**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number: COUN 7920 10**

**Course Title: Internship in School Counseling**

**Credit Hours: 9 semester hours**

**Prerequisites: COUN 7910; departmental approval**

**Co-requisite: None**

**Instructor:** Malti Tuttle, Ph.D., LPC, NCC

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**Office Hours:** By appointment

**Office:** 2058 Haley Center

Cl**ass Time and Place:** Thursdays, 4:00-6:50PM, 2011 Haley Center

1/12/17; 1/26/17; 2/9/17; 2/23/17; 3/9/17; 3/23/17; 4/6/17; 4/20/17

**2.** Date Syllabus Prepared: September 1998; Reviewed and updated: 12/00; 3/02; 9/02; 12/04; 12/06; 12/07; 12/10; 12/12; 12/13;12/14; 12/15; Revised 12/16

**3. Texts:**

Required:

Alabama State Department of Education (2003). *Comprehensive Counseling and Guidance Model for Alabama Public Schools.* Montgomery, AL: Author.

 [file:///C:/Users/suhsuhy/Downloads/WUMpAjF3\_2003\_20Alabama\_20m](file:///C%3A/Users/suhsuhy/Downloads/WUMpAjF3_2003_20Alabama_20m) odel%20(3).pdf

American School Counselor Association (2012*). ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

 American School Counselor Association. (2016). *Ethical standards for school*

 *counselors*. Alexandria, VA: Author. Retrieved from

 <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards> 2016.pdf

Recommended:

Blum, D. J., & Davis, T. E. (2010). *School counselor's book of lists* (2nd ed.). San Francisco, CA: Jossy-Bass.

 Chen-Hayes, S. F., Ockerman, M. S., & Mason, E. C. M. (2014). 101 Solutions for school counselors and leaders in challenging times. Thousand Oaks, CA: Corwin.

 Kerr, M. M. (2009). *School crisis prevention and intervention*. Long Grove, IL: Waveland Press, Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2002). *School counseling & school social work homework planner* (W/CD). Hoboken, NJ: John Wiley & Sons, Inc.

Knapp, S. E., & Jongsma, A. E. (2004). *Parenting skills treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

Kolski, T. D., Avriette, M., & Jongsma, A. E. (2001). *Crisis counseling and*

 *traumatic events treatment planner*. Hoboken, NJ: John Wiley & Sons, Inc.

**4. Course Description:**

The concept of the internship program is to provide the counselor candidate with an on-the-job experience performing the duties of a counselor in a school of the type in which he/she is most interested. Internships are viewed as the culminating activity in degree programs, and, as such, ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs, they are prepared to provide valuable services to the schools in which they are placed.

**5.** **Course Objectives**

Interns will perform, under supervision of a certified school counselor, the work roles and

responsibilities of a fully employed school counselor. Based on the standards addressed in 2016 CACREP Standards Section 5. G. and Alabama State Department of Education school counseling codes (290-3-3-.50), by the end of the course students will have successfully performed the following activities:

1. Use assessments specific to P-12 education (CACREP5.G.1.e; SED 290-3-3-.50(3)(d)1(iii))
* Act as leaders, advocates, and systems change agents in P-12 schools (CACREP5.G.2.a; SED 290-3-3-.50(3) (o)1(iii))
* Consult with families, P-12 and postsecondary school personnel, and community agencies (CACREP5.G.2.b; SED 290-3-3-.50(3)(a)2(i); );(k)2(iv); (n)2(i))
* Plan and implement college and career readiness activities (CACREP5.G.2.c; SED 290-3-3-.50(3)(d)1(ii); (m)2(ii))
* Participate in school leadership and multidisciplinary teams (CACREP5.G.2.d; SED 290-3-3-.50(3)(a)2(i))
1. Participate in the school emergency management plans, and crises, disasters, and trauma (CACREP5.G.2.e; SDE 290-3-3-.50(3)(e)2(iii))
* Advocate for school counseling roles (CACREP5.G.2.f; SDE 290-3-3.50(3)(i)2(ii); (k)2(iii))
* Develop qualities and styles of effective leadership in schools (CACREP5.G.2.j; SDE 290-3-3.50(3)(n)1(i)-(iv))
* Identify community resources and referral sources (CACREP5.G.2.k; SDE 290-3-3.50(3)(c)2(ii); (n)2(ii))
* Understand legislation and government policy relevant to school counseling (CACREP5.G.2.m)
* Apply and adhere to legal and ethical standards specific to school counseling (CACREP5.G.2.n; SDE 290-3-3.50(3)(i)2(i))
* Examine school counseling program mission statements and objectives (CACREP5.G.3.a; SDE 290-3-3-.50(3)(o)2(i))
* Evaluate school counseling programs (CACREP5.G.3.b; SDE 290-3-3-.50(3)(o)2(i))
1. Design core curriculum and develop lesson plans; Identify classroom management strategies and differentiated instructional strategies (CACREP5.G.3.c; SDE 290-3-3-.50(3)(m)2(iii))
* Develop interventions to promote academic development (CACREP5.G.3.d; SDE 290-3-3-.50(3)(m)2(i))
* Use developmentally appropriate career counseling interventions and assessments (CACREP5.G.3.e; SDE 290-3-3-.50(3)(m)2(ii))
* Identify strategies to facilitate school and postsecondary transition (CACREP5.G.3.g; SDE 290-3-3.50(3)(a)13; 14; SDE 290-3-3.50(2)(b)1))
* Identify approaches to increase promotion and graduation rates (CACREP5.G.3.i; SDE 290-3-3.50(3)(m)2(iii))
* Identify interventions to promote college and career readiness (CACREP5.G.3.j; SDE 290-3-3-.50(3)(m)2(ii))
1. Identify strategies to promote equity in student achievement and college access (CACREP5.G.3.k; SDE 290-3-3-.50(3)(k)2(iii))
2. Identify techniques to foster collaboration and teamwork within schools (CACREP5.G.3.l; SDE 290-3-3.50(3)(n)2(i))
* Identify strategies for implementing and coordinating peer intervention programs (CACREP5.G.3.m; SDE 290-3-3.50(3)(n)2(iii))
* Use accountability data to inform decision making (CACREP5.G.3.n; SDE 290-3-3.50(3)(g)2; (l)2(iii))
1. Use data to advocate for programs and students (CACREP5.G.3.o; SDE 290-3-3-.50(3)(l)2(ii))
2. Advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (SDE 290-3-3-.50(3)(k)2(iii))
3. Understand the school counseling programs’ integral relationship to the total educational program. **(**SDE 290-3-3-.50(3)(i)1(iii))

**6. Course Content and Schedule:**

Group supervision will occur during class time. Students will bring the cases which are deemed to be of concern or effective for the benefits of their clients and the learning of supervisees. Students will also take turns presenting cases for review in class. Case presentation will involve a write-up of the case as well as a verbal presentation. The presentations will be approximately 45 minutes in length.

The content of the course will be largely determined by the expressed needs of the individuals enrolled as they work full time in a public school setting. For pre-assigned and emerging topics, students will interview site supervisors and be able to describe how relevant programs/skills/behaviors/strategies are actualized in their schools, and students *will read at least one professional article and book chapter* related to the topic prior to the class discussion and will post the articles on Canvas for other students to view. Students will develop an artifact for each of the topics which may be a needs assessment, a list of strategies for achieving a specific goal listed, etc. as it relates to their internship experiences and submit via Canvas.

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|  | **Class Topic:** | **Readings**  |  |
| **1/12** | Course Overview & Orientation to InternshipDiscussion topics will be determined. |  |  |
| **1/26** | Addressing concerns and questionsrelated to internship requirementsCase ConsultationCase Conceptualization  | Articles, book chapters, web-based resources |  |
| **2/9** | Case ConsultationDiscussion of selected topics | Articles, book chapters, web-based resources |  |
| **2/23** | Case ConsultationCase Presentation Discussion of selected topics | Articles, book chapters, web-based resources  |  |
| **3/9** | Case ConsultationCase Presentation Discussion of selected topics | Articles, book chapters, web-based resources  |  |
| **3/23** | Case ConsultationCase Presentation Discussion of selected topics | Articles, book chapters, web-based resources  |  |
| **4/6** | Case ConsultationCase Presentation Discussion of selected topics | Articles, book chapters, web-based resources  |  |
| **4/20** | Debriefing and course evaluation |  |  |

**7. Course Requirements/Evaluation:**

1. Field experience hours in this course are linked to certification standards. You must complete a minimum of 600 field experience hours to receive credit for this course. A minimum of 600 clock hours (9 semester credit hours) begin after completion of required practica (3 semester credit hours). Interns should provide all of the services that a regularly employed staff member in the setting would be expected to perform. **A minimum of 240 hours providing direct service to the student is required.** (A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.) CACREP Section3 J-L; SDE 290-3-3.50(4)(e)
2. Direct/Indirect Student Services **typically include those that are associated with delivery of interventions that include but are not limited to individual and small group counseling, classroom guidance/core curriculum, consultation (including service on school based teams), appraisal, and peer facilitation training. Interns are expected to spend 80% or more of their time in direct and indirect services to students (ASCA National Model, 2012).** System Support Services **include such things as preparation for the aforementioned direct services, program planning, management, and evaluation activities, and coordination. Additionally, all students are required to provide at least ONE in-service activity designed to support the instructional mission of the school in which he or she is placed. SDE 290-3-3.50(3)(n)1(ii)-(iii)**

