Wilmington University
College of Education

Elementary & Secondary School Counseling Master's Program

COURSE NUMBER: MEC 8015 Online

COURSE TITLE: Mental Health Seminar- Fall Internship
3 Credits

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry

daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; (8) and ensuring that programs promote the effective use of technology.

Wilmington University Graduation Competencies

Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in competencies:

1. Oral Communication
   a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
   b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.
2. Written Communication
   a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
   b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style

3. Disciplined Inquiry
   a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.
4. Information Literacy
   a.

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B-SS 3 d. Explain the impact of adverse childhood experiences and trauma, and demonstrate techniques to support students who have experienced trauma

B-SS 3 e. Respond with appropriate intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

B-SS 4. Make referrals to appropriate school and community resources

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GOAL 1:   Demonstrate knowledge of

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in Discussion Boards and Wiki. See Participation Rubric for scoring information.

Resource and Referral Guide:
You will develop a compendium of mental health resources available in the community. The compendium should include name and contact information for the agency and/or provider, a description of the services offered, any applicable fee structure, and patient reviews, if available.

Mock Crisis Team Video: You will develop a video of a mock crisis team meeting, focusing on the participation of the school counselor. The presentation will be based on a case study supplied by the instructor. The video presentation must contain discussion of the: 1) the team members present; 2) the stu   eeds; 3) proposed services; 4) referral plans; and, 5) follow up plan.
This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.
Resources: Kaltura Media Tools and
www.wilmu.edu/multimedia/documents/submittingstudentassignments.pdf

ATTENDANCE POLICY:
   Wilmington University Policy:
   Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies. Effective Fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

   College of Education Policy:

   In the College of Education, faculty *must* approve all requests for absences that are excep

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WILMINGTON UNIVERSITY
School Counseli
MEC 8015 Mental Health Seminar
Class Participation Rubric

EVALUATION CRITERIA	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary	SCORE
Participation in Class and Canvas Discussions **ASCA Comp: B-PF 1, 1.a, 1.b, 1.e; B-PF 2.d; B-PF 2.d**	Rarely enters class or online discussions. Contributions tend to be irrelevant or superficial					

MEC 8015 Mental Health Seminar
Research and Referral Guide

EVALUATION CRITERIA	1 Unsatisfactory	2 Poor	3 Emerging	4 Accomplished	5 Exemplary
1. Referral Guide Content **ASCA Comp: B-SS 4, B-SS 5**	Never demonstrates knowledge of required components.	Rarely demonstrates knowledge of required components.	Usually demonstrates knowledge of required components.	Almost always demonstrates knowledge of required components.	

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4. Use of Resources **ASCA Comp:** **B-SS 4, B-SS 4a,** **B-PF 3a**	Use of resource materials is evident in the development of some areas of the presentation, but these resources may be inappropriate for the task.	Use of resource materials is evident in the development of some areas of the presentation. Most resource materials are appropriate for the task.	Use of resource materials is evident in the development of most areas of the presentation. All resource materials are appropriate for the task.	Sound use of appropriate resource materials is demonstrated in the development of all areas of the presentation.
5. Technical Aspects	No transitions are used. Sound is lacking or is inappropriate or scratchy. Some pictures may be out of	No transitions are used. Sound quality is adequate, although some scenes may vary. Video is clear and is in focus, although some scenes are too dark or too light to determine what is happening.	Some transitions are inappropriately placed. Sound quality is adequate. Few shadows or glare are apparent. Video is clear and is in focus.	Transitions are smooth and appropriate and assist in advancing the presentation. Video and focus are of good quality.

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