph.D., LPC, NCC
Program: Counselor Education	Office Hours: Posted/304B Graves Hall
Course: Internship in School and Clinical Mental Health Counseling	Office Phone: 205-348-2302
Course Number: BCE 525	E-mail: jburnham@ua.edu
Credit Hours: 6.0-12.0 hours total; 1-2 semesters	Fax: 205-348-7584

MISSION OF THE COLLEGE OF EDUCATION

Our mission at the Capstone College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

VISION OF THE COLLEGE OF EDUCATION

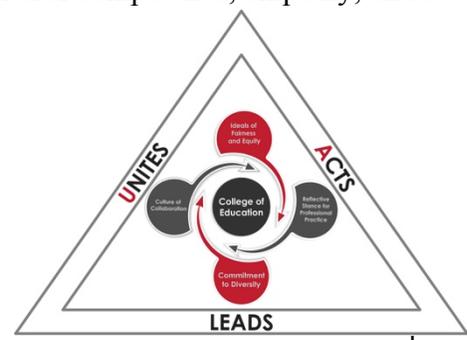
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four overarching ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, social class, language, gender, sexual orientation, gender identity, health, ability, and religious and political affiliations. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;

ACT to develop the full potential of all learners to be excellent professionals in their fields; and

LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.



Through excellence in teaching, scholarship, advocacy, and service the COE will facilitate visibility and voice of education leaders beyond the classroom in support of democracy and social justice for all learners in our global society.

DISPOSITIONS

We strive to create programs that emphasize Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration.

PREREQUISITES

BCE 516

COURSE DESCRIPTION

Supervised field experience in an appropriate job setting. Offered Fall and Spring. Prerequisites include BCE 512-Counseling: Theory and Process, BCE 516-Practicum in Counseling II, and BCE 521-Group Procedures. Students make application to do their internships in the semester preceding placement. For majors only; six or twelve hours.

COURSE OVERVIEW

This course constitutes either one (1) semester of full-time supervised internship experience or two (2) semesters of half-time supervised internship experience, for master's-level students, in a work setting appropriate for the student's area of specialization. Supervised experiences include direct counseling contact with both individuals and groups, consultation experience, involvement in staff relationships, and participation in all activities associated with the particular job setting.

This course is an applied/experiential course that requires an external placement for all interns in community or school settings for extensive supervised experience with clients/students/consumers in that setting. The course addresses the experiential requirements for accreditation/certification by CAEP, CACREP and the Alabama Department of Education (ALSDE).

Individual internship contracts are prepared at the beginning of the semester for each student, at which time the on-site supervisor, faculty supervisor, and student plan the semester's work. After the contracts are developed, they are signed by all appropriate parties, and, in effect, the individual contract specifies the course content for the intern.

REQUIRED TEXTS

There are no required text for this course

Supplemental Readings (see Blackboard Learn Resources link) - Interns will also be required to complete reading assignments in Blackboard Learn.

COURSE OBJECTIVES

This course represents the cumulative experiential application of learning and supervised experience for matriculating students seeking careers in academic, clinical, or school settings

The program requires completion of a supervised internship in the student's specialty program area of 600 clock hours, begun after successful completion of the practicum. Items with and *asterisk indicate School Counseling only.

The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:

1. Complete at least 240 clock hours of direct service, including experience leading groups.
2. Complete a minimum of 600 clock-hours of supervised experience, of which a minimum of 240 clock-hours must be direct service work with clientele appropriate to the program emphasis area. The expectations for the internship placement will be specified in a formal "Internship Agreement," which designates duties of the intern, the site supervisor, and the university supervisor assigned to the internship class. Students can complete this 600-hour internship over one or two consecutive terms).

*School Counseling interns must complete supervised P-12 school-based internship of at least 600 clock hours begun subsequent to the completion of the practicum which shall require the prospective counselor to perform all of the activities that a school counselor is expected to perform (SDE: 290-3-3-.50(3)(c)) as noted on the cover sheet of the "Internship Performance Evaluation - School Counseling," demonstrating the *ability* to use appropriate counseling techniques in group and individual sessions and conduct large- group guidance activities [SDE: 290-3-3-.50(2)(b)(2)] and to consult with parents, teachers, and other school personnel, and agency personnel [290-3-3-.50(2)(b)(7)].

3. Receive weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor. At least one hour per week of individual supervision is provided by the site supervisor (**per site**). **Full-time internship = 1 hour per site per week.**
4. Receive an average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (university supervisor). This may include topical presentations by students, faculty, and outside professionals, demonstrations, case reviews, and similar professional development activities.
5. Become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information

and referral, in-service and staff meetings).

6. Maintain logs of activities, complete whatever documentation is specified in their internship contracts, in most settings maintain case notes, and complete and report on assigned internship projects.
7. Have opportunity to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
8. Provided evaluation of counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor at midterm and at final. Site supervisor will complete the Counseling Skills and Practices Rubric (Internship Performance Evaluation) at end of the semester to ensure that all standards are completed. Students must score 3 or > on each standard by the end of the semester.
9. Upload midterm and final site supervisor evaluations to LiveText. Hard copies of the midterm and final site supervisor evaluations as well as complete logs must be turned in to instructor. Grades will not be given until these are completed.
10. Attend all group supervision meetings. If you are not able to meet this requirement, you will receive an unsatisfactory grade in the course.
11. Complete Blackboard assignments. See schedule and Blackboard. Late assignments in Blackboard will not be accepted.
12. Sign and agree to honor the "Professional Practice Agreement" for graduate placements in Counselor Education indicating that they will **maintain confidentiality and abide by ethical and legal standards [SDE: 290-3-3-.50(2)(b)(8)]** of the American Counseling Association.
13. Complete assignments on Tentative Calendar and in Blackboard Learn, including Discussion Board, Readings, and all expected uploads of evidence.
14. Through supervised practice, individualized supervision, and weekly group supervision, and various other activities, students will demonstrate:
 - a) Application of knowledge and skills learned through didactic study to direct work experience,
 - b) Sufficient mastery of group guidance, individual, and small-group counseling skills to work successfully with a variety of clients consistent with their preparatory program of study,
 - c) Mastery of a variety of professional resources (e.g., appraisal instruments, data, and research),

- d) Mastery of consultation of skills,
- e) Abilities to provide a variety of professional activities other than direct service that are specific to their Environmental training,
- f) Ability to maintain confidentiality and abide by ACA ethical standards and legal standards [SDE: 290-3-3-.50(2)(b)(8)],
- g) Initiative to assume appropriate responsibilities, engage in planning and/or research projects, out-reach activities, etc., in accord with the host agency/school.
- h) Awareness of the means by which counselors can function as reflective practitioners and ethical decision makers via reflective practice that supports respect for diversity, honors individual/group differences, and promotes social justice.

INTERNSHIP COURSE REQUIREMENTS:

2016 CACREP INTERNSHIP EXPECTATIONS:

- a. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
- b. Internship students complete at least 240 clock hours of direct service.
- c. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by the site supervisor.
- d. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

2016 CACREP SUPERVISOR QUALIFICATIONS:

Students will receive supervision from their Site Supervisor and their University Supervisor. Site Supervisors are expected to have an earned a master's degree in the counseling environment for which they are serving as a supervisor. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;(4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision University Supervisors are typically full-time university staff in the Program in Counselor Education.

- a. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

b. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must (1) have completed CACREP entry-level counseling degree requirements, (2) have completed or are receiving preparation in counseling supervision, and (3) be under supervision from counselor education program faculty.

c. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

d. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

e. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

****Alabama Department of Education (ALSDE)(School Counselors Only):***

Site Supervisors in school settings are to be properly certified school counselors according to State Department of Education guidelines; nonschool Site Supervisors are encouraged to be licensed and/or certified by appropriate professional bodies. University Supervisors are typically only full- time university staff in the Program in Counselor Education.

STUDENT LEARNING OUTCOMES

CLINICAL MENTAL HEALTH COUNSELING 2016 CACREP STANDARDS

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstance within the context of clinical mental health counseling.

3. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

SCHOOL COUNSELING 2016 CACREP STANDARDS

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs.

3. PRACTICE

- a. development of school counseling program mission statements and objectives design and evaluation of school counseling programs
- b. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- c. interventions to promote academic development
- d. use of developmentally appropriate career counseling interventions and assessments
- e. techniques of personal/social counseling in school settings
- f. strategies to facilitate school and postsecondary transitions
- g. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- h. approaches to increase promotion and graduation rates
- i. interventions to promote college and career readiness
- j. strategies to promote equity in student achievement and college access
- k. techniques to foster collaboration and teamwork within schools
- l. strategies for implementing and coordinating peer intervention programs
- m. use of accountability data to inform decision making
- n. use of data to advocate for programs and students

***NCATE OBJECTIVES (School Counselors Only):**

Standard 1f: “Student Learning for Other School Professionals”:

Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.

Standard 1g: “Professional Dispositions For All Candidates” :

Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues and communities reflects these professional dispositions.

Standard 3b: “Design, Implementation, and Evaluation of Field Experiences and Clinical Practice”:

Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates’ development as professional educators by providing opportunities for candidates

to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice. Both field experiences and clinical practice reflect the unit’s conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards. They allow candidates to participate as teachers or other professional educators, as well as learners in the school setting.

Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.

Criteria for school faculty are clear and known to all of the involved parties. School faculties are accomplished professionals who are prepared for their roles as mentors and supervisors.

Clinical faculty, which includes both higher education and P–12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.

Standard 4b: “Experiences Working with Diverse Faculty”:

Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities. Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.

Standard 4d: “Experiences Working with Diverse Students In P-12 Schools”:

Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students.

OTHER COURSE MATERIALS

See Supplemental Readings in Blackboard Learn

LIVETEXT SUBMISSIONS FOR CACREP-ACCREDITED TRACKS

Students in the Clinical Mental Health Counseling, Rehabilitation, and School Counseling, and Counselor Education and Supervision (Doctoral) tracks have dual-submission expectations for all CACREP-affiliated classes. Students will be expected to: (1) turn in all assignments as directed by faculty, per course syllabi; and, (2) upload specific coursework from CACREP-affiliated courses to LiveText - the data management system used to track all CACREP Standards by the date designated by faculty. Failure to submit assignments to faculty or to upload graded rubrics to LiveText will lead to a grade of “incomplete” for the student’s final grade.

EXAMS AND ASSIGNMENTS

See Tentative Calendar (below) for all assignments and due dates. There are no exams in BCE 525.

GRADING POLICY

See Tentative Calendar (below) for all assignments and due dates. There are no exams in BCE 525. Grades are posted in Blackboard Learn (see Grades)

A= 90 -100

B = 80-90

C = 70-80

Grading Rubrics for BCE 525:

1. Internship Performance Evaluation School and Clinical Mental Health Counseling (See Appendix A; Below) - used by site supervisor
2. *Lesson Plan Rubric (See Appendix B; Below)
3. *Crisis Plan Rubric (see Blackboard)

POLICY FOR MISSED EXAMS AND COURSEWORK.

Late Assignments

Dates for completing assigned class activities are noted on the schedule section of the course syllabus. Unless otherwise notified, students should assume no deviation regarding these dates and assignments. Students failing to submit materials for grading on or before the scheduled dates will be assessed a penalty of ten (10) points per day against their grade for the assignment.

Make-Up Work

Due dates for this course are noted on the calendar section of the course syllabus. Unless otherwise notified, students may assume no deviation from the schedule for course exams. Students anticipating difficulties in attending class on the dates for scheduled exams may seek permission from the instructor to take an exam prior to the date and time noted on the course syllabus. At the instructor's discretion, this exam may be a duplicate or an alternative form of

the exam administered during the scheduled exam period. Students not attending class during any exam period may take a make-up exam. In such instances, students must assume responsibility for contacting the course instructor for suitable arrangements regarding the make-up exam. The make-up exam must be completed within two weeks of the student's return to class. For instance, a student may miss an exam and the following three class meetings before returning to class, whereupon (s) he has two weeks from that class meeting in which to request and complete the make-up exam. At the instructor's discretion, this exam may be a duplicate or an alternate form of the exam administered during the scheduled exam period. Failure to comply with these stipulations may result in a student receiving a grade of zero ("0") for the missed exam.

