

Rutgers, The State University Of New Jersey
Program in School Counseling
Internship: School Counseling
Fall 2015
15:297:628:01

Instructor: Name Dr. Chonita A. Spencer	Email address cspencereddlpc@aol.com
Phone: Number 732 882-2012	Room: ED 347
Office Hours: By Appt. : 732-882-2012	Prerequisites or other limitations: 297:501; 297:505; 297:508; 297:510; 297:613; 297:627 Grade of B or better
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes: Consent of Program Faculty Directions about where to get permission numbers:

Learning goals: 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).

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.

Prerequisites: 15:297:501, 505, 508, 510, and 627. Open only to master's students in the school counseling program with permission of the program faculty.

Class materials/ Textbooks:

Required Text:

Pederson, P.B., & Tyson, L., Editors (2000). *Critical incidents in school counseling* (2nd ed.). ACA: Alexandria, Virginia

Recommended Text:

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.

Grading:

Course is Pass/Fail

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 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:

Part I. Foundational Issues

- 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 Class 2: 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 15 Class 3: GUEST SPEAKER

Guest Speaker: Mr. Jason Robbins
- September 22 Class 4: GUEST SPEAKER

Guest Speaker: Ms. Vanessa Mayor
- September 29 Class 5: UNDERSTANDING THE IMPACT OF TECHNOLOGY ON STUDENTS AND SCHOOL COUNSELORS
Submit weekly log

Part II. Specific Issues Addressed by School Counselors

- October 6 Class 6: MID SEMESTER CHECK IN & REVIEW

Informal mid-semester evaluation
Meet in dyads to discuss first capstone assignment
Submit weekly log

- October 13 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 20 Class 8: DEALING WITH BEREAVEMENT
Tyson & Pedersen, HIV and AIDS; Terminal Illness chapters
Submit weekly log
- October 27 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 3 Class 10: MEETING OF WORKING DYADS FOR PRESENTATIONS

Part III. Application

- November 10 Class 11: SCHOOL VIOLENCE
Tyson & Pedersen, School Violence chapter
1st Draft of Capstone Assignment Due
- November 17 Class 12: SUBSTANCE ABUSE IN SCHOOLS
Tyson & Pedersen, Peer Pressure and Substance Abuse chapters
Guest Speaker: Ms. Diane Ceron
Capstone assignment drafts handed back to students
- November 24 No class.
- December 1 Class 13: UNDERSTANDING CHILDHOOD TRAUMA
Students to get evaluations
First Capstone assignment due
- December 8 Class 14: CASE PRESENTATIONS & NEXT STEPS
Post Self-Assessment form due (in-class)
Evaluation from Site Supervisor due