

Fall 2016
Program in School Counseling
Internship: School Counseling
15:297:628:01
3 credits
Tuesdays, 7:40-10:20 pm, ED 347

Dr. Saundra Tomlinson-Clarke Office: GSE 305 Email: saundra.tomlinson-clarke@gse.rutgers.edu Fax: 732-932-6829 Phone: 848-932-0815 Location: 10 Seminary Place- Office-305	
Office Hours- by appointment	Prerequisites or other limitations: 297:501, 297:505, 297:507, 297:508, 297:510, 297:613, 297:627
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" 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 Directions about where to get permission numbers:

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.

Learning Goals:

ASCA National Standards outline competencies that are the foundation for the ASCA model.

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). 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. (2014). *ACA code of ethics*. Alexandria, VA: American Counseling Association.

American School Counselor Association. (2010). *Ethical Standards for School Counselors*. Retrieved from <http://www.schoolcounselor.org/school-counselors-members/legal-ethical>

Suggested Readings:

Professional School Counseling Journal Articles:

Dahir, C. A., & Stone, C. B. (2003). Accountability a measure of the impact school counselors have on student achievement. *Professional School Counseling, 6*, 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*, 244-248.

Studer, J. R., & Oberman, A. (2006). The use of the ASCA model in supervision.

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 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 2016 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 and oral presentations 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. 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-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.

7. At the conclusion of the course, the student will complete the Post-Internship Self-Assessment to document professional growth.
8. 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.
9. 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.
10. At the conclusion of the semester, students will complete the Post-Internship Self-Assessment to document professional growth, a site evaluation, and an evaluation of their on-site supervisor.

Academic Integrity Policy

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). The principles of academic integrity clearly state that students are not to plagiarize their work, use material without citing it, or submit similar work from another course for this course. 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 Calendar

Date	Topics
September 6	Review all requirements and procedures for individual and group supervision. School Counselor Competencies; School Counselors Roles and Responsibilities Supervision - Counseling and Consulting (Distinctions) (Class Expectations)
September 13	Ethical Standards for School Counselors (American School Counselors) and American Counseling Association Code of Ethics
September 20	Multifaceted Role and Function of the School Counselor Multicultural Counselor Competencies
September 27	ASCA National Model
October 4	Helper characteristics-developing counseling effective skills School-Site Profile Presentations begin
October 11	School Site Profiles
October 18	Case Study Presentations
October 25	Case Study Presentations Mid-Semester Evaluations Due
November 1	Case Study Presentations and Discussion
November 8	Case Study Presentations and Discussion
November 15	Case Study Presentations and Discussion
November 22	Case Study Presentations and Discussion
November 29	Comprehensive School Counseling Program (ASCA National Model) Discussion
December 6	Reflection: How are students better because of school counseling?
December 13	Discussion of Comprehensive Data-Driven School Counseling Programs Wrap-Up and Evaluation of Sites Due: Final-Semester Evaluations Weekly Logs for Total Hours Completion of Hours Form (If additional time is needed in order to complete clock hour minimum, please see me prior to the end of the semester).

**Case Study
Presentation General Format**

You will be expected to focus on a primary and secondary area of student development: career, academic, or personal/social. Use the following format to present your case.

1. Pretest Results (if applicable)
2. Identifying Data (**Precautions must be taken to maintain confidentiality and anonymity**)
 - a. Age, grade, SES, gender, race/ethnicity, sexual orientation, nationality, language, disability status, etc.
3. Presenting Problem (including referral source)
4. Relevant History
 - a. Family/friends
 - b. School
 - c. Assessment/testing (i.e. any existing diagnosis or classification)
 - d. Summary of previous counseling
5. Sources of Support
6. Student's Strengths
7. Multicultural Considerations
 - a. What specific cultural knowledge and awareness was/is necessary to provide culturally competent service to the student
 - b. List some potential cultural barriers
8. Case Conceptualization and Counseling Plan
 - a. Summarize your conceptual understanding of the student's needs
 - b. Indicate theoretical framework used to understand student behavior
 - c. State the goals for your work with student
 - d. Make recommendations for additional services (if applicable)
9. Interventions and Outcomes
 - a. Specifically associated with your conceptual and theoretical frameworks
10. Intervention of choice- (Ideally what would work best versus what is available?) Describe strategies used to address treatment goals and multicultural concerns and the student's progress, or lack thereof, toward counseling goals
11. Post-test Results (if applicable)
12. Ethical Considerations involve in the Case
13. Questions you have about the case (minimum of three questions)
14. Personal thoughts, feelings you have about the session or about yourself in the role of counselor (i.e., skill strengths and areas of needed growth).