



**I. COUN 5990.61 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

Room HWH 303

**II. Instructor:**

John Lynch, Psy.D.  
Associate Professor

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

Email: jlynch20@csu.edu

Class: Thursday 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.

Students with a disability who require accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 190. Accommodations may be requested at any time, but they are not retroactive.

**V. Course Prerequisites**

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

**VI. Conceptual Framework**

The College of Education's conceptual framework serves as the model for preparing all candidates to success in helping all urban children learn. This preparation is characterized and distinguished by five core themes. (1) Partnerships with the education community, (2) assessments of teaching and learning that are consistent and frequent, (3) contextualized teaching experiences, (4) technology-integrated curricula and

instructional delivery and (5) standards-based teaching and learning. This course creates a basic foundation upon which an understanding of student, teacher and parents behavior can impact the learning process.

### **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-V 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 moodle (the CSU online learning system located at [www.csu.edu](http://www.csu.edu)), open attachments, and conduct a library search online. The CSU moodle 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 moodle 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 moodle 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. *Integrate knowledge of human growth and development into the diagnostic and counseling process.*
2. *Appropriately use counseling assessment, research, and evaluation protocols.*

3. *Use the analysis of the dynamics of the helping relationship in the counseling process.*
4. *Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.*
5. *Effectively respond to professional and ethical issues.*
6. *Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.*
7. *Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.*
8. *Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.*
9. *Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.*

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

<b>Course Objectives</b>	<b>Measures of Objectives</b>	<b>Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health</b>
a. To understand the professional roles, functions of school counselor, and their relationships with other human service and integrated behavioral health care systems, 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
b. To demonstrate self-care strategies appropriate to the school counselor role	Discussion and application within the school setting, supervisor evaluations	CACREP = 1l
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 = 2l
d. To understand professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Discussion and application within the school setting,	CACREP = 1g SC = 2l

	4 supervisor evaluations	
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 = 1i SC = 2n
f. To create developmentally relevant counseling treatment or intervention plans	Discussion and application within the school setting, case reports and presentations	CACREP = 5h
g. To demonstrate strategies to promote client understanding or and access to a variety of community-based resources	Discussion and application within the school setting, case reports and presentations	CACREP = 5k
h. To develop a personal model of counseling	Discussion and application within the school setting, case reports and presentations	CACREP = 5n

**Professional Standard Sets**

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 two to three hour supervision sessions scheduled by their university supervisor. They must also participate in an average of at least one hour of individual and/or triadic supervision with their site 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 Professional Educator School Counselor License and at least two years of experience as a school counselor following licensure.

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 5 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**

Chicago State University. *Handbook for Clinical Courses*. Chicago: Chicago State University, Department of Psychology.  
American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders- Fifth 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 Counseling Association (ACA). (2014). *ACA code of ethics*. Alexandria, VA: Author.  
American Counseling Association (ACA). (2016). *What is counseling?* Retrieved from [www.counseling.org/about-us/about-aca](http://www.counseling.org/about-us/about-aca)  
American Mental Health Counselors Association (ANHCA). (2015). *Code of ethics of the American Mental Health Counselors Association – 2015 revision*. Alexandria, VA: Author.  
American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.  
American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorder (5<sup>th</sup> ed.)*. Arlington, VA: American Psychiatric Publishing.  
Ametrano, I. M. (2014). Teaching ethical decision making : Helping students reconcile personal and professional values. *Journal of Counseling and Development*, 92, 154-162.  
Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.  
Association for Assessment in Counseling and education. (2012, May). *Standards for multicultural assessment (4<sup>th</sup> Ed.)*. Retrieved from <http://aarc-counseling.org/assets/cms/uploads/files/AACE-AMCD.pdf>

