

**Department of Counseling and Higher Education**  
**Eastern Illinois University**  
**CSD 6921: SCHOOL COUNSELING INTERNSHIP (3 credit hours)**  
**FALL 2018 Syllabus**

Instructor: Heidi A. Larson, Ph.D.  
Office Hours: Tuesday 9-noon or by appointment  
Office Phone: (217) 581-7236; Cell: 217- 259-9455  
E-mail: [halarson@eiu.edu](mailto:halarson@eiu.edu)  
Meets: Mondays 4:00-6:30 **AND** 6:30-9:30 PM in Rm. 2125

**Course Description:**

Supervised internship is designed as the culminating experience of a comprehensive developmental guidance program. The school counseling internship is intended to be an intensive 300-hour field experience conducted in a setting as similar as possible to that in which interns subsequently intend to seek employment. The nature of this experience should be very much like that of a regular counseling position, but with closer supervision than is usually the case with an employed counselor. The *Internship Manual* provides guidelines and describes the specific requirements and responsibilities of the student interns, internship site, and the Department of Counseling and Higher Education.

**Course Objectives:** Upon completion of the internship students should be able to:

1. Legal and ethical considerations specific to school counseling (5.G.2.n).
2. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5.G.3.c).
3. Interventions to promote academic development (5.G.3.d).
4. Techniques of personal/social counseling in school settings (5.G.3.f).
5. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h).
6. Interventions to promote college and career readiness (5.G.3.j).
7. Techniques to foster collaboration and teamwork within schools (5.G.3.l).
8. Strategies for implementing and coordinating peer interventions programs (5.G.3.m).

**Texts:**

1. Dahir, C.A. & Stone, C.B. (2012). *The transformed school counselor* (2<sup>nd</sup> Ed.). Belmont, CA: Brooks/Cole.
2. Illinois Learning Standards: {Social and Emotional Learning [SEL]}  
[http://www.isbe.state.il.us/ils/social\\_emotional/descriptors.htm](http://www.isbe.state.il.us/ils/social_emotional/descriptors.htm)

**Technological Competence:** Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

**Academic Integrity:** Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

**Questions and Grievances:** Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

**Accommodations for Students:** If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9<sup>th</sup> Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ( [www.eiu.edu/~success](http://www.eiu.edu/~success) ) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

**Informed Consent:** As this class requires participation in a group, students will also be required to sign an informed consent that explains their rights and responsibilities.

**Confidentiality Policy:** The nature of this course requires that students be willing to hold themselves to the highest levels of integrity with regard to protecting the confidentiality of their classmates. Confidentiality will be discussed further prior to the beginning of groups. Students will be asked to sign a confidentiality agreement.

**Grading Scale:** The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

**Respect for Individual Differences:** The instructor endorses a learning climate that respects diversity and individual differences and encourages open-minded exploration of differences among individuals. Students are not expected to think the same way, but are expected to accept differences and strive to understand how other people's perspectives, behaviors, and worldviews are different from their own. No person will be treated differently with regard to race, color, age, religion, gender, sexual orientation, ancestry, national origin, disability, etc.

### **Course Requirements and Assignments:**

1. **INDIVIDUAL SUPERVISION, SITE VISIT & EVALUATIONS:** You will meet with your on-site supervisor for one hour a week for individual supervision. It is your responsibility to arrange this with your supervisor. However if you are having any difficulties, please let me know. I will also be arranging a short 20-30 minute site visitation with your site supervisor. I will require you and your supervisor to be present. Finally, your on-site supervisor will need to fill out a mid-term and final evaluation form about you, and you will need to fill out a final evaluation on your supervisor and site. All evaluations are to be returned to your professor by the respective due dates.

2. **SUPERVISED HOURS:** This course provides the culminating experience for you to practice the activities of a school counselor while receiving supervision from your on-site supervisor, your instructor, and your peers. Therefore, it is important that you make the most of this experience by getting exposure to the many activities you will perform as a school counselor. You will be required to submit a mid-term and final log of supervised hours. Remember you must log a minimum of 300 total hours including 120 direct hours of direct hours. For every 120 hours of direct service, a minimum of 10 hours must be spent leading at least one small counseling group and another 10 hours implementing large group classroom guidance activities. You will also be expected to spend a portion of your hours providing consultation services and doing some crisis intervention work.

\*If you are doing your internship full time in one semester, you must log a total of 600 hours of which a minimum of 240 should be direct service hours.

\*Alternative Certification students log 400 total hours and 240 hours must be direct contact with students.

3. **CLASS PARTICIPATION & ATTENDANCE:** This class will function in a group supervision/case consultation format. You will be expected to attend and actively participate in all class sessions. Group supervision requires a safe environment in which you feel free to discuss your professional and personal concerns as they relate to your development as counselors. Therefore, all students will be expected to maintain standards of confidentiality. Each student will prepare for class and participate in offering and inviting constructive and supportive feedback to and from peers. You will also be required to do one **Class** Presentation which you will share **ONE** counseling video with a client during class & **CONSENT FORM is the only paperwork required**. Class participation is exemplified by being punctual, professional, and responding to appropriate feedback. Case consultation also involves your ability to conceptualize client case histories and to provide appropriate feedback to classmates. You will be allowed **one** excused absence. Two or more absences will result in a grade reduction. If you miss a class (even if it is an excused absence), please submit an **EXTRA Case Presentation** to me (exactly the same way as you do for an assignment). You may do two sessions with the same client if you prefer.

4. **ASSIGNMENTS & LATE POLICY:** All assignments are expected to be turned in by the due date. Any late work (without an excused extension) will be deducted one grade level. Written work is to be typewritten in APA Format (12 pt. Times New Roman, 1 inch margins, double space, and correct grammar and spelling). One point will be taken off the total score for each grammar or spelling error.

### **Points and Grading Scale [300 Hour Internship]:**

Group Consultation, Evaluation, Video & Attendance	25 (3 pts. per class/consultation)
Case Presentation with a Video of Client	80
Special Education Project	25
Group Paper	25
Family Project (2 family sessions)	75
Capstone Project (Due Date Assigned)	100
<u>Site Midterm and Final Evaluations</u>	<u>50</u>
Total	380 pts

### **Final Evaluations**

360 - 400 pts. + Satisfactory Mid-Term/Final Evaluations = A

(Includes clearly superior completion of course requirements and development of Master's level counseling skills).

320 - 359 pts. + Satisfactory Mid-Term/Final Evaluations = B

(Includes satisfactory completion of course requirements and development of Master's level counseling skills).

280 – 319 + Below and/or Unsatisfactory Final Evaluations = C

(Indicates a lack of consistent demonstration of skills expected at the Master's level. Further supervised experience is recommended).

## **ASSIGNMENTS:**

### **CLASS Presentation WITH A VIDEO OF A CLIENT**

Acquire client and parent video consent and provide a 10 minute taped portion of a counseling session to be played in class No extra paperwork is necessary. Please be prepared to share a brief case summary along with a couple of consultation questions for the class and any relevant diversity issues.

### **CASE PRESENTATION WITH A VIDEO OF A CLIENT (5.G.2.n, 5.G.3.d, f, h)**

Acquire client and parent video consent and provide a 10 minute taped portion of a counseling session to be played in class. Type out a full transcription of both the counselor and client speeches. Please write a brief case summary along with any relevant diversity issues (outline format/no set page limit). See rubric for more details.

- a. Consultation Questions- 5pts
- b. Identifying information (age, demographics, living conditions)- 5 pts.
- c. Observational Data (physical appearance, affect information) – 5 pts.
- d. Presenting Problem(referring agent, symptoms) - 5 pts
- e. Previous history of treatment and results (previous illnesses, hospitalizations, medication prescribed, counseling received, etc.) – 5 pts.
- f. Present Life Situation (grades, honors/Sp.Ed, relationships, social and leisure activities) – 5 pts.
- g. Developmental History (living conditions, abusive situations, behavioral problems, emotional or economic concerns) – 5 pts.
- h. Education History (grades, attendance, etc.) – 5pts.
- i. Medical History (previous illness, hospitalizations, etc.) – 5pts.
- j. Plan (brief statement about treatment recommendations, goals, etc.) – 5 pts.
- k. Copy of the Video Consent Form – 5 pts.
- l. Presentation to the class – 10 pts.
- m. Transcription (10 minutes of counselor and client speeches) -5 pts.

