

CNS 744A/745A: COUNSELING INTERNSHIP (SCHOOL)
Fall 2008 - Spring 2009

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Text:

Baird, B.N. (2005). *The Internship, Practicum, and Field Placement Handbook: A guide for the Helping Professions (4th Ed.)*. Upper Saddle River, NJ: Prentice-Hall.

Objectives:

After completing this course, you should understand:

1. ways to help schools and students meet goals (CACREP SC-B-1; DPI 2, 3, 13, 14)
2. the design and implementation of a school counseling program (DPI 8)
3. the program components of guidance curriculum individual planning, responsive services and system support (CACREP SC-B-3),

You should be able to demonstrate your abilities to:

4. manage your school counseling program duties (CACREP SC-C-1e, 1g; DPI 14)
5. provide individual and group counseling (CACREP SC-B-7; DPI 4, 5, 9)
6. consult with students, teachers, parents, administrators and others (CACREP SC-B-2; SC-B-5; SC-C-2f, 2g; DPI 10)
7. coordinate available services (DPI 11)
8. facilitate the educational, personal, social, and career development of all students (CACREP - C- 2e; DPI 6, 16)
9. help select and interpret student assessment data (DPI 7)
10. demonstrate regard for professional development and ethical standards (CACREP K-1; DPI - 1, 12)
11. use technology to enhance your practice (DPI 15).

Course Requirements for Internship

I. Work in schools as an intern counselor and satisfactorily complete the following requirements:

A. General (Each semester)

1. Complete 300 hours internship per semester (600/year) with 120 direct service clock hours each semester (24/year)
2. Participate in all activities as requested by your site supervisor in a timely, complete manner
3. Become familiar with and follow all state/county/school policies

4. Maintain current professional liability insurance. Have documentation on file with Pamela.
5. Adhere to ethical standards as outlined by the American Counseling Association and the American School Counseling Association. Read with your on-site supervisor and sign the ethical standards guidelines; give me the copy with all signatures.
6. Obtain supervision from site supervisor and/or university supervisor immediately if you become aware of any information that would cause you to be concerned for anyone's safety. Inform both supervisors without delay.

B. Counseling Program

1. School profile

a) Prepare a description of the school in which you are placed. Include the following:

- number of students,
- grade levels,
- number of teachers and other school personnel,
- school hours,
- grading periods,
- a sample report card,
- special programs and events,
- neighborhoods from which the students come,
- the school "report card"
- any other information that will help someone understand your setting (number of students on free/reduced lunch; retention rates, discipline referrals, attendance numbers).

Focus on the strengths of the school community and the accomplishments that have occurred. The school goals, improvement plan, theme, and so forth should be included. Have this written description by our last meeting in September.

- b) If one is available, include an outline of the program of counseling services in this setting. Prepare a calendar of your action plan for the school year. Be sure to include your identified goals, activities, and the outcomes you will use to identify the effectiveness of your actions
- c) Talk with your site supervisor about the possibility of doing a needs assessment with some portion of the school population. Complete these steps and develop a plan for prioritizing and meeting at least one of the identified needs. Deliver the plan after you get permission from all the appropriate school officials. Describe:
- Who will be assessed?
 - What assessment methods will be used? (Give examples of possibilities and reason for your choice)
 - How will the data be used?
 - How will you determine the needs have been met?

2. Create an informed consent brochure/disclosure statement that explains your scope of practice, your educational background and training, confidentiality definition and limits, rules about appointment (how often they may come, how they contact you, guidelines for getting out of class, possibilities for before or after school sessions, when you are available, etc), and some way for the student to acknowledge they have read and understood. Have your site supervisor and the school principal approve your use of this document. Give me a copy by the middle of September.
3. Environmental awareness: Do all of these and provide evidence
 - (a) Attend a meeting of a student organization; write a report about the meeting and a list of ideas about how that group could work with the counseling services in the school.
 - (b) Attend a meeting of a faculty committee, special education placement team, a planning group, or other such meeting. Summarize your reactions and thoughts about how such a group could work with the counseling services as well as the counselor's role in the group.
 - (c) Submit a plan for a school-wide project to enhance student achievement or promote positive attitudes. Include the role of the counselor, students, faculty, and parents in your project.
 - (d) Conduct a study on the school climate by finding and using a survey that addresses this data. Work with your school supervisor to identify a group that could complete the form and ways the data can be used.
 - (e) Prepare a bulletin board which displays some counseling concept. Take a picture of the bulletin board to include in your portfolio.
4. Planning

Each month (or week if you prefer) provide a plan of what you intend to accomplish during the forthcoming month (or week). You should include proposed topics of classroom presentations and small groups, numbers of individual clients, meetings you plan to attend, and other information to give me an idea of what you are doing. Please have these plans approved by your site-supervisor and bring a copy to me for your files in my office. You should give me this on the last Tuesday each month.

