

Rutgers, The State University of New Jersey
Program in School Counseling
Internship: School Counseling
15:297:628:02
Spring 2014

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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. (2005). ACA code of ethics. ACA: Alexandria, VA.

American School Counselor Association (revised 2004, 2010). 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

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. 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.

b. 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.

c. Second Semester Capstone Experience: ACTION RESEARCH PAPER (Due the end of the Spring 2013 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 22 Class 1: Getting Started
Forms to be Completed for 1/29:
 Student Information Sheet
 Continuation of School Counseling Internship
 Weekly Log (to be filled out throughout the semester)
Reading for 1/29: Ethical Standards for School Counselors
 (American School Counselors) and American Counseling
 Association Code of Ethics

January 29 Class 2: Multifaceted Role and Function of the School Counselor

Review and discussion of Ethical Standards for School Counselors (American School Counselors) and Code of Ethical and Standards of Practice; American Counseling Association)

Review of School-based Internship School Site Profile

Student Information Sheet due

Continuation of School Counseling Internship form due

Submit weekly log

- February 5 Class 3: Consulting
Eschenaur & Chen-Hayes article
Submit weekly log
- February 12 Class 4: Supervision
School-based Internship School Site Profile due
Submit weekly log
- February 19 Class 5: **School-based Internship School Site Profile Presentations**
Review of Comprehensive Data-Driven School Counseling Program Paper
Submit weekly log

Part II. School Counselor Responsibilities: ASCA Model

- February 26 Class 6: Discipline and Academic Achievement
Dahir & Stone article
Submit weekly log
- March 5 Class 7: Master Schedule Duties
Studer & Oberman article
Submit weekly log
- March 12 Class 8: Testing Coordinators
Discussion on the role of testing in schools
Submit weekly log
- March 19 **Spring Break**
- March 26 Class 9: Detention Room Coverage
Tyson & Pedersen, Student Motivation chapter
Comprehensive Data-Driven School Counseling Program Paper Due
Review of Second Capstone Assignment
Submit weekly log

April 2 **Class 10: Comprehensive Data-Driven School Counseling
Program Paper Presentations
Submit weekly log**

April 9 **Class 11: Dyads to prepare for Class Presentations
Submit weekly log**

Part III. Application

April 16 **Class 12: School Personnel
Submit weekly log**

April 23 **Class 13: Transitioning out of Placements
Supervisor Evaluations Due
Student Evaluations of Internship Site Due
New Graduate Contact Forms Due
Submit weekly log**

April 30 **Class 14: Class Presentations
Second Semester Capstone Experience: ACTION RESEARCH
PAPER Due
Submit weekly log**