Implement activities in each of the four program components identified by the American School Counselors Association and approved by the Alabama State Dept. of Education as a model plan for School Counseling Programs. These service delivery modalities include Guidance Curriculum (classroom guidance/core curriculum), Responsive Services (individual and group counseling, consultation), Individual Planning (career and academic planning) and System Support (professional development, public relations, program management). The amount of time spent in each program component must be consistent with the allotment suggested in the Alabama State Plan for the grade level(s) to which the intern is assigned. The intern will understand the school counseling programs’ integral relationship to the total educational program.CACREP III. A. 5; CACREP III. P. 1.; SED 290-3-3-.50(3) (j)1; SED 290-3-3-.50(3) (j)2; SED 290-3-3-.50(3) (k)2

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|  | Elementary | Middle/Jr. High | Secondary |
| Guidance Curriculum | 35-45%  | 25-35%  | 15-25% |
| Individual Planning | 5-10%  | 15-25% | 25-35% |
| Responsive Services | 30-40% | 30-40% | 25-35% |
| System Support | 10-15% | 10-15% | 15-20% |

 3. A minimum of 1 hour per week of live individual supervision by the site supervisor is required along with a minimum of one visit by the university supervisor. Group supervision will occur bi-weekly in the form of on-campus seminars averaging 3 hours per meeting. CACREP Section3 M

 4. The student must be provided appropriate office space for meeting with clients.

 5. Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. CACREP Section3 P

 Grading and Evaluation Procedures:

1. By the 2nd week, students should submit their internship information and goal statement. Internship goals and objectives should be specifically stated (Form 1).
2. At the midterm and conclusion of the internship period, the on-site supervisor completes a formal evaluation of the intern’s performance (Form 8)**.** Also, interns formally evaluate their sites and their site supervisors (Form 11). In addition, University faculty supervisors work with on-site supervisors and interns throughout the internship period to: (a) establish appropriate internship agreements; (b) provide consultation and supervision for interns and site supervisors; (c) provide on-campus group supervision for interns; and (d) assign formal grades for internships (Form 9), and, when appropriate, recommend interns for counselor licensure, certification, and/or employment.
3. University faculty supervisors observe intern’s performance in classroom guidance and provide feedback (Form 12). In the event of unsatisfactory performance, a follow-up observation must be scheduled.
4. Students submit papers via Canvas on each of the pre-assigned topics.
5. *Minimally*, each intern must provide evidence of
6. leading 12 classroom guidance/core curriculum sessions based on assessment of needs
7. leading 4 small groups for four or more sessions based on assessment of needs
8. providing individual services for at least 15 students with four or more of these students receiving more than two sessions
9. implementing 2 consultation plans for teachers (one academic and one behavioral)
10. implementing 1 consultation plan for parents
11. conducting 1 professional development seminar for either parents or teachers based on assessment of needs (e.g. using assessment results for career and educational planning)
12. participating in planning and/or delivering 1 school-wide activity (e.g., career day, honors day, etc.)
13. participating in 1 professional development activity
14. systematic evaluation of all interventions delivered during the internship
15. attending school based support team meetings, regularly scheduled faculty meetings, IEP meetings if appropriate
16. disaggregating and analyzing data (test result, grades, enrollment patterns) to discover students who are not taking the highest level of coursework of which they are capable and development of a plan to increase enrollment in more challenging courses (secondary)
17. disaggregating and analyzing data (discipline, attendance, grades) to discover groups of students at risk for academic failure and to develop a plan for improving grades.

 \* Students are encouraged to turn each of the above in when they terminate the activities

 (e.g., terminate with students or conclude their groups) for feedback. The evidences need not all

 come in at the end of the term.

6. Students will submit the following materials at the conclusion of the internship (Portfolio):

1. A log detailing their activities and the time spent in each (Form 2).
2. An individual counseling plan for a long-term student (defined as one seen 3 or more times) and description of evaluation of outcomes (Form 3).
3. A group counseling plan and description of evaluation of outcomes (Form 4).
4. A classroom guidance/core curriculum plan and description of evaluation of outcomes (Form 5 & 6).
5. A consultation plan and description of evaluation of outcomes (Form 7).
6. Reflection on the application of a decision-making model/ASCA Ethical Standards to an ethical dilemma encountered during the internship period. A description of the problem, the model, the dilemma, and the resolution should be included.
7. Outline of in-service activities.
8. Reflection on internship experience.
9. On-site supervisor mid-term and final evaluations of the intern’s performance (Form 8)**.**
10. Intern’s formal evaluation of their sites (Form 11).
11. Mid-term and final self- evaluations (Form 10)

**8. Class Policy Statements:**

1. **Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
2. ****Excused Absences****:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences. (<http://www.auburn.edu/student_info/student_policies/>).
3. ****Disability Accommodations**:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
4. **Honesty Code:**All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. **Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
6. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality