

**Department of Counseling and Student Development  
Eastern Illinois University**

**CSD 6920: School Counseling Internship  
Fall, 2006**

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Office Hours: Tuesdays 10-11 and 1-2, Wednesdays 3-4 and 6-7, Thursdays 10-11

**Course Description:**

Internship is a six hundred hour supervised experience in all services normally considered a part of a comprehensive developmental guidance program.

**Required Readings:** There is no text required for this class; however, students will be expected to complete readings on e-reserve as assigned by instructor and locate and read articles/book chapters for certain class presentations.

**Course Objectives:** Upon completion of the internship students should be able to:

1. apply skills in goal setting, intervention strategies, and evaluation techniques to assess counseling effectiveness.
2. work collaboratively with all school personnel and parents to insure student academic achievement, career development, and personal/social adjustment.
3. implement appropriate techniques and interventions to assist students and their families facing crisis situations.
4. apply consultation theory to help school personnel and parents develop strategies to promote student growth and achievement.
5. implement guidance programs and activities that enhance academic, personal, and career development of all students.
6. use community resources to enhance academic, career, and personal/social growth of students. Provide referral and resources to students and their families who are in need of additional community assistance.
7. effectively utilize supervision to enhance their skills and professional growth.
8. demonstrate a commitment to the ethical standards of the school counseling profession.

**Course Outline:**

Class meets every other Wednesday from 7:00 to 9:30 on the following dates:  
August 23, 2006                      October 4, 2006                      November 15, 2006  
September 6, 2006                      October 18, 2006                      November 29, 2006  
September 20, 2006                      November 1, 2006                      December 6, 2006  
December 13 (Finals Week-No Class)

## COURSE REQUIREMENTS:

**1. SUPERVISED HOURS:** This course provides the culminating experience for you to practice the activities of a school counselor while receiving supervision from your on-site supervisor, your instructor, and your peers. Therefore, it is important that you make the most of this experience by getting exposure and practice to the many activities you will perform as a school counselor. You will be required to submit a mid-term and a final log of supervised hours. Remember, at a minimum, you must log 300 total hours including 120 hours of direct contact with clients. *If you are doing your internship full time in one semester, you must log a total of 600 hours including a minimum of 240 direct service hours.* For every 120 hours of direct service, a minimum of 20 of these must be spent leading small groups and implementing large group guidance activities. You will be required to lead *at least* one small counseling group this semester. (It is strongly encouraged, however, that you devote more of your direct service time to group work, as this will help you to grow in confidence and competence). You will also be expected to spend a portion of your hours providing consultation services to parents, teachers, community service providers, etc.)

**Mid-term Activity logs - Due October 18**

**Final activity logs - Due December 6.**

**2. CLASS PARTICIPATION:** This class will function in a group supervision/case consultation format. You will be expected to attend and actively participate in all class sessions. Group supervision requires a safe environment in which you feel free to discuss your professional and personal concerns as they relate to your development as counselors. Therefore, all students will be expected to maintain standards of confidentiality. Each student will be expected to prepare for class and participate in offering and inviting constructive and supportive feedback to and from peers.

**3. INDIVIDUAL SUPERVISION:** You will be expected to meet with your on-site supervisor for one hour a week of individual supervision. It is your responsibility to arrange this with your supervisor. However if you are having any difficulties with this, please let me know. You will be evaluated by your campus supervisor in consultation with the on-site supervisor. A mid-term and final evaluation form will be sent to the on-site supervisor.

**Mid-term Evaluation - Due October 18**

**Final Evaluation - Due December 6**

**4. CASE PRESENTATIONS:** This class is taught with the case consultation method. We will meet as a seminar of professionals who utilize peer supervision/consultation as a method of learning. Each student will be required to present three times. One presentation will be an individual or group case. A second presentation will involve a consultation case. A third presentation will involve a crisis intervention or developmental guidance activity. It does not matter which order you present in, as long as you present once in each category. You will prepare a written summary of your case presentation and email this to me at [rnganga@eiu.edu](mailto:rnganga@eiu.edu) and to class members one week before discussion. Prepare the case for presentation in class and be certain to include a consultation question. **It is your responsibility to make sure that all written materials are destroyed after class.**

## PRESENTATION I: Individual or Group Case

### A. Individual Case

1. Identifying information: demographics, referral source, education level, family/living situation, observational data
2. Presenting problem (academic concerns, career concerns, personal/social concerns)
  - i. as described by referral source
  - ii. as described by client
3. Previous counseling experiences or special educational interventions with this student
4. Educational history/assessment - academic strengths, weaknesses, challenges. In addition to student reports, include any data supplied by teachers such as informal observations, reports, test data.
5. Psychosocial history - relevant information about personal development, social relationships, family relationships (include any information about traumatic experiences such as losses, abuse, etc...)
6. Medical history - relevant illnesses, physical problems, medications, hospitalizations
7. Cultural assessment - include information about family background/values, ethnicity, economic conditions, history of discrimination/disadvantages
8. Perceived client strengths
9. Areas of concern
10. Intervention plan: Goals agreed upon by you and your client, summary of your work with student to date, and your thoughts about further intervention (further assessment, family intervention, teacher consultation, community referral, etc.)
11. Your personal challenges
12. Consultation question

