

PSYCHOLOGY 682 School Counseling Internship

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Course Description: PSY 682. School Counseling Internship (3-12). Prerequisite, PSY 593C and PSY 682A and permission of the Department Chair. Placement in the public schools (K-12). Grade will be S or U.

Purpose: The purpose of this internship is to provide you the opportunity to further enhance your counseling skills as described in the CWU School Counselor Handbook. In addition, the internship should provide you with opportunities to meet, in part, state standards for ESA certification as well as those program objectives identified in the Handbook. The School Counselor Handbook is in effect, a general syllabus of the school counselor certification program.

The purpose of this course is also consistent with:

1. The University's commitment to teaching as the means to facilitate learning;
2. Diversity: The Center for Teaching and Learning's (CTL) mission to train facilitators of learning in a diverse world (**All students must work with at least one school that is housed in a diverse setting**—this may include Title I schools or those in communities where children of European-American heritages are not the majority). Minority students should work in settings that differ from their ethnic or cultural backgrounds;
3. The Psychology Department's mission to provide students with the knowledge and skills that derive from the discipline of psychology that are instrumental to effective action in their areas of study;
4. The American Psychological Association's (APA) goal of advancing psychology as a science, as a profession, and as a means of promoting human welfare;
5. The American Counseling Association's (ACA) goal of setting professional and ethical standards for the counseling profession.
6. The American School Counselor Association's (ASCA) goal of setting professional standards and models for the school counseling profession.

Course Format:

The internship is designed to be:

- 1) a full-time experience (P-12) within a public school district which will provide supervised experiences for you to increase your professional competence. (Length: one quarter. Credits: 12 quarter hours with at least 600 clock hours in direct and related school counselor activities);
- 2) an experience to enhance development of technical skills, critical judgment, professional attitudes, responsibility, independence, communication skills, and ability to relate to diverse populations;

- 3) a cooperative venture among the intern, the site school supervisor (who has a minimum of three years experience) and myself (the university faculty supervisor);
- 4) a learning and training experience that stresses the quality and kind of experience available, rather than a service function to the district. While it is inevitable and desirable that you provide services to the school district, it is imperative that the major focus of your internship be one of supervised training experiences.

The following information--in conjunction with the Handbook and more specifically, the performance-based evaluation forms--should assist you in understanding and planning your internship experience.

Objectives of the Internship in School Counseling:

Because each intern brings to the internship setting a wide variety of experiences, interests, and educational background, efforts are made to meet your particular needs.

Though variation of emphasis may exist, the internship will include those experiences and conditions relevant to many of the areas specified by the state requirements. These requirements can be found in WAC 180-78A-270.

Though variation of emphasis on skill development may exist, the internship will include those experiences and conditions that will contribute to meeting state standards and department requirements to achieve school counselor certification.

The following should be viewed in conjunction with the sections of the School Counselor Handbook which provide comprehensive and specific performance criteria that will assist you in completing your internship. The listing of objectives should not be considered exhaustive, but merely additional examples as to how you will be able to demonstrate the necessary skills related to your professional development.

A. Knowledge of public school organization and operation

You will need to develop a broad understanding of the organizational framework of the public school. Because it is important for a school counselor to be well-integrated into the entire educational system, you will need to increase your understanding of the organization of the school system. Knowledge of policies and personnel practices combined with the role and function of staff personnel must be understood. Experiences that will enable you to achieve this objective are:

- 1) Attend meetings both formally and informally with school personnel including building principals, teachers, ESA and special education staff, district support staff including ESD personnel, and the superintendent.
- 2) Attend at least one Board of Education meeting.
- 3) Study the district policy and procedures manuals and the Washington Administrative Code (WAC).

- 4) Become knowledgeable of the various school and district committees that operate on a formal and informal basis.
- 5) Assess how well the guidance curriculum is integrated with the total school curriculum and to what extent it approaches a comprehensive guidance and counseling program.

B. Familiarization with the role and function of the school counselor

It is important that you become aware of the diverse activities that school counselors are involved in within the building as well as in the district. Experiences that will enable you to achieve this objective are:

- 1) Become aware of the office and clerical procedures involved with counseling and guidance services.
- 2) Discuss with district personnel and counselors regarding their role and function in specific school settings.
- 3) Discuss the organization and administration of counseling and guidance services with the designated individual who is responsible for the management of the program.
- 4) Observe school counselors providing services in a wide variety of different situations.
- 5) Visit a neighboring school district in order to determine how services are provided.
- 6) Attend state and local professional meetings for school counselors.
- 7) Explore the school counselor's role through the following activities:
 - a) Identify needs of the school system particularly for ESA services.
 - b) Review at least one special education program.
 - c) Develop an understanding of the special needs of the students (e.g., SES and cultural differences). Discuss these with staff and, if possible, with community groups.
 - d) Consult with teachers, coordinators, and curriculum supervisors including special education staff regarding such matters as guidance services, placement and career planning.
 - e) Enhance your understanding of the curriculum as it relates to the state learning goals and essential academic learning requirements and the assessment of the same.