ATTENDANCE POLICY

In conjunction with the stipulations from the University Handbook, there shall be a formal policy with regard to attendance for this course. It is expected that students enrolled in this course shall attend regularly scheduled meetings. Students are not expected but are encouraged to attend class activities that are held on an optional or voluntary basis (e.g., review sessions). If an absence is anticipated, students may secure excused absences by contacting the instructor prior to the class meeting that is to be missed. If an absence is unanticipated, students may secure an excuse from course instructor within one week of the absence. Students accruing an unexcused absentee rate of greater than 30% of the total class meetings shall be assessed a penalty of 10 points from their final point total for the semester/term with an additional 5-point penalty for each unexcused absence accrued thereafter.

STATEMENT ON ACADEMIC MISCONDUCT

- Students are expected to be familiar with and adhere to the official [Code of Academic Conduct](#) provided in the Online Catalog (<https://catalog.ua.edu>).
- “All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, the following acts, when performed in any type of academic or academically related matter, exercise or activity:
 - Cheating: Using or attempting to use unauthorized materials, information, study aids or computer-related information.
 - Plagiarism: Representing the words, data, works, ideas, computer programs or output, or anything not generated in an authorized fashion, as one's own.
 - Fabrication: Presenting as genuine, any invented or falsified citation or material.
 - Misrepresentation: Falsifying, altering or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites and transcripts.”

STATEMENT ON DISABILITY ACCOMMODATIONS

Contact the [Office of Disability Services \(ODS\)](#) as detailed in the Online Catalog.

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to ensure that University programs and services are accessible to qualified students with disabilities. For student who may require their services more information is available at <http://ods.ua.edu>. ODS is located at 1000 Houser Hall and their phone number is 348-4285 (voice) or 348-3081 (TTY).

SEVERE WEATHER PROTOCOL

Please see the latest [Severe Weather Guidelines](#) in the Online Catalog. The link for the Severe Weather Guidelines is <https://ready.ua.edu/severe-weather-guidelines/>

UAct STATEMENT

The [UAct website](#) provides an overview of The University's expectations regarding respect and civility. The website link is <https://www.ua.edu/campuslife/uact/>

RELIGIOUS DIVERSITY

The University of Alabama respects the religious diversity of our academic community and recognizes the important of religious hold days and observances in the lives of our community members. For more information, please go to <http://provost.ua.edu/religious-observances.html>

STATEMENT ON ACADEMIC WORK DUPLICATION

Any submission of academic work designed to meet the requirements of a particular credit-bearing course is assumed to be work completed for that course and only that course; the same material submission, or material that is substantially similar, may not be used to meet the requirements of another course. Any violation of this rule may results in a referral to the Associate Dean for Student Services and Certification for disciplinary action.

ELASTICITY STATEMENT

Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class. *Adapted from The University of Alabama Faculty Handbook and Office of Academic Affairs*

RUBRICS USED IN COURSE

***Appendix A (School Counseling Only)**

**COUNSELOR EDUCATION PROGRAMS
THE UNIVERSITY OF ALABAMA**

**Internship Performance Evaluation – Site Supervisor Evaluation for
School Counseling**

Intern's Name: _____ Site Supervisor: _____

School: _____ Semester: _____

Check which Evaluation and offer Internship Inclusive Dates Reported:

___ This is the Midterm Evaluation - Beginning of Term to Midterm
_____ to _____ Dates Included Below (Month/Day/Year –
Month/Day/Year)

OR

___ This is the Final Evaluation - Midterm to End of Term
_____ to _____ Dates Included Below (Month/Day/Year –
Month/Day/Year)

ACTIVITIES: Indicate the total number of clock hours accrued in each of the following activities:

<u>Hours</u>	<u>Internship Activity/Function</u>
_____	Individual counseling with students
_____	Counseling with small groups (2-8 students)
_____	Conducting large group (classroom) activities
_____	Consultation with teachers, parents, or school administrators
_____	Coordination activities (e.g., testing, referrals)
_____	Designing and implementing peer facilitator programs
_____	Conducting student appraisal/assessment
_____	Activities directed toward program evaluation and/or research

- _____ Public relations activities
- _____ Preparation of classroom units, materials, etc.
- _____ Engagement in formal professional development
- _____ Maintenance of student records
- _____ Supervision sessions with site supervisor
- _____ Supervision sessions with site supervisor
- _____ Building leadership skills
- _____ Engagement as an advocate (advocating for systemic change, students, and school counseling profession)
- _____ Engagement in collaboration (at school with teachers and administrators, in community) and partnering
- _____ Implementation of the ASCA National Model
- _____ Demonstrating accountability and data-driven decision making
- _____ Other (Please specify)

*TOTAL NUMBER OF SUPERVISED HOURS _____

*TOTAL NUMBER OF DIRECT CONTACT HOURS _____

*(Note: This is the total hours from Beginning of Semester to Midterm OR Midterm to End of Semester).

I verify this information is correct.

Site Supervisor Signature:

Date:

Intern Signature and Date:

Date:

**Appendix B (Clinical Mental Health
Counseling Only)**

COUNSELOR EDUCATION PROGRAMS
THE UNIVERSITY OF ALABAMA
Internship Performance Evaluation – Site Supervisor
Clinical Mental Health Counseling

Intern _____ Internship Inclusive Dates _____

Site _____

ACTIVITIES Indicate the total number of clock hours accrued in each of the following activities:

<u>Hours</u>	<u>Internship Activity/Function</u>
_____	Counseling with individuals
_____	Counseling with groups
_____	Counseling with couples
_____	Counseling with families
_____	Consultation with teachers or school administrators
_____	Consultation with peer mental-health professionals
_____	Referral and case management
_____	Appraisal/assessment sessions
_____	Career exploration/counseling
_____	Staffing and case review meetings
_____	Research or program evaluation
_____	Orientation and administration activities
_____	Formal professional development activities
_____	Records review
_____	Supervision sessions with site supervisor
_____	Other (Please specify) _____
	TOTAL NUMBER OF SUPERVISED HOURS _____
	TOTAL NUMBER OF DIRECT CONTACT HOURS _____

I verify this information is correct.

Site Supervisor Signature:

Date:

Intern Signature and Date:

Date:

***Appendix C (School Counseling Only)**

Internship Performance Evaluation Rubric

Intern’s Name: _____ Site Supervisor: _____

School: _____ Semester: _____

“Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs” (CACREP, 2016).

Directions: Please check each CACREP standard based on the performance of the intern, using the following scale (1 = Not Evidenced, 2 = Below Expectation, 3 = Average, 4 = Above Average, 5 = Excellent).

Standard	3.PRACTICE – Students will demonstrate knowledge and skills with of:	1	2	3	4	5
3.a.	development of school counseling program mission statements and objectives					
3.b.	design and evaluation of school counseling programs					
3.c.	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies					
3.d.	interventions to promote academic development					
3.e.	use of developmentally appropriate career counseling interventions and assessments					
3.f.	techniques of personal/social counseling in school settings					
3.g.	strategies to facilitate school and postsecondary transitions					
3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement					
3.i.	approaches to increase promotion and graduation rates					
3.j.	interventions to promote college and career readiness					
3.k.	strategies to promote equity in student achievement and college access					
3.l.	techniques to foster collaboration and teamwork within schools					
3.m.	strategies for implementing and coordinating peer intervention programs					

3.n.	use of accountability data to inform decision making					
3.o.	use of data to advocate for programs and students					

1 2 3 4 5

ALSDE	Address equity issues, social concerns and advocacy in school counseling. Show how respect for multiculturalism, self-awareness, respecting differences, and eliminating biases, prejudices, oppression and discrimination will be a part of the school counseling program. (SDE 290-3-3-.50 (2.a. 2); (SDE Standards, 4 and 5					
ALSDE	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (SDE 290-3-3-.50 2a. 5-7); (SDE 290-3-3-.50 2.b.2); (SDE Standards 2, 4, and 5);					

NOTE: Interns must score 3 or > on each standard by the end of the semester for a passing grade in BCE 525.

I verify this information is correct.

Site Supervisor Signature:

Date:

Intern Signature and Date:

Date:

Appendix D (Clinical Mental Counselor Only)

Internship Performance Evaluation Rubric

Intern's Name: _____ Site Supervisor: _____

School: _____ Semester: _____

“Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstance within the context of clinical mental health counseling.” (CACREP, 2016).

Directions: Please check each CACREP standard based on the performance of the intern, using the following scale (1 = Not Evidenced, 2 = Below Expectation, 3 = Average, 4 = Above Average, 5 = Excellent).

Standard	1	2	3	4	5
3.PRACTICE – Students will demonstrate knowledge and skills with of:					
3a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management					
3b. techniques and interventions for prevention and treatment of a broad range of mental health issues					
3c. strategies for interfacing with the legal system regarding court-referred clients					
3d. strategies for interfacing with integrated behavioral health care professionals					
3e. strategies to advocate for persons with mental health issues					

NOTE: Interns must score 3 or > on each standard by the end of the semester for a passing grade in BCE 525.

I verify this information is correct.

Site Supervisor Signature:

Date:

Intern Signature and Date:

Date

Appendix E

Internship Performance Evaluation

Poor to Excellent

1 2 3 4 5

PROFESSIONAL PERFORMANCE						
1	Attends to the cognitive, affective, and social well-being of students/clients					
2	Adaptability in intervention strategies to promote critical thinking					
3	Independence - problem-solving, and success with students/clients					
4	Skills in client evaluation(interview, testing)					
5	Skills in development of referral contracts (Job placement, job training, treatment, etc.)					
6	Skills in writing					
	a. Reports					
	b. Daily observations					
	c. Case notes					
7	Participation at staff meetings discussion groups, planning sessions					
8	Skills in consultation, interaction with other professional staff members					
9	Ability to integrate materials to formulate meaningful hypotheses for working with students/clients					

Poor to Excellent

1 2 3 4 5

PROFESSIONAL ATTITUDE						
1	Accepts responsibility					
2	Displays initiative					
3	Exhibits resourcefulness					
4	Respects time assignments					
5	Shows evidence of organization					
6	Demonstrates ethical consideration for students					
7	Demonstrates ethical consideration for other professional staff					
8	Displays ability to respond appropriately to suggestions and to implement change					
9	Establishes an equitable environment to motivate and encourage student initiative and success					
10	Demonstrates culturally responsive approaches to student/client care					

Poor to Excellent

1 2 3 4 5

SUPERVISED WORK						

1	Overall quality of work					
2	Flexibility of work					
3	Attendance					
4	Reliability					
5	Personal stability					
6	Professional ethics.					

Poor to Excellent

1 2 3 4 5

COMPETENCE IN CLIENT CARE						
1	Delivery of counseling					
	a. Individual					
	b. Small group					
	c. Classroom guidance					
2	Consultation with students' family members					
	a. Individual					
	b. Small group					
3	Intake interviews (if applicable)					
4	Treatment/program planning (if applicable)					
5	Establishing rapport					
6	Psychological evaluation					
7	Development of referral contacts					
8	Management of records					
9	Overall competence in applied knowledge of professional counseling					

Poor to Excellent

1 2 3 4 5

GROWTH IN SELF-DIRECTION						
1	Quality of collaborative relationship					
	a. With supervisor					
	b. With other staff/peers					
2	Observation of institutional policies and procedures					
3	Handling of appointments and commitments					
4	Appropriate attire/grooming					
5	Assumption of responsibilities					
6	Self-reflection and growth					

NOTE: Interns must score 3 or > on each standard by the end of the semester for a passing grade in BCE 525.

I verify this information is correct.

Site Supervisor Signature:

Date

Intern Signature and Date:

Date:

***Appendix F (School Counselors Only)**
Lesson Plan Format to Use and Rubric for Grading

Type the name of the lesson here

Grade Level: _____

Subject: _____

Prepared By: _____

Overview & Purpose What will be learned and why it is useful?		*ASCA/ALSDE Standards Addressed: *ASCA Domain Addressed:	
Objectives (Specify skills/information that will be learned.)			Materials Needed <ul style="list-style-type: none"> • Paper • Pencil • Others
Information (Give and/or demonstrate necessary information)			
Verification (Steps to check for student understanding)			Other Resources (e.g. Web, books, etc.)
Activity (Describe the independent activity to reinforce this lesson)			
Summary			Additional Notes

*For the ASCA Standards (see pp. 16-20) in the *Alabama State Plan of Excellence (2003)*. Alabama State Department of Education. You have a copy of the *State Plan* under Course Resources in Blackboard Learn.

*Rubric for Grading Lesson Plans

Introduction Includes: (2 points)

- Title
- Appropriate Grade Level
- Prepared by

Lesson Plan Includes:

- Overview and purpose (2 points)
- Statement about what will be learned and why it is useful (2 points)
- ASCA/ALSDE Standards identified and addressed (*Specify skills/information that will be learned.*) (2 points)
- Materials needed (e.g., paper, pencil, others) (2 points)
- Other resources needed (e.g. Website, books, etc.) (2 points)
- Information (Give and/or demonstrate necessary information) (2 points)
- Verification (Steps to check for student understanding) (2 points)
- Activity (Describe the independent activity to reinforce this lesson) (2 points)
- Summary (2 points)

Rubric Scoring:

Score	
0-4 =	Failed Assignment
5-8 =	Unsatisfactory
9-12 =	Partially Proficient
13-16 =	Proficient
17-20 =	Exemplary

OUTCOME MEASURES USED IN COURSE

Scores less than minimum as per the Outcome Measures column (below) must be attempted again. There are two attempts to pass per activity. With two failed attempts, see instructor for additional assignments and remediation. An "I" will be given until all outcome measures meet minimum cutoff scores.

*School Counselors

3. PRACTICE- Students will demonstrate knowledge and skills with:

3.a.	development of school counseling program mission statements and objectives	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.b.	design and evaluation of school counseling programs	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.c.	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.d.	interventions to promote academic development	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.e.	use of developmentally appropriate career counseling interventions and assessments	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.f.	techniques of personal/social counseling in school settings	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.g.	strategies to facilitate school and postsecondary transitions	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.i.	approaches to increase promotion and graduation rates	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.j.	interventions to promote college and career readiness	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.k.	strategies to promote equity in student achievement and college access	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.l.	techniques to foster collaboration and teamwork within schools	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher

3.m.	strategies for implementing and coordinating peer intervention programs	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.n.	use of accountability data to inform decision making	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3.o.	use of data to advocate for programs and students	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher

ALSDE	Address equity issues, social concerns and advocacy in school counseling. Show how respect for multiculturalism, self-awareness, respecting differences, and eliminating biases, prejudices, oppression and discrimination will be a part of the school counseling program. (SDE 290-3-3-.50 (2.a. 2); (SDE Standards, 4 and 5	School Counseling Skills and Practices Rubric Score of 3 or higher
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ALSDE	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (SDE 290-3-3-.50 2a. 5-7); (SDE 290-3-3-.50 2.b.2); (SDE Standards 2, 4, and 5);	School Counseling Skills and Practices Rubric Score of 3 or higher
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Clinical Mental Health Counselors

3. PRACTICE- Students will demonstrate knowledge and skills with:

3a.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	BCE 525	Site Supervisor Rubric (Midterm & Final)	School Counseling Skills and Practices Rubric Score of 3 or higher
3b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	BCE 525	Site Supervisor Rubric (Midterm & Final)	School Counseling Skills and Practices Rubric Score of 3 or higher
3c.	strategies for interfacing with the legal system regarding court-referred clients	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3d.	strategies for interfacing with integrated behavioral health care professionals	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher
3e.	strategies to advocate for persons with mental health issues	BCE 525	Site Supervisor Rubric (Midterm & Final)	Counseling Skills and Practices Rubric Score of 3 or higher