- Barden, S.M., Conley, A. H., & Young, M. E. (2015). Integrated health and wellness in mental health counseling: Clinical, educational, and policy implications. *Journal of Mental Health Counseling*, 37, 152-163.
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counsellors (2<sup>nd</sup> ed.)*. Alexandria, VA: American Counseling Association.
- Belsey, J. B. (2016). *Experiencing the lifespan (4<sup>th</sup> ed.)*. New York, NY: Worth.
- Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2013). *Handbook of post traumatic growth*, New York, NY: Routledge.
- Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M.J. (2007). The influence of multicultural training and perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development*, 35, 4, 243-254.
- Chi Sigma Iota (CSI). (2016). *About CSI*. Retrieved from [https://www.csi-net/org/?page=About\\_CSI](https://www.csi-net/org/?page=About_CSI)
- Colangelo, J. J. (2009). The American Mental Health Counselors Association: Reflection on 30 historic years. *Journal of Counseling and Development*, 87, (2), 234-240.
- Cooper, J. (2014). Essential crisis intervention skills. In L. R. Jackson-Cherry & B. T. Erford (Eds.), *Crisis assessment, intervention, and prevention (2<sup>nd</sup> ed.)*, pp. 67-84). Upper Saddle River, NJ: Pearson.
- Comas-Diaz, L., & Greene, B. (1994). *Women of color: Integrating ethnic & gender identities in psychotherapy*. Guilford Publications.
- Corey, G. (2016). *Theory and practice of group counseling (9<sup>th</sup> ed.)*. Boston, MA: Cengage.
- Daniels, M. J., Thompson, E. S., & Wolf, C. P. (2017). Program evaluation. In C. J. Sheperis, J. S. Young, & M. H. Daniels, (Eds.), *Counseling research: Quantitative, qualitative, and mixed methods* ( pp.301-316). Hoboken, NJ: Pearson.
- Davis, L. (1998). *Working with African-American Males*. CA: Sage Publication.
- Gladding, S. (2004). *Counseling: A comprehensive profession*. Upper Saddle River, NJ: Pearson/Merril Prentice Hall.
- Day-Vines, N. L., & Terriquez, V. (2008). A strengths-based approach to promoting prosocial behavior among African American and Latino students. *Professional School Counseling*, 12, 170-175.
- Huber, C.H., & Savage, T.A. (2009). *Promoting research as a core value in master's-level counselor education*. *Counselor Education & Supervision*, 48, (3), 167-178.
- Hays, D. G. (2008). Assessing multicultural competence in counselor trainees: A review of instrumentation and future directions. *Journal of Counseling and Development*, 86, (1), 95-101.
- Jackson, S. (2009). *Research methods and statistics*, (3rd ed.) Belmont, California: Wadsworth.
- James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies (8<sup>th</sup> ed)*. Boston, MA: Cengage learning.
- Kettner, P., Moroney, R., & Martin, L. (1999). *Designing and managing programs: An effectiveness-based approach*. CA: Sage Publications.
- Lambie, G. W., Sias, S. M., Davis, K.M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling and Development*, 86, (1), 18 - 25.
- MacCluskie, K.C. & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor: Personal and professional explorations*. CA: Brooks/Cole.
- Martz, E. (2001). Expressing counselor empathy through the use of possible selves. *Journal of Employment Counseling*, 38, 128-133.
- McGoldrick, M., Preto, M. A. G., & Carter, B. A. (2016). *The expanding family life cycle: Individual, family, and social perspectives (5<sup>th</sup> ed.)*. Hoboken, NJ: Pearson.
- Norcross, J. (2010). The therapeutic relationship. In Duncan, B., Miller, S., Wampold, B., & Royce, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction. 4th Edition*. United States: Thomson Brooks/Cole.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders (5<sup>th</sup> ed.)*. Hoboken, NJ: Wiley.
- Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development*, 87, (2), 216-226.

Sheperis, C. J., Young, J. S., & Daniels, M. H. (Eds.). (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Hoboken, NJ: Pearson.

Sue, D. W., & Sue, D. (2016). *Counseling the culturally diverse: Theory and practice (7<sup>th</sup> ed.)*. Hoboken, NJ: Wiley.

Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling (2<sup>nd</sup>)*. (pp. 311-336). Thousand Oaks, CA: Sage.

Wampold, B. E. (2010). What works and what does not: The empirical foundations for the common factors. In Duncan, B., Miller, S., Wampold, B., & Hubble, M. (Eds.) *The heart & soul of change, second edition: Delivering what works in therapy*. Washington, DC: American Psychological Association.

Wheeler, A. M., & Bertram, B. (2015). *The counselor and the Law: A guide to legal and ethical practice (7<sup>th</sup> ed.)*. Alexandria, VA: American Counseling Association.

**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.

<b>Week</b>	<b>Topics</b>	<b>Assignment/Assessment with Session Due</b>
1 1/11	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 1/18	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 1/25	Developmental Counseling Programs	Check weekly logs for accuracy and completeness
4 2/1	Consultation Theory and Application in a School Setting	
5 2/8	Barriers and Enhancements to Academic Performance; Developmental Issues	Case Presentations
6 2/15	Written Case Reports; Suicidal Risk Assessment; Child Abuse	First Case Report Due
7 2/22	Confidentiality and the Limits of Confidentiality; Crisis Intervention	Case Presentations
8 3/1	Special Education / Case Management	Case Presentations



9 3/8	Multicultural Competence; Case Conceptualization	Second Case Report Due
10 3/15	Ethical and Legal Issues for Working with Children and Adolescents in Schools Group Counseling	
11 3/22	Spring Break	Case Presentations
12 3/29	Environmental Conditions/Systemic Issues: Marital and Family Issues	Case Presentations
13 4/5	Termination Issues	Case Presentations
14 4/12	Processing the Internship Experience, Professional Organizations, Continued Professional Developments, Credentialing	Documentation Review
15 4/19	Evaluation/Assessment	Case Presentations
16 4/26	Individual Meetings	Final Case Presentations
17 5/3	Individual Meetings Review	Portfolio Review

<b>XVI. Portfolio Final Checklist</b>	<b>Chicago State University - Counseling Graduate Program</b>
<b>Instructions for Portfolio and Final Documents:</b>	
<b>Packet 1: Documents to be submitted in a spiral bound Portfolio for student file</b>	
_____	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 (Check if adequate direct and indirect hours)
_____	Practicum/Internship Student Evaluation by site supervisor (First Copy)



1. Stanford-Binet 5 (ages 2 to 85+, Mean = 100, SD = 16)
  2. WISC-V (ages 6 to 16, Mean = 100, SD = 15)  
Wechsler Intelligence Scale for Children
  3. WAIS-IV (ages 16 to 90, Mean = 100, SD = 15)  
Wechsler Adult Intelligence Scale
  4. WPPSI – IV (Ages 3 to 7 years 3 months; Mean = 100, SD = 15)  
Wechsler Preschool and Primary Scale of Intelligence
  5. K-ABC – II - NU. (ages 3 - 18; Mean = 100, SD = 15)  
Kaufman Assessment Battery for Children
  6. KAIT - 2 (ages 11 – 85)  
Kaufman Adolescence and Adult Intelligence Test – Second Ed.
  7. K-BIT – 2 (ages 4 – 90)  
Kaufman Brief Intelligence Test – Second Ed.
  8. WASI - II (ages 6 – 90)  
Wechsler Abbreviated Intelligence Scale - II
- 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-III; 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 – assessment of DSM – 5 personality disorders and clinical syndromes
  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 - 5<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 - 2 –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 – 3rd— for teachers and parents and self-ratings for adolescents, 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. There is not a comprehensive set of checklists for various ages

Vineland Adaptive Behavior Rating Scale - 3 - 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

**XVIII. 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. The calendar may be changed subject to due notice.

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.

F. *Emergency Procedure Request:* In order to maximize the preparedness in the case of an emergency, students who may need assistance should an evacuation be necessary are asked to inform their instructors at the beginning of the each semester. This request is made to improve the safety of all members of the CSU community.

G. *CSU Credit Hour Definition:* For every credit hour of direct instruction in any format (face-to-face, hybrid, online), it is expected that the student will spend a minimum of two additional hours on out-of-class student work assignments (homework, reports, essays, critical analysis of reading, etc...); this is in addition to studying.

H. *Academic Warning Periods:* Student progress is monitored throughout each semester, and progress indicators are posted to Cougar Connect/CSU X- Press during the 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup> weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive "SP" (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance, missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.