**Total:** 80 pts

### **SPECIAL EDUCATION PROJECT**

(5.G.3.d, f, h, j, l)

This assignment requires you to sit in on a review of an IEP or 504 Plan (it would be ideal to sit in on an eligibility meeting for an initial IEP, but reevaluation meetings happen more frequently.) You will be allocated 10 minutes during which you will present your Special Education Project with the class. You will provide the professor with a written summary of your experience (summarizing your school's process and what you learned) as well as a full copy of the IEP or 504 Plan *without* the identifying information. Select a few important pages from the IEP/504 forms that you would like to highlight in your presentation and make copies for each of your classmates. The summary can be written in an outline/bullet format (no set page limit). See rubric for more details. \*Spring semester will switch from this SPED Project to a Career Project. However, it is recommended that you follow up and see this case/plan through to the end of the school year for your own professional benefit/experience.

- a. Writing mechanics - 2 pts
- b. Why is this necessary and important? - 3 pts
- c. Identifying info about the project - 3 pts
- d. What did you learn? - 3 pts
- e. Collaboration - 3 pts
- f. Challenges - 3 pts
- g. Student benefits - 3 pts
- h. What would you change? - 2 pts
- i. Copies of materials - 1 pts
- j. Family Involvement - 2 pts

**Total:** 25 pts

## GROUP SUMMARY PAPER

(5.G.3.f, h, n)

Each student will write a 2-3 page paper on their group experience at their site. Students will include information on recruitment, curriculum and leadership style. See rubric for more details.

- a. Writing mechanics & 2-3 page length -2 pt.
- b. Brief summary of Small Group -5 pts.
- c. Identifying information about the group (title of group, age of members, when you met) - 4 pts.
- d. Curriculum you used - 2 pt.
- e. Describe your leadership experience - 3 pt.
- f. Student Benefits - 3 pt.
- g. Challenges? - 3 pt.
- h. What would you change? - 3 pt.

**Total:** 25 pts.

## FAMILY SESSION

(5.G.2.n, 5.G.3.f, h)

Each student will be required to complete **two** family sessions with a member of the family (i.e. parent, guardian, and grandparent, etc.) where the interaction helps a student and a family member with communication, grades, preparation for college or any other school related issue. The two sessions may be with the same family or with two different families. Some examples of this project can include discussing communication issues, progress in school, future goals, or other school assistance a family member may need, etc. You will be allocated 10 minutes during which you will present on *one* of the sessions (unless same family). However, you will need to provide the instructor a written summary of **both** of your family experiences. This assignment can be written in an outline/bullet format (no set page limit). See rubric for more details.

- a. Writing mechanics - 10 pts.
- b. Why were these sessions necessary and/or important? - 15 pts
- c. How did the student benefit? - 15 pts
- d. What did you learn & consultation questions? - 15 pts
- e. Presentation to the class - 20 pts

**Total:** 75 pts

## CAPSTONE PROJECT PRESENTATION

(5.G.3.c, d, h, l, m)

There are many developmental guidance and counseling topics that link to the Illinois Social Emotional Learning Standards. Identify a developmental guidance need within your internship setting and prepare a presentation (PowerPoint, handout, etc.) geared toward parents, faculty, and/or community. You must also distribute an evaluation form (pg.8) for audience feedback (minimum of six people). Afterwards you will do a write up including the points below, share a summary of your presentation with our class, and submit the information sheet (pg.7) as well as presentation materials (hard and electronic copy) to Dr. Larson. The electronic copy will be shared on D2L, so the class can have access to resources. The write-up can be written in an outline/bullet format (no set page limit). See rubric for more details.

