

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 472: Internship II in School Counseling

INSTRUCTOR INFORMATION

name
office and phone
email

COURSE DESCRIPTION

Second of two supervised internship courses required for the School Counseling Sequence. A continuation of Counseling 462 focusing on the implementation of the role of the school counselor in school settings. Interns work under the supervision of a site supervisor and a Counselor Education staff person. The course requires the intern to complete 300 hours of field related activities and participate in an on-campus seminar every other week.

PREREQUISITE

COUN 462 Internship I in School Counseling

RECOMMENDED TEXT

Remley, T., Herman, M., & Huey, W.C. (2003). *Ethical and legal issues in school counseling* (2nd ed.). Alexandria, VA: American Counseling Association.

MODE OF INSTRUCTION

Experiential, lecture, discussion, video, case consultation and supervision

COURSE OBJECTIVES

The objectives of this course support the NCATE College of Education Performance Standards #9 Assessment, #10 Professional Development, #11 Collaboration, #13 Diversity, and #14 Leadership. The objectives also support relevant CACREP standards and are designed to help students to

1. enhance skills in individual counseling with students in P-12 school settings.
2. enhance skills in group work with students in P-12 schools.

3. participate in indirect service activities, including record keeping, supervision, information and referral, in-services, and staffings.
4. gain expertise in the use of professional resources, including assessment instruments, technologies, print and non-print media, and professional literature and research.
5. seek opportunities for consultation and collaboration with professionals in P-12 schools.
6. work with students who represent ethnic and demographic characteristics of their community.
7. have the opportunity to prepare a reflection paper on the practicum/internship experience.
8. undergo a formal evaluation by the faculty and site supervisors at the end of the internship experience.

REQUIRED PROJECTS

All students will fulfill these requirements:

1. complete 180 hours of indirect field activities in a P-12 school setting.
2. complete 120 hours of direct service to students in the areas of academic, career, and personal-social issues.
3. receive 1 hour per week of supervision from the site supervisor.
4. receive 3 individual or triadic supervisory sessions from the University supervisor during the semester.
5. participate in a group supervision seminar every other week.
6. prepare a reflection paper on the learning experiences that have occurred during the practicum/internship.
7. submit a minimum of 3 tapes or transcripts of counseling sessions.
8. submit a formal evaluation by the site supervisor at the end of the semester.

STUDENT EVALUATION AND GRADING POLICY

Grades will be determined on the basis of:

1. participation in group supervision seminars (20%)
2. evaluation form submitted by site supervisor (40%)
3. reflection paper (40%).

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf> Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit a reflection paper, and engage in supervision of counseling activities. Excessive class absences (2 or more) will compromise the student's ability to earn a satisfactory grade in the course.

BIBLIOGRAPHY

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- Bernard, J.M. & Goodyear, R.K. (2003). *Fundamentals of clinical supervision* (3rd ed.). Boston: Allyn & Bacon.
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Studer, J. (2006). *Supervising the school counselor trainee: Guidelines for practice*. Alexandria, VA: American Counseling Association.

Thomas, S.R. (2005). The school counselor peer alumni consultation group. *Counselor Education and Supervision*, 45, (1), 16-29.

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APPENDIX: TABLE OF STANDARDS

The course objectives for Coun 472 Internship II in School Counseling are designed to support the College of Education/NCATE Performance Standards as well as relevant CACREP standards.

1. enhance skills in individual counseling with students in P-12 school settings.
COE #10 Professional Development
CACREP II K 5 a, b, e, f, g
CACREP III.H.1
CACREP Standards for school counseling programs D
2. enhance skills in group work with students in P-12 schools.
COE #10 Professional Development II 6 d, e
CACREP III.H.1
CACREP Standards for school counseling programs D
3. participate in indirect service activities, including record keeping, supervision, information and referral, in-services, and staffings.
COE #10 Professional Development, #14 Leadership
CACREP III.H 2, 3, .4
CACREP Standards for school counseling programs D
4. gain expertise in the use of professional resources, including assessment instruments, technologies, print and non-print media, and professional literature and research.
COE #9 Assessment, #x Technology
CACREP II K5, 7 f
CACREP III.H.6
CACREP Standards for school counseling programs D
5. seek opportunities for consultation and collaboration in P-12 schools.
COE #11 Collaboration
CACREP II K 5 e
CACREP III.H.5
CACREP Standards for school counseling programs D
6. work with students who represent ethnic and demographic characteristics of their community.
COE #13 Diversity
CACREP II K 2 c
CACREP III.K
CACREP Standards for school counseling programs D
7. have the opportunity to prepare a reflection paper on the internship experience.
COE #10 Professional Development
CACREP III.H.5

8. CACREP Standards for school counseling programs D
undergo a formal evaluation by the faculty and site supervisors at the end of the
internship experience.

COE #9 Assessment

CACREP III.H.7

CACREP Standards for school counseling programs D

<u>Week 10</u>	<u>Week 11</u>
4	4
5	5
6	6

<u>Week 12</u>	<u>Week 13</u>
4	4
5	5

<u>Week 14</u>	<u>Week 15</u>
4	4
5	5
6	6