C. Effective utilization of community resources (consultation)

While you are becoming aware of services provided by school counselors and other ESA staff within the school system, it is also important that an awareness of the variety of services offered to the students by other professionals outside of the school be developed. Experiences that would enable you to achieve this objective are:

- 1) Visit various community organizations which provide services to students. These could include child guidance clinics, child welfare agencies, family service agencies, juvenile courts, residential treatment centers, city and county health departments, and private schools.
- 2) Work cooperatively with community agencies and describe the appropriate referral process for each.
- 3) Become familiar with state and federal services and programs, including vocational and employment services, social services, and regional services for mental health.
- 4) Attend meetings with representatives of community agencies and parents' groups.

D. Development of communication and consultative skills and the ability to engage in teamwork efforts (counseling and consultation)

You will be expected to communicate and participate as a member of a team of professional specialists representing a variety of skills, training philosophies, and modes of operation. Experiences that will enable you to achieve this objective are:

- 1) Participate in formal case conferences as a member of a Multi-disciplinary Team (MDT) with various school support programs including Student Assistance Programs (SAP).
- 2) Participate in student assistance program meetings such as drug and alcohol interventions.
- 3) Participate in programs for highly capable students.
- 4) Develop skills in dealing with formal and informal channels of communication and consultation.
- 5) Participate in in-service training programs for teachers and other educational staff.

E. The development of skills in assessment and counseling intervention (assessment, counseling, consultation)

You should have experience in the evaluation of children presenting a wide variety of learning and/or behavior problems which will necessitate the use of a number of specific counseling interventions. Skills should be developed in identifying factors which influence learning, efficiency, and classroom behavior. You should learn to obtain and utilize information from a wide variety of sources in order to identify students' areas of difficulty. Once the information has been collected, you should learn to communicate in a clear and concise manner the information that has been obtained so that suggestions and a prescription for remediation or treatment can be made. Experiences that will enable you to achieve this objective are:

- 1) Observe a variety of children at various age levels (P-12), including such children as the mentally retarded, behaviorally disabled, physically handicapped, learning disabled, highly capable and students with different cultural and ethnic backgrounds.
- 2) Participate in formal case conferences.
- 3) Meet with school staff and parents to discuss individual cases.
- 4) Attend in-service training programs.
- 5) Participate in a Multi-Disciplinary Team which has responsibility for individual child study.

F. The development of skills, strategies, and interventions (counseling, consultation, assessment, placement)

Although it is important for the school counselor to be able to assess the abilities and behaviors of a child within the school system (with consultations, it is also important that you develop the skills and strategies necessary for developing and implementing an intervention program to meet the needs of these students. While accurate evaluation is essential, proper intervention is imperative. Experiences that will enable you to achieve this objective are:

- 1) Review psychological reports in which school ESA specialists have made specific recommendations to remediate the problem(s) of the child.
- 2) Attend multidisciplinary staff conferences where specific recommendations are made.
- 3) Identify additional resources to obtain intervention strategies that can be utilized in the future.
- 4) Follow up a variety of students with different needs in order to determine the effectiveness of prescribed intervention procedures.
- 5) Prepare and present materials which would be helpful to parents in understanding their child's educational problems.
- 6) Participate in the identification of students needing counseling and guidance services.
- 7) Provide individual and group counseling to students who have been identified to need the services.
- 8) Counsel students individually and in groups.
- 9) Participate in or conduct classroom skill training experiences.

G. The development of skills in research and evaluation (research, personal, and professional qualities)

Although you typically will not have an over abundance of time to spend in the area of research and evaluation, it is important for you to determine how these skills could be effective.

Experiences that will enable you to achieve this objective are:

- 1) Participate in on-going research or evaluation studies within the school or district.
- 2) Conduct an informal evaluation of the school's or district's guidance program. Share and discuss your findings with both your field and faculty supervisor.
- 3) Read periodicals pertaining to research studies and interpreting the findings to teachers, other counselors, and administrators.
- 4) Develop a systematic self-assessment of your effectiveness.

H. The development of professional growth through continued in-service training, observation and study (personal and professional qualities)

In order for you to enhance your sense of professional commitment, you must remain open to new ideas and seek new knowledge to improve effectiveness. Experiences that will enable you to achieve this objective are:

- 1) Attend and participate in formal gatherings of school counselors on an in-service and/or regional basis.
- 2) Attend district and county-wide workshops.

I. Development of an awareness of ethical considerations and legal aspects of school counseling (ethical and legal practices)

Opportunities must be taken to increase your knowledge of accepted ethical and professional practices as well as with legal aspects of school counseling functions. Experiences that will enable you to achieve this objective are:

- 1) Attend and participate in discussions concerned with the ethics, legal concerns, and social issues.
- 2) Read and discuss sections from current professional publications on developments, trends, and issues in the field of school counseling.
- 3) Discuss with the ESA staff matters related to the students' rights to privacy and confidentiality and standards of practice such as due process, negligence and rights of the handicapped.,
- 4) Clarify any questions you have about such issues as compulsory attendance, professional and school district liability, and certification.

Information Regarding the Internship Site:

The most important requisite for an internship program is a commitment on the part of the school administration and the counseling staff for your training. The following is a list of requirements for an approved internship site:

- A. The population served should include children P-12. A diverse population should be available to insure that you receive exposure to a wide variety of students' educational, vocational and personal problems.
- B. The internship site must provide a well-developed P-12 guidance and counseling services program.
- C. The internship site has the services of a certified school counselor. The counselor who is your major supervisor must be a full-time member of the district, have a minimum of three years of experience, and ordinarily hold a continuing level ESA counselor certificate.
- D. The internship site will make it possible for the supervisor to provide direct and personal supervision for you.
- E. Since the success of your internship is dependent on you, the school, and my participation, substantial pre-planning and on-going evaluation of your experience is critical and is the responsibility of all three parties who must work cooperatively. Thus, the information that you provided on your internship application form, the agreements that you (and I) have made with the school district(s) supervisors during the time of your initial interview with them, and our discussions, including this syllabus, will all be used to establish your overall internship experience. In addition to other activities that you and I will be involved in-which are described below-I will make at least one (1) site visit and keep in contact with your supervisors on a scheduled basis.

Other Course Assignments (including information regarding certification and the coordination of the faculty supervisor's contact with you):

- A. You must have completed the school counselor's certification application forms including the forms for clearance provided by the OSPI at least six months in advance of your intended internship placement. The clearance process (i.e., background check) must have been completed before you begin your internship.
- B. Establish a time, during the ninth week of your internship, to complete the written comprehensive examination for initial school counselor certification. Once you notify me of this time, I will arrange to have the examination administered to you. The examination will take approximately four hours and may be completed in two two-hour blocks of time. The examination will cover all of the following areas:
 - 1. Individual and group counseling theories, principles and techniques.
 - 2. Career development theories, programs, inventories and materials.
 - 3. Information services as applied equitably to diverse socioeconomic, cultural, and ethnic groups, and including sexual bias.
 - 4. Human growth and development.

5. Social and cultural foundations, including socioeconomic trends, changes in human roles, multicultural and pluralistic trends and major societal concerns including stress, person abuse, substance abuse, and discrimination.
 6. Appraisal theory, techniques, and instruments.
 7. Consultation
 8. Referral resources and processes
 9. Family dynamics, interaction, and parent education
 10. Legal and ethical issues related to the practice of school counseling.
 11. Research and evaluation
 12. Washington State learning goals and essential academic learning requirements.
- C. Prepare a handbook (Portfolio) that contains information and topics relevant in the field. **See the additional handout for guidelines.**
- D. Come to weekly supervision sessions. **Come prepared to discuss at least one client. We will treat this as a grand rounds discussion.**
- E. Maintain a daily log of your school counseling internship contact hours. The specific form to be used is included in this syllabus packet.
- F. You must complete all of the requirements of the program prior to a meeting with members of the PEAB for your final certification review. A date for the review will be established by mid-quarter.
- G. Please provide me with a schedule of the best times (i.e., hours/days) that you can most conveniently be reached. Include the phone number (and extension) where you can be reached.
- H. Near the end of the quarter, submit a one-page summary of your experience on LiveText. This should include insights that would help me when considering placements for future students at your internship site(s). This report is due no later than the Tuesday of **final** examination week.

ASSESSMENT METHODS

The school counseling internship is intended to be a field-based capstone experience. As such, the following assessment methods will be used to assess the learning objectives specified on pages 2-6 of this syllabus:

1. Professional school counselor handbook/notebook (portfolio) compiled by the student.
2. Written comprehensive examination covering important knowledge and skill areas for school counselors.
3. Written logs of school counseling and supervision contact hours. The candidate must complete a minimum of 600 internship hours to earn a passing grade in this course.

4. Completion of the "Supervisor Evaluation Form" by the site supervisor. This form evaluates the candidate's performance on specific school counselor knowledge and skill areas contained in the Washington Administrative Code (WAC 180-78A-270) as well as more generic counseling skills.

Copies of the candidate self-evaluation and the field supervisor evaluation forms are attached.