

Internship: School Counseling
15:297:628:01
3 Credits per semester over 2 semesters
Tuesday, 7:40-9:10 PM, GSE 347

Instructor Name Caroline "CC" Clauss-Ehlers	Email address cc@gse.rutgers.edu
Phone Number 848-932-0819	10 Seminar Pl Rm ____
Office Hours Fri 11:30 am -2:30 pm	Prerequisites or other limitations: 15:297:501, 505, 508, 510, and 627.
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid ___ Online <u>_X_</u> Other	Permission required: ___ No <u>_X_</u> Yes Directions about where to get permission numbers: Open only to master's students in the school counseling program with permission of the program faculty.

Learning goals:

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

Course catalog description:

The internship in school counseling, a total of 6 credits, provides an advanced clinical experience. The internship serves as the capstone course in the school counseling program.

Class materials/ Textbooks:

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.

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

Other description of course purposes, context, methods, etc:

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.

Grading policy: Internship is graded pass/fail.

Assignments¹:

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

¹ Including exams, papers etc.

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 2015 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.

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule

September 1 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 8 NO CLASS DUE TO RUTGERS SCHEDULE/MONDAY CLASSES MEET TODAY

September 15 Class 2: Meeting with Dr. Chonita Spencer

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 22 Class 3: GUEST SPEAKER

Guest Speaker Brittany Gajewski, Psychology/Sociology teacher,
Pequannock Township High School

Submit weekly log

September 29 Class 4: GUEST SPEAKER

Guest Speaker Jason Robbins, Guidance Counselor
Washington Elementary

Submit weekly log

Part II. Specific Issues Addressed by School Counselors

October 6 Class 5: MID SEMESTER CHECK IN & REVIEW
Informal mid-semester evaluation
Meet in dyads to discuss first capstone assignment
Submit weekly log

October 13 Class 6: ADDRESSING SCHOOL CLIMATE ISSUES
Tyson & Pedersen, School Violence chapter
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 20 Class 7: GUEST SPEAKER

Guest Speaker: Samantha Wild, Instructional Aide

Submit weekly log

October 27 Class 8: 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 3 Class 9: UNDERSTANDING THE IMPACT OF
TECHNOLOGY ON STUDENTS AND SCHOOL
COUNSELORS
Submit weekly log

Part III. Application

November 10 Class 10: GUEST SPEAKER

Guest Speaker: Adrian Bennett, School Counselor,
Admiral William F. Halsey Jr. Health and Public Safety Academy

1st Draft of Capstone Assignment Due
Submit weekly log

November 17 Class 11: SUBSTANCE ABUSE IN SCHOOLS
Tyson & Pedersen, Peer Pressure and Substance Abuse chapters
Capstone assignment drafts handed back to students

November 24 No class. Thursday classes held on Tuesday due to Thanksgiving.

December 1 Class 12: UNDERSTANDING CHILDHOOD TRAUMA &
DEALING WITH BEREAVEMENT
Tyson & Pedersen, HIV and AIDS; Terminal Illness chapters
Submit weekly log
Students to get evaluations
First Capstone assignment due

December 8 Class 13: Meet in dyads to prepare for case presentations

December 15 Class 14: CASE PRESENTATIONS
Post Self-Assessment form due (in-class)
Evaluation from Site Supervisor due

December 22 Class 15: CASE PRESENTATIONS & NEXT STEPS