- a. Writing mechanics - 10 pts
- b. Need? Necessity and importance - 10 pts
- c. SEL competencies/standards addressed - 10 pts
- d. Research { minimum of 2 resources } - 10 pts
- e. Preparation - 5 pts
- f. Collaboration, promotion, and publicity - 5 pts
- g. Challenges? (e.g. scheduling, getting students, collaborating with other staff, etc.)- 5 pts
- h. Student benefits- 5 pts.
- i. What would you change? - 10 pts

- j. Materials used for presentation (hard and electronic copy) - 20 pts
  - k. Capstone Presentation Information Sheet and Evaluation Forms (min. 6) - 10 pts
- Total:** 100 pts

---

## Planning Ahead

### **CAREER PROJECT** (5.G.3.c, d, f, j, l, m)

Each student will be required to complete one career project to help students prepare for college. Some examples of this project can include filling out the FAFSA application form with a student, taking a group of students on a college visit, assisting a student with a college application, providing the results of a PLAN or EXPLORE assessment and applying it to their future career goals, or any other ideas that the professor approves ahead of time. You will be allocated 15 minutes during which you will present your Career Project with the class. You will provide the instructor and each class member with an outline of your experience including the identifying information about the project (what it is); logistics/procedures; benefits/challenges; a reflective assessment; the research/resources utilized (minimum of 2 resources); and a copy of the actual materials utilized (e.g.: a copy of the FAFSA form, announcements/recruitment for college visit, copy of college application, etc.). This can be written in an outline/bullet format (no set page limit).

## TENTATIVE SCHEDULE

### Room 2125

**Note:** The instructor reserves the right to modify the schedule as necessary

CLASS	Date	Topic	Assignments	CACREP
1	Aug 27 4:00 pm	Course Intro & Review Syllabus Case Consultation & Supervision  Class Pres Video (10min)-No paperwork: 1.	<b>Case Presentation:</b>	5.G.2.n, 5.G.3.d, f, h
2	Sep 10 7:00 pm	Case Consultation & Supvn Video (10min)-1.	<b>Case Presentations:</b>	
3	Sep 17 4:00 pm	Case Consultation & Supvn Video: 1. 2.	<b>Case Presentations:</b>	
4	Oct 1 4:00 pm	Case Consultation & Supvn Video (10min)-1.	<b>Case Pre:</b> <b>-Special Education Projects Due</b>	5.G.3.f, d, h, j, l
5	Oct 15 4:00 pm	Case Consultation & Supvn Video (10min)-1.	<b>Case Pres:</b> <b>-Mid-term evaluation due</b> (Supervisor evaluation of supervisee) <b>-Mid-term activity logs due</b> <b>-Group Paper Due</b>	5.G.2.n 5.G.3.d, e, f
6	Nov. 5 4:00 pm	Case Consultation & Supvn Video 1. 2.	<b>Case Presentations:</b> <b>-Family Projects Due</b>	5.G.2.n, 5.G.3.f, h
7	Nov 26 7:00 pm	Case Consultation & Supvn Video 1. 2.	<b>Case Presentation:</b> <b>-Capstone Projects Due</b>	5.G.3.c, d, h, l, m
8	Dec. 3 7:00pm	Share internship experience and semester wrap-up	<b>-Final activity logs Due</b> <b>-Final Evals Due (3)</b> 1) Supervisor's evaluation of supervisee 2) Supervisee's evaluation of supervisor 3) Supervisee's evaluation of the site.	

\*\*\*\*\*Logs and Hours are due by Friday, Dec. 14<sup>th</sup> 2018

## Capstone Presentation Information Sheet

1. Your Name:
2. What: Title of Presentation
3. When: Date and time of Presentation
4. Where: Location of workshop and name of intended audience
5. Presentation Description: A brief paragraph describing information to be presented. Include goals and objectives of presentation.
6. Name and signature of supervisor:



**DEPARTMENT OF COUNSELING AND HIGHER EDUCATION**

**EVALUATION FORM**

**Presenter's Name** \_\_\_\_\_

	<b>Low</b>			<b>High</b>	
1. PRESENTATION STYLE (Approachable, Relatable, Prepared)	1	2	3	4	5
2. COMMUNICATION SKILLS (Easy to understand, Speaks clearly and coherently)	1	2	3	4	5
3. TEACHING ABILITY (Knowledge of subject area, Ability to explain material)	1	2	3	4	5
4. SUBJECT MATERIAL IS USEFUL (Relevant, Student focused and beneficial)	1	2	3	4	5
5. OVERALL EVALUATION	1	2	3	4	5

Comments: