

Department of Counseling and Higher Education
Eastern Illinois University
CSD 6922: SCHOOL COUNSELING INTERNSHIP (3 credit hours)
SPRING 2019 Syllabus

Instructor: Heidi A. Larson, Ph.D.

Office Hours: Mondays from 11am-1pm, Tuesdays from 11am-1pm or by appointment

Office Phone: (217) 581-7236; Cell: 217- 259-9455

E-mail: halarson@eiu.edu

Meets: Mondays 6:30-9:00pm 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:

Dahir, C.A. & Stone, C.B. (2012). *The transformed school counselor* (2nd Ed.). Belmont, CA: Brooks/Cole.

Illinois Learning Standards: {Social and Emotional Learning [SEL]}

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 9th 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) 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 as well as an Internship Supervisor Survey that evaluates how effectively EIU prepares students as interns. You will also need to fill out a final evaluation for 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, 1 client videos & Attendance | 40 (5 pts. per class/consultation) |
| Case Presentation with a Video of Client | 80 |
| Literacy Paper | 50 |
| Career Project | 50 |
| Family Project | 75 |
| Capstone Project | 100 |
| Group Paper | 25 |
| Summative Paper | 60 |
| Internship Supervisor Survey | 25 |
| <u>Site Supervisor Evaluation (Midterm & Final)</u> | <u>50</u> |
| Total | 555 pts |

Final Evaluations

500 - 555 pts. + Satisfactory Mid-Term/Final Evaluations = A

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

444 - 449 pts. + Satisfactory Mid-Term/Final Evaluations = B

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

389 - 443 + 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.

LITERACY INTEGRATIVE PAPER (5.G.3.c, 5.G.3.d, 5.G.3.j)

The literacy assignment is required by Illinois law. Third semester interns will write a 3-5 page paper on how they applied the literacy readings to the students they have worked with at their respective internship sites. Identify the highlights and key points to remember. You may be wondering about its relevance to your training. I would like to encourage you to embrace the assignment (reading included) for the following reasons: 1. It is clear from the articles that many of our students/clients will have reading problems and this will present another barrier to helping students matriculate through graduation. We should start accounting for this in our work with them. 2. Some of you are not teacher certified and learning more about theory of learning (Vygotsky) and models (RTI) and talking about them with teachers will increase your relational, connection and expert power (Dahir & Stone, 2012; see page 103). 3. Some of the literacy interventions parallel counseling techniques and are transferable to your work with students (see Mesner and Mesner, 2008). See rubric for more details.

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 with written summary of your experience (see rubric below) as well 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.). Select any important handouts/information that you would like to highlight in your presentation and make copies for each of your classmates. The outline can be written in an outline/bullet format (no set page limit). See rubric for more details.

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 details.

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

Identify a developmental guidance need within your internship setting and prepare a presentation (PowerPoint, handout, etc.) geared towards parents, faculty, and/or community. You may also choose to present at the annual ISCA Conference instead (please see calendar for more details). You must distribute an evaluation form (pg.9) 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 Capstone Presentation Information sheet signed by your supervisor (pg.8) 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.

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. See rubric for more details.

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

At the end of the semester, you are required to write a paper summarizing your internship experience. See rubric for more details.

Make-up Assignment (in case of absence)

Case Consultation

Please write a brief case summary along with any relevant diversity issues. Acquire client permission and provide a 10 minute taped portion of a counseling session. Type out a full transcription of both the counselor and client speeches. See the rubric for details.

TENTATIVE SCHEDULE

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

| Week | Date | Topic | Assignments | CACREP |
|------|--------|---|--|--|
| 1 | Jan 14 | Course introduction and review of syllabus Class Pres Video (10min)-No paperwork: 1. | Case Presentation: | |
| 2 | Feb 4 | Case Consultation Videos & Supervision Video: 1. | Case Presentations: | Standard C.1, D.5, J.2, L.3, M.1, M.4, and N.1 |
| 3 | Feb 18 | Case Consultation Videos & Supervision Video: 1. 2. | Case Presentations: -Literacy Integrative Paper Due | Standard C.1, C.4, D.5, F.4, G.1, H.2, H.5, K.2, L.2, L.3, M.4, and N.3 |
| 4 | Mar 4 | Case Consultation Videos & Supervision Video: 1. | Case Pre: -Career Project Due | Standard A.6,C.1, D.2, D.3, D.5, L.2, M.4, O.1, O.2, O.5, P.1, and P.2 |
| 5 | Mar 18 | Case Consultation Videos & Supervision Video: 1. | Case Pres: -Family Projects Due -Mid-term evaluation due (Supervisor evaluation of supervisee) -Mid-term activity logs Due | Standard C.1, D.5, F.2, F.4, H.4, M.2, M.3, M.4, M.5, N.2, N.3, N.4, and N.5 |
| 6 | Mar 25 | Case Consultation Videos & Supervision Video: 1. 2. | Case Presentations: -Capstone Project Due | Standard C.1, D.5, G.1, H.4, M.2, M.3, M.4, M.5, N.2, N.3, N.4, and N.5 |
| 7 | Apr 8 | Case Consultation Videos & Supervision Video: 1. 2. | Case Presentations: -Group Paper -Summative Paper Due | Standard A.7, C.1,C.6, D.5, F.2, M.4, and M.7 |
| 8 | Apr 22 | Share internship experience and semester wrap-up | -Final activity logs Due -Final Evals Due (4) 1) Supervisor's evaluation of supervisee 2) Supervisee's evaluation of supervisor 3) Supervisee's evaluation of the site. 4) Internship Supervisor Survey | |

****The ISCA Conference is on April 12 at Springfield, Illinois. [*If we are accepted]**

-Final Decision to present at ISCA must be made by **January 31**

-One PowerPoint slide and any necessary handouts must be emailed to Dr. Larson by **February 28**

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

Graduate Student Presentation Evaluation Form

Presenter's name: _____

| | LOW | | | | HIGH |
|---|-----|---|---|---|------|
| 1. PRESENTATION STYLE (Approachable, relatable, prepared) | 1 | 2 | 3 | 4 | 5 |
| 2. COMMUNICATION SKILLS (Easy to understand, speaks clearly & 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 & beneficial) | 1 | 2 | 3 | 4 | 5 |
| 5. OVERALL EVALUATION | 1 | 2 | 3 | 4 | 5 |

Comments:
