

Rutgers, The State University of New Jersey
Program in School Counseling
Internship: School Counseling
Fall 2013
15:297:628:01

Dr. Caroline "CC" Clauss-Ehlers
Office: GSE 310
Course: Meets Tues during 7:40-10:20 PM classtime
Room: ED 347
Office Hours: Tues 2:30-4:00 PM
Wed 11:00-12:30 PM

Office Phone: 732-932-7496 x 8312
Email: cc@gse.rutgers.edu

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:

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).
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).
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).

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).
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).
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).
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).
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).
9. Demonstrate career development program planning, organization, implementation, administration, and evaluation.
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).
11. Perform action research, evaluation and recommendation for school-wide improvement (CACREP II.K.8.d, e).

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* (2nd ed.). ACA: Alexandria, Virginia

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 “Internship Agreement Form” 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 are completed. These forms are submitted when completed and should reflect at least **300** hours at the conclusion of the course.
6. **Capstone experience (Due the end of the Fall 2013 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
7. Attendance at university group supervision class meetings is a requirement for completion of the course.
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.

Part I. Foundational Issues

September 3 Class 1: INTRODUCTION: BECOMING A PART OF THE SCHOOL SYSTEM
Review of weekly log
Review of Self-Assessment form
Review of Internship Agreement form

September 10 Class 2: DYAD DISCUSSION
Submit weekly log

September 17 Class 3: ETHICAL ISSUES FOR THE SCHOOL COUNSELOR
 Tyson & Pedersen, Confidentiality and Ethics chapters
 Discussion of Self-Assessment form
 Review and discussion of Ethical Standards for School Counselors (American School Counselors) and Code of Ethical and Standards of Practice; American Counseling Association). Discussion about social media and ethical and professional development implications.
Submit weekly log
Self-Assessment form due
Internship Agreement form due

September 24 Class 4: UNDERSTANDING THE IMPACT OF TECHNOLOGY ON STUDENTS AND SCHOOL COUNSELORS
Submit weekly log

October 1 Class 5: EFFECTIVE PARENT MEETING STRATEGIES
 Tyson & Pedersen, Parental Rights and Parenting chapters
 Mandated reporting
Submit weekly log

Part II. Specific Issues Addressed by School Counselors

October 8 Class 6: MID SEMESTER CHECK IN & REVIEW
Informal mid-semester evaluation
Meet in dyads to discuss first capstone assignment
Submit weekly log

- October 15 Class 7: ADDRESSING SCHOOL CLIMATE ISSUES
Tyson & Pedersen, Bullying and Sexual Harassment chapters
Discussion about cyber bullying and New Jersey anti-bullying policy and legislation
Dyadic work regarding First Capstone Assignment
Review of First Capstone Assignment
Submit weekly log
- October 22 Class 8: DEALING WITH BEREAVEMENT
Tyson & Pedersen, HIV and AIDS; Terminal Illness chapters
Submit weekly log
- October 29 Class 9: GRIEF COUNSELING IN THE SCHOOLS
Report out work done in dyads regarding first capstone assignment
Tyson & Pedersen, Values, Divorce, and Group Counseling chapters
Submit weekly log
- November 5 Class 10: MEETING OF WORKING DYADS FOR PRESENTATIONS

Part III. Application

- November 12 Class 11: SCHOOL VIOLENCE
Tyson & Pedersen, School Violence chapter
1st Draft of Capstone Assignment Due
- November 19 Class 12: SUBSTANCE ABUSE IN SCHOOLS
Tyson & Pedersen, Peer Pressure and Substance Abuse chapters
Capstone assignment drafts handed back to students
- November 26 No class. Thursday classes held on Tuesday due to Thanksgiving.
- December 3 Class 13: UNDERSTANDING CHILDHOOD TRAUMA
Students to get evaluations
First Capstone assignment due
- December 10 Class 14: CASE PRESENTATIONS
Post Self-Assessment form due (in-class)
Evaluation from Site Supervisor due
- December 17 Class 15: CASE PRESENTATIONS & NEXT STEPS

