

Rutgers, The State University of New Jersey
Program in School Counseling
Internship: School Counseling
15:297:628:01
Spring 2012

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Course Description:

Internship builds upon course work and the practicum, providing opportunities for students to engage in a range of activities of the professional school counselor. Under supervision, students provide school counseling services, which may include study and assessment of individual pupils with respect to their status, abilities, interest and need; counseling with students, administrators, teachers and parents regarding personal, social, educational and career planning programs; consultation with other agencies and even with other professionals within the school system; and developing cooperative relationships with community agencies in assisting children and families. Prerequisites: 297:501, 297:505, 297:508, 297:510, 297:613, 297:627 with a grade of B or better and consent of the program faculty. Students will have either completed the ethics course or be enrolled concurrently. Internship requires a minimum of 600 clock hours of which 240 clock hours are direct service hours and return to campus for supervision.

Note: While Rutgers University provides risk management and liability insurance, each student intern is required to take out professional liability insurance. The student intern must join the American Counseling Association (ACA) to take out this insurance.

Course Objectives:

Students will (interrelated components of the ASCA model are presented. In addition, ASCA's National Standards outline competencies that are the foundation for the ASCA model--these are also presented below):

1. Acquire exposure to the various school counselor roles and a variety of 21st century school counseling strategies (leadership, administration, advocacy, collaboration and accountability) (CACREP II.K.1.b; II.k.1.g; II.K.4.e.; II.K.4.g; II.K. 4.g; II.k.5.a; II.k.5.b; II.k.5.c; II.k.5.d; II.k.5.e. standards). ASCA model: Foundation (beliefs and philosophy, mission); ASCA competency: Academic Development
2. Demonstrate an ability to work with diverse populations, recognizing personal biases and assumptions in developing cultural competencies (CACREP II.K.2.a; II.K.b; II.k.2.c; II.k.2.d; II.k.2.e; II.k.2.f. standards). ASCA model: Foundation (beliefs and philosophy,

mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Personal/Social Development

3. Demonstrate individual and group counseling skills, family interventions, and case management based on students' needs (CACREP II.K.3.a.; II.K.4.c; II.K.5.d; II.K.5.e; II.K.7.h. standards). ASCA model: Management system (agreements, advisory council, use of data, action plans, use of time, use of calendars); ASCA competency: Academic Development; Personal/Social Development

4. Demonstrate knowledge of legal and ethical issues involved in the practice of counseling, with a specific emphasis on legal and ethical standards of practice for school counselors (CACREP II.K.1.h; II.K.2.f; II.K.4.i; II.K.5.g; II.k.6.g; II.K.7.i. standards). ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development

5. Become familiar with referral resources and have knowledge concerning when and how to make appropriate referrals and consult with other professionals (CACREP II.K.1.d.; II.K.1.e; II.K.5.e. standards). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development

6. Become familiar with the consultation process, limits of confidentiality with this process, and how to provide outreach to a team of professionals (CACREP II.K.1.b; II.K.1.d; II.K.1.e; II.K.1.g; II.k.5.e. standards). ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards, program audit); ASCA competency: Academic Development

7. Demonstrate an understanding of school culture and its personnel (CACREP II.K.5.a; II.K.5.b.; II.K.5.c; II.K.5.d. standards). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development; Career Development; Personal/Social Development

8. Link counseling research with practice in developing appropriate interventions to address the social and cultural needs of students and their families (CACREP II.K.2.e.; II.K.3.c.; II.K.3.d; II.K.4.d.; II.K.6.f; II.K.7.h. standards). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development; Career Development; Personal/Social Development

9. Demonstrate career development program planning, organization, implementation, administration, and evaluation. ASCA model: Foundation (beliefs and philosophy, mission); Accountability (results reports, school counselor performance standards,

program audit); Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Career Development

10. Further define your personal theory of counseling (CACREP II.K.1.b; II.K.1.d.; II.K.1.e; II.K.1.g. standards). ASCA model: Foundation (beliefs and philosophy, mission); ASCA competency: Academic Development; Career Development; Personal/Social Development

11. Perform action research, evaluation and recommendation for school-wide improvement (CACREP II.K.8.d, e). ASCA model: Delivery system (guidance curriculum, individual student planning, responsive services, systems support); ASCA competency: Academic Development

Required Readings:

American Counseling Association. (1995). Code of ethical and standards of practice (Revised). ACA: Alexandria, VA.

American School Counselor Association (2004). Ethical Standards for School Counselors (Revised). ASCA.

Text:

Pederson, P.B., & Tyson, L., Editors (2000). Critical Incidents in School Counseling (2th ed.). ACA: Alexandria, Virginia

Professional School Counseling Journal Articles:

Dahir, C.A., & Stone, C.B. (2003). Accountability a m.e.a.s.u.r.e. of the impact school counselors have on student achievement. *Professional School Counseling*, 6(3), 214-220.

Eschenaur, R., & Chen-Hayes, S.F. (2005). The transformative individual school counseling model: An accountability model for urban school counselors. *Professional School Counseling*, 8(3), 244-248.

Studer, J.R., & Oberman, A. (2006). The use of the ASCA model in supervision. *Professional School Counseling*, 10(1), 82-87.

Academic Integrity

Note that the course corresponds with principles of academic integrity which means that students are not to plagiarize their work, use material without citing it, and submit similar work from another course for this course. See <http://academicintegrity.rutgers.edu/integrity.shtml>

Course Requirements/ Assignments:

1. Complete a pre-Internship self-assessment. This is due by the second meeting of the Internship Class.
2. Complete the “Practicum/Internship Contract” during the initial weeks of class. Both the on-site supervisor and the university professor sign this form and each should

receive a signed copy.

3. Each student will complete a minimum of a **600 clock hour internship** of supervised clinical practice (**300 hours each semester**). Of these hours, **240 hours are direct service clock hours (120 hours each semester)**.
4. Each student will be knowledgeable of and follow all relevant guidelines at the internship site as required by policies of that site. In addition, students will be aware of all university guidelines as outlined in internship and comply with the ethical standards of practice of the American School Counselor Association (ASCA), American Counseling Association (ACA) and all other pertinent legal codes.
5. In developing individual and group counseling skills, you will receive supervision from an on-site supervisor and group supervision from a university program faculty member. A weekly log will be utilized so that appropriate documentation of the requirements of the course is completed. These forms are submitted when completed and should reflect at least **300** hours at the conclusion of the course.
6. **a. Capstone experience (Due the end of the Fall 2010 semester):** You will present a case study of a client of your choice demonstrating the role of culture and diversity in addressing the client's needs. Also, you will demonstrate an understanding of relevant research and the link to practice. At the time of your case presentation, a written presentation will be submitted. The written presentation and oral presentation are to include the following:
 - Background information
 - Presenting Problem
 - Client Assessment
 - Counseling/treatment plan
 - Interventions to Date
 - Evaluation of efficacy of interventions
 - Description of the referral process if applicable
 - Description of consultation conducted in conjunction with the case
 - Plans for the future
- b. School-based Internship School Site Profile-** You will be expected to complete a profile of your assigned school. You will be expected to provide a brief (5-10) minute presentation of your school site. You need to provide peers and faculty group supervisor with a copy of your profile.
- c. Comprehensive Data-Driven School Counseling Program Paper- *How are students different as a result of what school counselors do?*** Use the ASCA National Model as a framework for examining the school counseling program as an integral part of student achievement. You will be expected to examine the foundation, delivery, management, and accountability of the school counseling program and to write a 2-4 page description of the school counseling program at

your school site. Provide examples of which on-going systematic services you have utilized with students during practicum. Indicate your perception of the utilization rates & patterns as well as efficacy of such services in your school site. You will be expected to present a description of your program within the ASCA framework.

d. Second Semester Capstone Experience: ACTION RESEARCH PAPER (Due the end of the Spring 2012 semester). You must identify an area of concern at the internship site based on data available from within the school (e.g., Lack of career planning program, parent engagement, achievement disparities, school violence). You should develop questionnaires for counselors, teachers, and administrators to fully understand the problem.

The paper must include: (1) a review of literature identifying and contextualizing the stated problem and empirically supported interventions (if any), and (2) tailored recommendations for site consideration, including budget(s) necessary for implementation, time-lines, evaluation criteria and corresponding surveys.

The analysis and proposed interventions must integrate multicultural considerations and account for socio-political barriers that influence the identified concern. The recommendations should also emphasize the role of the school counselor and the School Counseling Program in addressing the issue.

You will be required to present your paper in class using PowerPoint. The 20 min presentation should include a statement of problem, brief literature review, data, graphs, recommendations and any forms used during the evaluation. **The research paper will be in APA format and must be submitted by the final class.** Rough draft of topic with literature review will be presented to instructor on or before the 4th class meeting.

7. Attendance at individual and group supervision is a requirement for completion of the course. If unforeseen circumstances prohibit your attendance, you must arrange to make up the supervision time in an agreed upon manner with your supervisor. Details will be discussed in group supervision.
8. On-site supervisors must complete a formal evaluation of the student, documenting professional growth. Students will provide the form. The supervisors should review the evaluation with the student and must return the student evaluation to the university professor.
9. At the conclusion of the course, the student will complete the Post-Internship Self-Assessment to document professional growth, a site evaluation, and an evaluation of their on-site supervisor.

Part I. Roles and Functions of the School Counselor

- January 17 Class 1: Understanding the ASCA Model
Review of School-based Internship School Site Profile; Review of Comprehensive Data-Driven School Counseling Program Paper
ASCA Executive Summary
Submit weekly log
- January 24 Class 2: Multifaceted Role and Function of the School Counselor
Tyson & Pedersen, Role and Function chapter
Eschenaur & Chen-Hayes article
Continued review and discussion of Ethical Standards for School Counselors (American School Counselors) and Code of Ethical and Standards of Practice; American Counseling Association)
Submit weekly log
- January 31 Class 3: Consulting
Tyson & Pedersen, Consulting chapter
Submit weekly log
- February 7 Class 4: Supervision
Tyson & Pedersen, Supervision chapter
Studer & Oberman article
Dyads to prepare Site Profile Presentations
Submit weekly log
School-based Internship School Site Profile due
- February 14 Class 5: School Personnel
Tyson & Pedersen, Faculty Relations chapter
Submit weekly log
School-based Internship School Site Profile Presentations

Part II. School Counselor Responsibilities: ASCA Model

- February 21 Class 6: Discipline and Academic Achievement
Dahir & Stone article
Submit weekly log
- February 28 Class 7: Master Schedule Duties
Tyson & Pedersen, School Counseling Program chapter
Submit weekly log
- March 6 Class 8: Testing Coordinators
Discussion of Role of Testing in the School
Tyson & Pedersen, Exceptional Education chapter

Submit weekly log

March 13

Spring Break

March 20

Class 9: Detention Room Coverage
Tyson & Pedersen, Student Motivation chapter
Submit weekly log

March 27

Class 10: Classroom Coverage
Tyson & Pedersen, Faculty and Student Relations chapter
Submit weekly log
Comprehensive Data-Driven School Counseling Program Paper Due
Review of Second Capstone Assignment

April 3

Class 11: Clerical Responsibilities
Submit weekly log
Comprehensive Data-Driven School Counseling Program Paper Presentations

Part III. Application

April 10

Class 12: Diversity in the Classroom
Tyson & Pedersen, Advocacy chapter
Dyads to prepare for Class Presentations
Submit weekly log

April 17

Class 13: Discussion about Transitioning out of Placements
Supervisor Evaluations Due
Student Evaluations of Internship Site Due
New Graduate Contact Forms Due
Submit weekly log

April 24

Class 14: Class Presentations
Second Semester Capstone Experience: ACTION RESEARCH PAPER Due
Submit weekly log

May 1

Class 15: Class Presentations (continued)
Submit weekly log

May 8

Final Class-Self Evaluation
Final log submission