

## Adler Graduate School

Richfield, Minnesota 55423

### AGS 578

## School Counseling Internship

### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 578
- 1.3 School Counseling Internship
- 1.4 Three credits
- 1.5 Prerequisites: 511, 513, 525, 570, & 577

### 2. Course Description

The School Counseling Internship provides an opportunity for students to observe and perform a variety of counseling and related activities that are typical of a professional school counselor.

The student will provide counseling services in the following four areas: guidance curriculum, individual planning, responsive services, and system support. The intern will be supervised a licensed school counselor at the site and by a member of the AGS School Counseling Program faculty.

Students will complete 600 hours of supervised internship in a combination of elementary, middle/ junior high, and high school settings. The student will choose one of the three grade levels in which to focus and will complete 300 hours of internship at that level. The student will complete 150 hours of internship at each of the remaining two levels.

### 3. Texts, Materials, Resources

#### 3.1 Required texts:

Adler Graduate School. (2006). *School counseling licensure: Program Manual*. Richfield, MN: Author.

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

Dinkmeyer, Don Jr. & Carlson, Jon (2006). *Consultation*. New York, NY: Taylor and Francis Group.

Readings and materials as assigned. Rath, Tom. (2008). *Strength Finder 2.0. (Section 2 Internship)*

#### 4. Competencies and Learning Outcomes

Students completing this course will learn:

- 4.1 Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-related events. [SC- A7]
- 4.2 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling [SC- B1]
- 4.3 Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program; [SC- B2]
- 4.4 Understand group dynamics – including counseling, psychoeducational, task, and peer helping groups – and the facilitation of teams to enable students, educators, and schools, and knows the skills needed for crisis intervention [SC- C5]
- 4.5 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. [SC- D1]
- 4.6 Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. [SC- D2]
- 4.7 Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. [SC- D3]
- 4.8 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. [SC- D5]
- 4.9 Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. [SC- F1]
- 4.10 Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. [SC- F2]
- 4.11 Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. [SC- F3]
- 4.12 Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. [SC- F4]
- 4.13 Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. [SC- H2]
- 4.14 Makes appropriate referrals to school and/or community resources. [SC- H4]
- 4.15 Assesses barriers that impede students' academic, career, and personal/social development. [SC- H5]
- 4.16 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. [SC- H1]

- 4.17 Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. [SC- H3]
- 4.18 Applies relevant research findings to inform the practice of school counseling. {SC- J1}
- 4.19 Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. {SC- J2}
- 4.20 Analyzes and uses data to enhance school counseling programs. {SC- J3}
- 4.21 Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. [SC- K3]
- 4.22 Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. {SC- L2}
- 4.23 Conducts programs designed to enhance student academic development. {SC- L1}
- 4.24 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement [SC- L3]
- 4.25 Knows school and community collaboration models for crisis/disaster preparedness and response. {SC- M7}
- 4.26 Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. [SC- M6]
- 4.27 Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. [SC- M5]
- 4.28 Understands systems theories, models, and processes of consultation in school system settings. [SC- M4]
- 4.29 Locates resources in the community that can be used in the school to improve student achievement and success. [SC- N2]
- 4.30 Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. [SC- N3]
- 4.31 Uses referral procedures with helping agents in the community (e.g., mental health centers, business service groups) to secure assistance for students and their families. [SC- N5]
- 4.32 Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. [SC- N1]
- 4.33 Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. [SC- P1]
- 4.34 Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). [SC- P2]

## 5. Course Outline

This course is a supervisory class with a process centered format based largely on students' 600 hour internships at school sites. Furthermore, class time is largely spent observing and giving feedback to students' video tapings as it relates to their site work. Below, a class outline is laid out as a sample of the weekly format which is applied in 578.

### 5.1 Weekly Format

- Warm Up Activity. Affirmation Activity
- Individual check in process related to school site work
- Deliver/practice consultation model and 7 coinciding steps
- Students share guidance lessons
- Observe and write feedback for student videos

## 6. Special Project Time (SPT)

Special Project Time is incorporated into the actual 600 internship sites hours.

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

## 7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

## 8. Assessment/Evaluation Procedures

### 8.1 Videotapes

Videotape and critique two sessions with a student at internship site. Students will review and evaluate tapes with instructor and peers.

Videotape and critique two age-appropriate guidance activities at internship site. Students will review and evaluate tapes with instructor and peers.

### 8.2 Peer Review Summaries

Students will take all peer and instructor's feedback evaluation forms and summarize feedback given from each videotape. Feedback to be uploaded into Electronic Portfolio.

### 8.3 Lesson Plan

Students are to turn in a one page classroom guidance lesson to share with peers.

### 8.4 Grading:

Pass/Fail

## 9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

## 10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

## 11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

## 12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

### 13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

### 14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

### 15. Instructor Contact Information

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