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# CHICAGO STATE UNIVERSITY

**I. PSYC 5990.60 Internship in School Counseling/300 or 600 Clock Hours field/ (3 or 6)**

Chicago State University  
Department of Psychology  
Three (3) or Six (6) Credit Hours  
Harold Washington Hall, Room 308  
Fall 2009

**II. Instructor:**

John Lynch, Psy.D.

Associate Professor

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Office Hours: Tuesday 1:00-2:00 P.M., Wednesday 3:00-5:00 P.M., Thursday  
3:30-5:00, and other hours by appointment

Email: jlynch20@csu.edu

Class: Wednesday 5:00-7:50 P.M.

**III. Attendance Policy:**

Attendance is mandatory. The structure of this course and its importance in your development as a future counselor necessitates that you attend regularly. We cover a considerable amount of information during each session and group supervision is a requirement of the counseling program. Points will be deducted from your final grade if you are absent, tardy or leave class early. Please inform the instructor if you must miss class. University policy will be followed for attendance problems. You may be dropped from the course if you miss more than two class sessions. Please note that it is the student's responsibility to drop this course if necessary.

**IV. ADA Policy**

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

**V. Course Prerequisites**

Completion of all required 5000/400- level courses and written application submitted by appropriate deadline. Admission to the master's degree program.

**VI. Conceptual Framework**

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's

Conceptual Framework:

P – Professionalism

A – Assessment

C – Content

T – Technology

S – Standards

**Department Mission**

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of

urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

### **VII. Course Description**

Supervised field placement in a school setting. May be taken for three credit hours requiring 300 hours of experience or six credit hours requiring 600 hours of experience. May be taken twice for three credit hours or once for six credit hours to fulfill the required six credit hours of internship.

### **VIII. Method of Instruction:**

Students will engage in individual and group-counseling relationships with clients in internship placement sites. They will gain experience in all of the roles and responsibilities of school counselors including: consultation, development and implementation of a developmental counseling program, case management, scheduling, career counseling, crisis intervention, etc. In addition to analyzing their own work, students will be responsible for presenting their work in class and receiving feedback from peers and supervisor. Supervision will include focusing on (1) students' individual issues which may be adversely impacting their delivery of counseling services, and (2) the continued development of clinical skills in the application of counseling theory to actual counseling situations (3) the ability to diagnose with the DSM-IV and apply said diagnoses to the needs of their clients, (4) the appropriate use of a treatment plan, developed in conjunction with the client and the supervisor.

All internship requirements are clarified in the Handbook for Clinical Courses (Bicknell-Hentges, 2009) and are discussed with off-site supervisors at least once per semester. On-site supervisors will be visited at least once per semester by the on-site supervisor and ongoing phone contact will be maintained in order to maintain appropriate supervision and practicum student experience. The University Supervisor will maintain a supervisory relationship with each on-site supervisor throughout the semester. Both supervisors will play a role in the grading of internship students.

### **Use of Technology:**

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard (the CSU online learning system located at [www.csu.edu](http://www.csu.edu)), open attachments, and conduct a library search online. The CSU blackboard will be used to make announcements, post lecture notes, and assignments. Email will be used to send messages to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, Academic Computing can assist you in having your messages forwarded to the address of your preference.

### **IX. Program Objectives met in this Course (*italicized*):**

- 1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.*
- 2. Students will demonstrate knowledge in assessment, research, and evaluation.*
- 3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.*
- 4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.*
- 5. Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
- 6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.*

7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.

8. Students will be prepared for employment as a counselor.

9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

**X. Course Objectives and Assessments/Student Outcome Measures**

Course Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health
a. To understand the professional roles, functions of school counselor, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications and relationship to roles of other school professionals and support personnel as well as strategies to enhance teamwork within school and larger community	Discussion and application within the school setting, supervisor evaluations	CACREP = 1b SC = A3, M2
b. To demonstrate self-care strategies appropriate to the school counselor role	Discussion and application within the school setting, supervisor evaluations	CACREP = 1d
c. To understand school counseling professional organizations, including membership benefits, activities, services to members; licensure, credentialing, accreditation, and current professional issues	Discussion and application within the school setting, supervisor evaluations	CACREP = 1f, 1g SC = A3, A4
d. To identify advocacy processes needed to address public mental health policy, financing, regulatory processes, as well as institutional and social barriers that impede access, equity, and success for clients	Discussion and application within the school setting, supervisor evaluations	CACREP = 1i
e. To apply the ethical standards of school counseling professional organizations and credentialing bodies, and applications of ethical and legal considerations in school counseling.	Discussion and application within the school setting, supervisor evaluations	CACREP = 1j SC = A2, B1
f. To understand individual, couple, family, group, and community strategies for working with an advocating for diverse populations, including multicultural competencies	Discussion and application within the	CACREP = 2d

	school setting, supervisor evaluations, case reports	
g. To learn to counselor's role in developing cultural self-awareness, advocacy, promoting social justice, and other culturally supported behaviors that promote optimal wellness and growth of human spirit, mind, or body within family members.	Discussion and application within the school setting, supervisor evaluations, case reports	CACREP = 2e CMH =
h. To understand exceptional abilities and strategies for differentiated interventions	Discussion and application within the school setting, supervisor evaluations, case reports	CACREP = 3e
i. To know career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy	Discussion and application within the school setting, supervisor evaluations	CACREP = 4g
j. To understand counseling theories consistent with current professional research and practice that provide models to conceptualize client presentation and that help in selecting appropriate counseling interventions as well as beginning to develop a personal model of counseling	Discussion and application within the school setting, supervisor evaluations, case reports	CACREP = 5d
k. To understand a systems perspective that provides and understanding of families and other major systems theories and major models of family and related interventions	Discussion and application within the school setting, supervisor evaluations	CACREP = 5e
l. To know group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation and effectiveness	Discussion and application within the school setting, supervisor evaluations	CACREP = 6d
m. To understand standardized and nonstandardized testing and other assessment techniques, including norm-references and criterion referenced assessment, environmental assessment, performance assessment, individual and group test and inventory	Discussion and application within the school setting, supervisor	CACREP = 7b

methods, psychological testing, and behavioral observations	evaluations	
n. To apply principles and models of needs assessment and program evaluation and findings to effect program modifications	Discussion and application within the school setting, supervisor evaluations	CACREP = 8d
o. To articulate, model, and advocate for an appropriate school counselor identity and program	Discussion and application within the school setting, supervisor evaluations	SC = B2
p. To know strategies for helping students identify strengths and cope with environmental and developmental problems	Discussion and application within the school setting, supervisor evaluations, case reports	SC = C3
q. To understand the effects of and to design and implement prevention and intervention plans related to atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development as well as recognizing wellness and prevention as counseling goals	Discussion and application within the school setting, supervisor evaluations	SC = A6, D3
r. To demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Discussion and application within the school setting, supervisor evaluations, case reports	SC = D1
s. To apply individual and group counseling and group guidance to promote academic, career, and personal/social development of students	Discussion and application within the school setting, supervisor evaluations, case reports	SC = D2
t. To demonstrate the ability to use procedures for assessing and managing suicide risk	Discussion and application within the school setting, supervisor evaluations	SC = D4

<p>u. To demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate</p>	<p>Discussion and application within the school setting, supervisor evaluations</p>	<p>SC = D5</p>
<p>v. To demonstrate multicultural competencies, ability to engage families, and advocacy for experiences and policies that promote learning and development in all students</p>	<p>Discussion and application within the school setting, supervisor evaluations</p>	<p>SC = F1, F2, F3, F4</p>
<p>x. To assess and interpret student strengths and needs recognizing diversity concerns, as well as barriers to development, and to make referrals when appropriate</p>	<p>Discussion and application within the school setting, supervisor evaluations, case reports</p>	<p>SC = H1, H4, H5</p>
<p>y. To select appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development and to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs</p>	<p>Discussion and application within the school setting, supervisor evaluations</p>	<p>SC = H2, H3</p>
<p>z. To apply relevant research findings to inform the practice of school counseling and to analyze and use data to enhance school counseling programs</p>	<p>Discussion and application within the school setting, supervisor evaluations</p>	<p>SC = J1, J2, J3</p>
<p>aa. To conduct programs designed to enhance student academic development</p>	<p>Discussion and application within the school setting, supervisor evaluations</p>	<p>SC = L1</p>
<p>bb. To implement strategies and activities to promote student achievement and to prepare students for a full range of postsecondary options and opportunities</p>	<p>Discussion and application within the school setting, supervisor evaluations, case reports</p>	<p>SC = L2, L3</p>
<p>cc. To work with parents, guardians, and families to act on the behalf of their children to address problems that affect student success</p>	<p>Discussion and application</p>	<p>SC = N1</p>

	within the school setting, supervisor evaluations, case reports	
dd. To consult with teachers, staff, community-based organizations to promote student academic, career, and personal/social development	Discussion and application within the school setting, supervisor evaluations	SC = N3
ee. To use peer helping strategies in the school counseling program, locate community resources to be used in the school, and to use referral procedures to secure assistance for students and their families within the community	Discussion and application within the school setting, supervisor evaluations	SC = N2, N4, N5
ff. To participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Discussion and application within the school setting, supervisor evaluations	SC = P1
gg. To plan and present school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials, used in classroom guidance and advisor/advisee programs for teachers)	Discussion and application within the school setting, supervisor evaluations	SC = P2
hh. To understand the knowledge and skills needed to establish appropriate helping relationships in the school setting	Discussion and application within the school setting, supervisor evaluations	ISBE = 19
ii. To understand standards, best practices, and professional orientation in the field of school counseling	Discussion and application within the school setting, supervisor evaluations	ISBE = 18

**Professional Standard Sets**

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards

<<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP)

<<http://www.cacrep.org>>

**XI. Grading Policy**

- A = 90 - 100 (Mastery of professional school counseling practices, skills, and roles)
- B = 80 - 89 (Adequate application of professional school counseling practices, skills, and roles)
- C = 70 - 79 (Some, but inadequate demonstration of appropriate application of professional school counseling practices, skills, and roles)
- D = 60 - 69 (Extremely inadequate demonstration of appropriate application of professional school counseling practices, skills, and roles)
- F = Below 60 (Little to no demonstration of professional school counseling practices, skills, and roles or gross ethical violation within the class)

**Evaluation Criteria:**

\* Feedback from field supervisors (including conferences and rating scales) 40%

Evaluation by the University Supervisor

- Effective participation in class seminars
- Analysis and timeliness of weekly logs
- Mid-semester review of student’s progress
- Field experience contract
- Ethical and professional behavior
  
- Complete Final Checklist
- School Counseling Portfolio 40%
- Minimum of three written case studies
- Minimum of three audio tapes
- Minimum of two formal case presentation 20%

Total 100%

*\*Thus part of your grade is dependent on your Site supervisors ratings and feedback and the remainder your grade is dependent upon class participation, presentations, and written assignments.*

**Course Requirements**

Students must complete 300 OR 600 hours of field experience. At least 240 of these hours must be in direct service. Approximately half of these hours will be conducted in the elementary setting and the other half will take place in a secondary setting. Students will be required to attend all the weekly supervision sessions scheduled by their university supervisor. Students must follow the requirements listed in the Handbook for Clinical Courses. The Coordinator of the Psychology Graduate Program must approve all internship sites and all supervisors must have a Type 73 certification in school counseling and at least two years experience as a school counselor following the certification.

Students are placed in settings that are culturally diverse. Field supervisors sensitize them to the unique cultural characteristics of their setting. Students must complete at least one hour of individual supervision with their field supervisor per week. Other roles and responsibilities are listed in the handbook. Students are held responsible for knowledge of the content of the handbook.

Students must complete weekly logs and have them signed by their field supervisor. Just prior to the end of the semester, students will complete a log summary sheet, which is also signed. Each student will evaluate

the field and university supervisors as well as the site at the end of the semester. Students will also complete School Counseling Portfolio, as described in this syllabus.

### **Content Areas to Be Addressed in Course:**

Topics will vary according to the needs and experiences of each internship student. Topics will include but will not be limited to:

- Case presentations by students
- Effective development and use of treatment plans
- Needs Assessment: Development and Application
- Developmental Counseling Model
- Academic Testing Issues
- Strategies for improving academic performance of students with varying abilities
- Factors impacting equity and access
- School Counselor as advocate
- Developmental Issues
- Professional organizations and credentialing
- Mental Status Examinations
- Cultural and other variables impacting student performance, development, and counseling
- Consultation Theory and Application
- Emergency preparedness
- Impact and appropriate response to traumatic events
- Team building
- Working parents/families and the community
- Ethical issues and applications
- Individual and group guidance
- Application of career programming in the school setting
- Application of counseling theory and techniques for individuals and groups
- Appropriate use of assessment instruments
- Appropriate use of the DSM-IV for diagnostic purposes
- Interplay of professional skills, interpersonal abilities, and personal qualities
- Self-awareness
- Termination of counseling
- Development of strategies for working with diverse couples, families, and siblings
- Special issues, such as Child Abuse and Neglect, Substance Abuse, etc.
- Risk assessment and crisis intervention

### **XII. Required Texts**

Bicknell-Hentges, L. (2009). *Handbook for Clinical Courses*. Chicago: Chicago State University, Department of Psychology.  
 American Psychiatric Association. (1994). *Diagnostic and Statistical Manual of Mental Disorders- Fourth Edition*. Washington, DC: American Psychiatric Association.

### **XIII. Required Reading**

Selected readings from articles made available by the instructor.

### **XIV. Bibliography**

Akos, P., & Ellis, C. M. (2008). Racial identity development in middle school: A case for school counselor individual and systemic intervention. *Journal for Counseling and Development*, 86, (1), 26 – 33.  
 American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.  
 Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*.

- Boston, MA; Allyn and Bacon.
- Arthur, G.L. & Swanson, C.D. (1993). *Confidentiality and privileged communication*. Alexandria, VA: ACA.
- Avila, D. L. & Combs, A. W. (1985). *Perspectives on helping relationships and the helping professions, past, present, and future*. Boston: Allyn and Bacon, Inc.
- Atkinson, D.R., Morten, G., and Sue, D.W. (Eds.) (1998). *Counseling American Minorities*. (5th) Boston, MA: McGraw Hill.
- Baruth, L. G. & Robinson, E. H. (1987). *An introduction to the counseling process*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Beutler, L. E. & Clarkin, J. F. (1990). *Systematic treatment selection: Toward targeted therapeutic interventions*. New York, NY: Brunner/Mazel, Inc.
- Boylan, J., Malley, P., Scott, J. (1995). *Practicum and internship textbook for counseling and Psychotherapy*, (2nd Ed.). Muncie, IN: Accelerated Development.
- Combs, A. W. (1989). *A theory of therapy*. Newbury Park, CA: Sage Publications.
- Corey, M.S. & Corey, G. (1987). *Groups: Process and Practice*. Pacific Grove, CA: Brooks/Cole.
- Combs, A. W. & Gonzales, D. M. (1994). *Helping relationships: Basic concepts for the helping professions* (fourth edition). Boston: Allyn & Bacon.
- Corey, M. S. & Corey, G. (1993). *Becoming a helper* (second edition). Pacific Grove, CA: Brooks/Cole Publishing.
- Corey, G.; Corey, M. S. & Callahan, P. (1998). *Issues and Ethics in the Helping Professions*. Pacific Grove: Brooks/Cole.
- Corsini, R. J. (1991). *Five therapists and one client*. Itasca, IL: F. E. Peacock Publishers, Inc.
- Gazda, G. M. et al. (1984). *Human relations development: A manual for educators*. Boston: Allyn and Bacon, Inc.
- Gelso, C. J. & Fretz, B. R. (1992). *Counseling psychotherapy*. Fort Worth: Harcourt Brace Jovanovich College Publishers.
- Hackney, H. & Cormier, S. (1994). *Counseling strategies and interventions*. Boston: Allyn and Bacon, Inc.
- Haley, J. (1980). *Leaving home: The therapy of disturbed young people*. St. Louis: McGraw-Hill Book Company.
- Hart, G. M. (1978). *Values clarification for counselors*. Springfield, IL: Charles C. Thompson.
- Jourard, S. M. (1971). *The transparent self*. New York: Van Nostrand Reinhold.
- Kottler, J. A. (1993). *On being a therapist*. San Francisco: Jossey-Bass.
- Jacobs, E. (1992). *Creative counseling techniques: An illustrated guide*. Odessa, FL: Psychological Assessment Resources, Inc.
- Lynn, S. J. & Garske, J. P. (Eds.). (1985). *Contemporary psychotherapies: Models and methods*. Columbus, OH: Charles E. Merrill Publishing Company.
- McEachern, A., G., Aluede, O., & Kenny, M. (2008). Emotional abuse in the classroom: Implications and interventions for counselors. *Journal of Counseling and Development*, 86, (1), 3 - 10.
- Mosloch, C. (1982). *Burnout: The cost of caring*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Murphy, B.C. & Dillon, C. (1998). *Interviewing in action: Process and practice*. Pacific Grove: Brooks/Cole.
- Sacks, O. (1985). *The man who mistook his wife for a hat*. New York: Harper & Row, Publishers.
- Sue, D. W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice, 5<sup>th</sup> Edition*. New York, NY: John Wiley and Sons..

## XV. Course Calendar

### PSYC 5990.61: Tentative Schedule:

Each week, a portion of class time will be spent in lecture and discussion of the following topics with the latter portion of class spent in case discussion, formal case presentation by students, an other relevant clinical discussions related to students' field experiences.

Week	Topics	Assignment/Assessment with Session Due
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1	Role and function of internship student within a school; professionalism, handling conflicts within internship, contracts and other required documentation	Names and contact information of sites and supervisors
2	Case Presentation: Formal and Informal. A. Identifying Information b. Presenting Problems/Referral Source c. Behavioral Observations d. Mental Status Examination Case Presentation (Continued) a. Analysis of the Problem b. Treatment Goals c. Course of treatment d. Recommendations	Initial documentation due: 1) Letter of Intent 2) Resume 3) Site Supervisor Information 4) Contract 5) Counseling Site Registration a) A description of the site, including basic demographics, types of services offered, etc. 6) Goals of Practicum Experience 7) Schedule for how goals will be met a) Behavioral Objectives (exactly what will you do to accomplish your goals)
3	Developmental Counseling Programs	Check weekly logs for accuracy and completeness
4	Consultation Theory and Application in a School Setting	
5	Barriers and Enhancements to Academic Performance; Developmental Issues	Case Presentations
6	Written Case Reports; Suicidal Risk Assessment; Child Abuse	First Case Report Due
7	Confidentiality and the Limits of Confidentiality; Crisis Intervention	Case Presentations
8	Special Education / Case Management	Case Presentations
9	Multicultural Competence; Case Conceptualization	Second Case Report Due
10	Ethical and Legal Issues for Working with Children and Adolescents in Schools	Case Presentations
11	Group Counseling	Case Presentations
12	Environmental Conditions/Systemic Issues: Marital and Family Issues	Case Presentations
13	Termination Issues	Final Case Report Due
14	Processing the Internship Experience, Professional Organizations, Continued Professional Developments, Credentialing	Documentation book due
15	Individual Meetings	

<p><b>XVI. Portfolio Final Checklist</b></p>	<p style="text-align: center;"><b>Chicago State University - Counseling Graduate Program</b></p>
<p><b>Instructions for Portfolio and Final Documents:</b></p>	
<p><b>Packet 1: Documents to be submitted in a spiral bound Portfolio for student file</b></p>	
_____	Portfolio (School or Clinical Mental Health Counseling) Scoring Guide (Blank)
_____	Title Page (Candidate’s name, program, admittance & graduation, & university name)
_____	Table of Contents (Consistent with tabbing of major categories used to organize portfolio)
_____	Resume
_____	State testing results (Type 73 and Basic Skills) for School Track only
_____	Introduction
_____	Philosophy/Theoretical Orientation
_____	Assessment of Developmental Counseling Program Scoring Guide (School Track only)
_____	Site Registration Form
_____	Signed Weekly Logs
_____	Signed Log Summary Sheet <i>(Check if adequate direct and indirect hours)</i>
_____	Practicum/Internship Student Evaluation by site supervisor (First Copy)
_____	Contract (s) for Each Site _____ Signed HIPPA Form
<p><b>Packet 2: Documents to be submitted separately in a large envelope and not bound together</b></p>	
<p><b>Documents to be completed by Site Supervisor</b></p>	
_____	Field Supervisor Information Form (s) <i>(2 Page form)</i>
_____	Practicum/Internship Student Evaluation by site supervisor (Second Copy)
_____	Supervisor/Employer Program Evaluation Survey
<p><b>Documents to be completed by Student</b></p>	
_____	Case Studies <i>(Write number completed)</i>
_____	Tapes of Counseling Sessions (Write number submitted)
_____	Site Evaluation Form (s)
_____	Site Supervisor Evaluation Form (s) <i>(2 page form)</i>
_____	University Supervisor Evaluation Form <i>(Should be returned in attached sealed envelope)</i>
_____	Alumni Survey <i>(For students in internship only- returned in attached sealed envelope)</i>
<p><i>Note: Student is responsible for making additional copies of documents as needed</i></p>	
<p><b>Review of Submitted Work Completed:</b> _____ Student _____ Date _____</p>	
_____	_____
University Supervisor	Date
Rev 6/08	

## XVII: Review for Comprehensive Examination Part II

### Recommendations:

1. Practice case conceptualization with case studies. Books containing case studies are usually required for Abnormal Psychology. Analyze the problem and the underlying dynamics. Review the background information for important life details relevant to the problem. Develop a comprehensive treatment plan specific to the problem and informed from a theoretical approach.
2. Review theories of counseling and familiarize yourself with one or more approaches so that you can both conceptualize and plan specific, problem-focused counseling interventions from this approach.
3. Review assessment and how to appropriately interpret assessment results. Be able to identify appropriate assessment tools for specific situations. Be sure to know who can administer different tests.

At a minimum, know the following:

### Psychological Assessment:

- I. Cognitive (Ability):
  - A. Intelligence (general, global ability)
    1. Stanford-Binet V (ages 2 –23, Mean = 100, SD = 16)
    2. WISC-IV (ages 6-16, Mean = 100, SD = 15)  
Wechsler Intelligence Scale for Children
    3. WAIS-IV (ages 16-74, Mean =100, SD = 15)  
Wechsler Adult Intelligence Scale
    4. WPPSI – III (Ages 3 – 7 years 3months; Mean = 100, SD = 15)  
Wechsler Preschool and Primary Scale of Intelligence  
K-ABC – 2 (ages 2.5 to 12.5; Mean = 100, SD = 15)  
Kaufman Assessment Battery for Children
    5. KAIT (ages 11 – 85)  
Kaufman Adolescence and Adult Intelligence Test
    6. K-BIT – 2 (ages 4 – 90)  
Kaufman Brief Intelligence Test
    7. WASI (ages 6 – 89)
    8. Wechsler Abbreviated Intelligence Scale
  - B. Achievement (designed to measure the effects of a specific program of instruction or training-used to represent a terminal evaluation of the individual's status at the end of training  
Individual – WRAT – 4, WIAT-II; Group - Stanford Achievement Tests, Iowa Test, California Achievement Tests, ISAT, SAT, ACT, etc.
  - C. Aptitude (measure the effects of learning under daily living and serve to predict subsequent performance)  
Aptitude Tests for creativity, learning a foreign language, manual dexterity, etc.
- II. Personality (Emotional)
  - A. Structured: (Questionnaires: Strength - more objective; Weakness – people can lie, be defensive, answer in response sets, or give socially desirable responses) questionnaires
    1. Millon Clinical Multiaxial Inventory - IV – personality style in terms of source of reinforcement and patterns of coping behavior
    2. MMPI –2 and MMPI- A (Adolescent) – to detect psychopathology, has validity scales (Minnesota Multiphasic Personality Inventory

3. CPI – California Personality Inventory (3<sup>rd</sup> Ed.) for use with normal adult populations to assess personality dimensions (e.g., dominance, sociability)
  4. Strong Interest Inventory- interest in different occupations, computer scored
  5. Self-Directed Search - 4<sup>th</sup> Edition– Self-administered, self-scored, and self-interpreted vocational counseling instrument
  6. Myers-Briggs Type Indicator – for normal population, uses Jung’s extroversion-introversion, plus sensing vs. intuiting/thinking vs. judging dimensions)
  7. Children’s Depression Inventory –level of depression, hopelessness (ages 7 – 17)
  8. Beck’s Depression Inventory - II – level of Depression, hopelessness
- B. Projective (unstructured, taps into the unconscious, poorer reliability and validity than structured tests, but harder to fake false healthy or pathological responses)
1. Generally administered by a psychologist:
    - a. Rorschach Inkblot Test – examines reality testing, coping strategies, level of depression and psychotic process, impulse control, affect regulation
    - b. Thematic Apperception Test (TAT)- identifies needs, issues; perception of relationships, perception of self, the world, people; coping strategies; feeling states
  2. Can be administered by appropriately trained counselors or psychologists
    - a. Incomplete Sentences Blank – issues, fears, perception of self and others. Feelings
    - b. House-Tree-Person – drawing tasks that identify general areas of conflict and concern, self-perception
    - c. Kinetic Family Drawing – perception of self in relation to family
    - d. Person in the Rain Drawing tasks – Task that relates to response to adversity/sadness
    - e. Autobiography

### III. Behavior Rating Scales

Connor’s Behavior Rating Scale – Revised-- for teachers and parents, has a hyperactivity index, rates severity of problem behaviors compared with children of the same age and gender

Child Behavior Checklist (CBCL- 6- 18) by Ackenbach – for teachers and parents, rates severity of problem behaviors with age and gender norms

Vineland Adaptive Behavior Rating Scale - II - used to assess level of adaptive behavior, which is needed to meet the diagnosis of mental retardation in addition an intelligence test score of 70 or below

**Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University**

A. *Disclaimer:* Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional techniques without notice or obligation.

B. *Academic Honesty:* Students are encouraged and expected, with the assistance of faculty, to conduct themselves in conformance with the highest standards in regard to academic honesty...It is recommended that students seek the advice of instructors as to the proper procedure to avoid such violations.

C. *Plagiarism and Academic Misconduct:* Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures," article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust the grades downward, award a failing grade for the semester, or seek further sanctions against the student.

D. In addition to the policies described above, this course, like other courses in the Counseling program, requires that students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.

E. *Unattended Children:* Unattended children are not allowed in the Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.