II. Activities and Policies for Each Program Component

Guidance Curriculum

- Find the NC State Guidance Curriculum Standard Course of Study. Let that document guide your decisions related to your activities.
- Write a definition of the guidance curriculum that you would use for parents, teachers, administrators and children in your school. (Two sentences for each)
- Explain how the guidance curriculum is integrated into the core curriculum-units taught directly by counselors, co-taught with teachers, and consultant-based teacher-taught as classroom unit. Tell me how you intend to do each of those.
- Provide a sample three-session classroom unit. Each session

- a) is presented in the system's standard lesson plan format
- b) includes competencies to be addressed
- c) includes methods, materials, and time frame for each activity
- d) includes specific activities that address identified competencies
- e) includes an assessment of student learning and an evaluation of the unit.

Large Group Guidance (Each semester)

- If feasible according to your site supervisor, conduct a needs assessment with a group of teachers. Plan a unit to meet what is identified as helpful. Many schools welcome classroom instruction on reducing stress, developing study skills, being a friend, and refusal skills among other things.
- Submit for approval a five-session classroom guidance unit that is appropriate to your setting. Be sure to state how you will know you have accomplished your goal, such as observation of student behavior, test scores, verbal or written responses.
- Conduct the entire unit with at least one classroom. If you cannot conduct a 3-session unit in one classroom, then make a proposal to me about how you could deliver the unit. After approval, proceed.
- Submit an evaluation form completed once at the end of the unit by the students who participated and by a school counselor or teacher who observed the sessions.

At the end of the first semester, submit your evaluation of your performance in large group guidance. In that summary list your strengths and challenges as a large group leader and your personal growth plan in this area.

Individual Planning

- Define individual planning including advisement, assessment, placement, and follow-up. Include the student data that will be needed for each component and where that information can be found. Put this in a chart and submit by mid-October.
- Explain how individual planning will be integrated into the core curriculum and how the services of the other program components are utilized to mobilize individual planning initiatives.
- Provide a sample grade level activity:
 - a) Activity is presented in lesson plan format
 - b) Each phase of the activity includes competencies to be addressed
 - c) Each phase includes methods and materials
 - d) Examples of necessary correspondences are included (e.g., letters and permission forms)
 - e) Detailed follow-up activities are provided if necessary
 - f) Activity evaluation form is provided.
 - g) Examples include:
 - Grade-level testing including preparation, coordination and setup, administration and follow-up interpretation;

- Class selection activities, including parent nights, classroom distribution of materials, coordination and setup policies, teacher recommendations, coordination with feeder schools, actual scheduling, follow-up with parents and final placement
- Scholarship process including letter to community, letter and information to parents, distribution to students, coordination policy with teachers, scholarship forms, application process, award of scholarship (local);
- Transition activities to help students move in and out of school

Individual Planning Activities

1. Assessment
 - (a) Participate in the assessment program in any capacity. For example, you can coordinate, proctor, observe or attend meetings about testing.
 - (b) Submit a typed, double-spaced summary of the school's **entire year** testing program. This should include every group test which is administered; why it is given; when it is given; to whom it is given; how results are reported to teacher, to parent, to student; how results are used; and the counselor's role in all of the above.
2. Career preparation
 - (a) Participate in the career preparation of students in any capacity.
 - (b) Design a model that represents how the school prepares students for decision concerning career decision making and planning for post-secondary life. This may include, but is not limited to, occupational exploration, job awareness, four-year planning, career counseling and classroom guidance; job-seeking skills; coordination and distribution of information concerning financial aid, college entrance, scholarships, and school applications. Describe the counselor's and other school personnel's role in all of the above. Participate in some part of the activities. Document your participation, the goal of the activity and the outcomes
 - (c) Be prepared to explain the model you have used to describe career preparation in the school.

At the end of the first semester, submit your evaluation of your performance in individual planning activities. In that summary list your strengths and challenges in this area.

Preventive and Responsive Services

- Include definitions for individual counseling, small-group counseling, consultation, and referral for all audiences – only 2 or 3 sentences
- Describe school policy for confidentiality, informed consent, duty to warn, abuse reporting and parental/guardian permission for counseling
- Provide samples of parental/guardian permission form for individual/small group counseling and informed consent brochure.
- Describe policies and procedures that govern small-group counseling

- Give examples of group ground rules, screening procedures, needs assessment form, information letter to faculty, parents, sample group schedule.
- Provide the annual plan for small groups in the school. Highlight groups you will be offering.
- Examples of topics that may be addressed: study skills, healthy relationship, diversity awareness, grief and loss, divorce, substance abuse prevention, anger management, and transitions
- Provide a sample six-session group. Each session
 - a) is presented in lesson plan form
 - b) includes competencies to be addressed
 - c) includes all materials to be used
 - d) includes specific activities that address competencies
 - e) includes outcome measures that indicate student learning,
 - f) includes final group evaluation form

Small Group Counseling (Each semester)

1. Establish a problem-centered or growth-centered counseling group that will meet for a minimum of six sessions.
2. Obtain signed consent forms from parents and students for participation and for taping.
3. Submit tapes from at least two group sessions for a grade.
4. Write case notes following each session and bring to each supervision session on campus.
5. Submit evaluation forms completed in the middle and at the end of the group. Choose one group and follow outcome measures related to student achievement, attendance and/or discipline referrals.

At the end of the semester submit your evaluation of your performance. List your strengths and challenges as a group leader and your personal growth plan in this area.

Personal Counseling (Each semester)

1. Work with a variety of students in a counseling relationship, seeking diversity of students and problems.
2. Make use of some type of student assessment information within at least one session. Use outcome measures related to student achievement, attendance or discipline referrals for at least two cases. Also use the assessment procedures for determining and structuring individual and group counseling services.
3. Establish at least three (3) continuing counseling relationships (5 or more sessions with each).
4. Write case notes following each session and bring to supervision class.
5. Submit counseling tapes for supervision sessions on campus.
 - (a) Obtain signed consent from the student and from the parent prior to taping.
 - (b) Demonstrate appropriate facilitative and action-directed responses.

- (c) Demonstrate with at least two of the tapes you present the appropriate application of a counseling theory in which you feel proficient. Be ready to discuss the rationale for your choices.
6. Have at least two individual clients complete the short form of the Counselor Effectiveness Rating Scale three times. (six total)
 7. Include a goal attainment scaling form for one client.
 8. Implement an effective referral and follow-up process to use with your individual and group counseling students.

Submit a one-paragraph personal evaluation of your performance. Include two other paragraphs which describe your strengths and challenges as an individual counselor and your personal growth plan.

System Support

Define management activities, community outreach, public relations, and consultation.

- Management activities may include things like job descriptions, responsibilities of secretary, duties of student and parent volunteers, advisory board and budget responsibilities.
- Community outreach may include activities that involve students, parents, teachers, and local community organizations.
- Public relations events may include special one-time events, ongoing information events, contact with local media to promote services, and initiatives with local business, religious, and organizational personalities that promote school activities.
- Consultation may include policies and procedures that ensure that interactions with the local community are professional, follow a chain of command, and present professional and well-organized initiative in the best interests of students.
- Describe how these activities support other program initiatives.
- Provide a sample school-wide activity.
- Present the activity in lesson plan format.
- Include in each phase of the activity competencies to be addressed
- Include in each phase methods and materials
- Include examples of necessary correspondence such as introductory letters, permission forms, and thank-you notes.
- Provide detailed follow-up activities if necessary
- Provide an activity evaluation form
- Examples include Career Day, topic-specific assemblies, school-community partnership activities

System Support Activities

Consultation (Spring semester requirement; fall semester recommendation)

1. Participate in a consultation relationship with at least one teacher or one parent for 3-4 sessions. Explain the goal of the relationship, the activities that will be used and the outcome used for assessing effectiveness.
2. Submit a typed summary of the consultation process that should include the resolution of the problem.
3. Submit your evaluation of your performance and an evaluation completed by the consultee.

Professional Identity Development

1. Attend at least one professional counselor meeting
2. Summarize your impressions of the usefulness of the meeting
3. Outline your professional development plan for the next five years

III, Participate in Seminars and Group Supervision (Both semesters)

- A. Attend all scheduled classes
- B. Select a counseling theory to study in depth. Be prepared to discuss them in class as they apply to cases we review. My recommendations include reality therapy, Adlerian therapy, brief therapy and REBT.
- C. Participate in class group supervision by presenting and discussing a case review of a client. Keep case notes for your clients and be prepared to present a case on the assigned dates. Bring case notes to each class meeting for cases with which you would like assistance.

III. Participate in Individual Supervision

- A. Participate in one-on-one supervision with your on-site supervisor according to the schedule you arrange with that person.
- B. Participate in at least three (3) individual supervision sessions on campus with me

IV. Reflection

- A. Journals will be due on the first meeting in September, October, November, and December. Please use the journal to reflect on your experiences. You may need to write out your thought process but the portion that I want to read is not a calendar or a recitation of what you have done for the week. **I want one page for each week that summarizes things such as 1) what has impacted you most during the week, 2) something that is confusing you, 3) what you did really well, 4) what you wish you had done better, and 5) how you are making sense of you as a counselor. I do not want a summary of all your activities.**
- B. Time logs will be due at the same time as journals and should be given to Becki who will give me a summary. PLEASE turn these in on time.

V. Contribution

Design, implement, evaluate, and revise a project that will contribute something to the setting in which you are working. This will be discussed in class.

VI. Your Goals

By the middle of September, give me your three personal goals related to internship for the semester. We will develop action plans in class.

VI. Evaluation

My portion of your internship grade for this semester will be based on the following:

Class attendance (subtractive if miss more than 10% of class time)	
Journals & logs (on time & complete)	20%
Presentations of cases during supervision times	20%
E-portfolio of each semester's portion of the requirements	50%
Progress on your goals	10%