### B. Group Case

1. Identifying information:
  - type of group, purpose/goals of group, how often/when does this group meet, what led you to develop this group
  - description of members - give a brief description of each group member and his/her individual developmental concerns (why did they join the group, what is their personal goal)
2. Summary of work with this group to date:
  - number of sessions you've met, topics/issues covered in each session, significant learning experiences and/or challenges
3. Group dynamics:
  - discuss your observations of the relational patterns in your group. Are there certain members who dominate, who remain silent, who frustrate other members of the group etc
4. Plan:
  - Discuss your goals and plans for the remaining group sessions. What do you and your students hope to achieve? Discuss concerns/goals for individual group members.
5. Your personal challenges
6. Consultation question

## PRESENTATION II: Consultation

Describe a situation in which it was/is necessary for you to consult with parents, teachers, other school personnel, community resources etc. in order to strategize about how best to meet the developmental needs of a student. If you have the chance to work with a student who may require special education services, this presentation can offer you an opportunity to attend an IEP meeting and exercise your consultation skills in the process. Using the format outlined in Presentation I, type an individual case study to present a picture of the client for whom you are involved with in a consultation. For the purposes of this presentation, your individual case summary should be abbreviated (maximum of 2 pages). Then, in addition, discuss the following in your write-up:

1. How did the need for consultation come about?
2. What were your concerns for the student?
3. What were the student's concerns?
4. Teacher, parent, etc. concerns?
5. Describe your steps in the consultation procedure.
6. Your personal challenges
7. Consultation question (for class)

For this case presentation, I would also like you to find and read one or two sources on consultation (articles or book chapters) that you can apply to your case.

## PRESENTATION III: Crisis Intervention or Developmental Guidance Activity

### A. Crisis Intervention

Describe a situation in which it was necessary for you to intervene in a crisis situation. The situation may be an individual or school-wide crisis. Examples of crisis situations may include but are not limited to: a student exhibiting suicidal/homicidal ideation, a student reporting that she/he is being abused by a family member, death of a student/teacher, a natural disaster, a global, national, or local tragedy, etc.

1. Discuss how you first learned about the crisis situation and how you came to be involved.
2. Discuss your initial reactions: thoughts, feelings, behaviors.
3. Discuss the steps you took to intervene.
4. Challenge: Evaluate your response to the crisis. Looking back, what was most difficult for you? What might have you done differently? How might have you involved others differently? Are there things you wish you had known about or prepared for in order to best respond to the crisis?
5. Question for consultation

For this case presentation, I would also like you to find and read one or two sources on crisis intervention (articles or book chapters) that you can apply to your case.

### B. Developmental Guidance Activity

Describe a guidance activity that you used with a group of your students during your internship hours. Include in this description the over all curriculum unit from which you

derived the activity and the competency the activity addresses. Discuss either where you adapted this activity/lesson from or if it was an original idea, how you developed it.

Topics to consider for class discussion and consultation question: the success of the activity, revisions for other age levels, other ways to address the competency you chose, issues of coordinating the lesson/activity into school programming, issues of collaboration with teachers.

Each of your three case presentations will be graded using the following criteria:

Writing mechanics (grammar, conciseness)	5 pts.
Accurately addressing questions in write up	5 pts.
In class presentation (organized, clear, solicits feedback)	5 pts.
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Total	15 pts.

**\*5. SUMMATIVE PAPER:**

At the end of the semester, you will be required to write a paper (6 pages double spaced) summarizing your internship experience. Papers must be written at the graduate level, follow APA style, and include the following:

- a. Describe strategies and activities you used to enhance the academic, career, and personal development of all students. Discuss the developmental guidance activities you conducted, how you perceived they impacted students, what was effective, what you would like to improve upon.
- b. Describe particular strategies you developed to respond to individual students who were facing developmental obstacles (academic, personal, or career-wise).
- c. Give examples of situations you felt particularly proud of in which you collaborated or consulted with parents, school personnel, or community members to help students overcome an obstacle.
- d. Give examples of challenges or conflicts you faced, and how you handled them.
- e. Give an example of a cross-cultural challenge you faced and how you handled it.
- f. Analyze your personal/professional growth this semester. What areas do you feel you have become more competent/confident in?
- g. Discuss continued areas of professional growth. What do you feel you need to keep working on? What do you see as themes for yourself with regard to your personal/professional development?

The grading for summary Paper will be as follows:

Writing mechanics (grammar, conciseness)	5 pts.
Accurately addressing questions	10 pts.
Depth and breadth of responses	10 pts.
APA Style	5 pts.
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	30 pts.

**Summary Paper Due: December 6**

**\* In lieu of this paper, 2<sup>nd</sup> semester Internship students will submit a portfolio of activities. Those enrolling for 6 semester hours of Internships will submit both the paper and the portfolio.**

**POINTS AND GRADING SYSTEM:**

Case Consultation/Group Supervision Participation	25 pts.
Case Presentations	45 pts. (15 each)
Summative Paper	<u>30 pts</u>
Total	100 pts.
Final Evaluations (On-site supervisor)	Satisfactory

**Grading Scale:**

- 90 - 100 pts. + Satisfactory Final Evaluations = A
- 80 - 89 pts. + Satisfactory Final Evaluations = B
- 70 - 79 + Satisfactory Final Evaluations = C
- 60 - 69 and/or Unsatisfactory Final Evaluations = D
- 59 or below and/or Unsatisfactory Final Evaluations = F

**Disability:** If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.