

Eastern Illinois University
School Counseling Internship
CSD 6922
Spring 2019

Instructor: Dr. Angela Yoder
Office hours: M (12-4) T (8:30-9a),
W (1:30-2pm) & by appointment

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Course Description

Supervised internship is designed as the culminating experience of a comprehensive developmental guidance program. The school counseling internship is intended to be an intensive 300-hour field experience conducted in a setting as similar as possible to that in which interns subsequently intend to seek employment. The nature of this experience should be very much like that of a regular counseling position, but with closer supervision than is usually the case with an employed school counselor. The *Internship Manual* provides guidelines and describes the specific requirements and responsibilities of the student interns, internship site, and the Department of Counseling and Higher Education. You will follow the ACA code of ethics. Please review these documents immediately! This course is designed to assist you in further developing and fine-tuning your clinical skills. You will be provided with group supervision in order to facilitate your personal and professional growth as a school counselor.

Objectives

Upon completion of the internship experience, students should be able to understand and apply:

1. Legal and ethical considerations specific to school counseling (5.G.2.n).
2. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (5.G.3.c).
3. Interventions to promote academic development (5.G.3.d).
4. Techniques of personal/social counseling in school settings (5.G.3.f).
5. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h).
6. Interventions to promote college and career readiness (5.G.3.j).
7. Techniques to foster collaboration and teamwork within schools (5.G.3.l).
8. Strategies for implementing and coordinating peer interventions programs (5.G.3.m).
9. Skills in goal setting, intervention strategies, and evaluation techniques to assess counseling effectiveness.
10. Techniques for collaboration with all school personnel and parents to ensure student academic achievement, career development, and personal/social adjustment
11. Appropriate techniques and interventions to assist students and their families facing crisis situations.

Required Texts

Dahir, C.A. & Stone, C.B. (2012). *The transformed school counselor* (2nd Ed.). Belmont, CA: Brooks/Cole.

Illinois Learning Standards: {Social and Emotional Learning [SEL]}
http://www.isbe.state.il.us/ils/social_emotional/standards.htm

Recommended:

Jongsma, A.E., Jr., Peterson, M., & McInnis, W.P. (2006). *The complete child psychotherapy treatment planner*. New York: John Wiley & Sons, Inc.

Jongsma, A.E., Jr., Peterson, M., & McInnis, W.P. (2006). *The adolescent psychotherapy treatment planner*. New York: John Wiley & Sons, Inc.

Methods of instruction

This course will require a lot from you both in terms of work and mental energy. The class is experiential in nature and thus, requires your full participation. The bonus is that you have the opportunity for growth in the personal and professional arenas. You will also have the opportunity to engage in and learn from individual and group supervision experiences. The group process will involve clinical observation, case consultation, discussion, and professional support. You will be offered feedback from the instructor as well as from your colleagues. Some parts of the process may be uncomfortable, as any sort of change is difficult. But, please keep in mind that the purpose of this course is to offer you a place to grow. Growing requires change. So, I invite you to be open and honest in your feedback sessions and non-defensive in your responses to others' reactions to your work. You will not be given many chances like this in your work!!

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Informed Consent: As this class requires participation in a group, students will also be required to sign an informed consent that explains their rights and responsibilities.

Confidentiality Policy: The nature of this course requires that students be willing to hold themselves to the highest levels of integrity with regard to protecting the confidentiality of their classmates. Confidentiality will be discussed further prior to the beginning of groups. Students will be asked to sign a confidentiality agreement.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Requirements

1. **Clinical experience** at Internship Site: Each student will log 300 hours of professional activity at their selected field site. This breaks down to be around 20 hours a week for the semester. You must log at least 120 direct service hours (See Internship Site Log). For every 120 hours of direct service, a minimum of 10 of these must be spent leading small groups and implementing large group guidance activities. (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.), as well as crisis intervention work. You must complete weekly forms (Internship Site Logs) that record your clinical hours. You will find these in the internship manual and online. Don't wait until the last minute and panic about your hours. *You cannot pass the course without completing your hours.* Please keep track of direct hours EACH WEEK and where you should be in order to accomplish your goals. See the instructor with problems immediately. I will make plans to visit with your site supervisor during the course of the semester to evaluate your progress. **Please be certain to make your own copies of your logs** before turning them in. This may be very important for YOU in the future.

2. **On-Site Supervision:** Each student will meet one hour per week with their on-site supervisor for 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 IMMEDIATELY. You will be evaluated by your campus supervisor in consultation with the on-site supervisor. You will provide your supervisor with a mid-term and final evaluation form to fill out. You will also fill out an evaluation form of your supervisor and site and return it to the professor by the last day of class.

3. **On-Campus Supervision:** *All students will be expected to maintain strict standards of confidentiality and follow the ACA code of ethics in order to complete the course successfully.* Each student will meet for eight scheduled group supervision sessions. Attendance is

mandatory. There are only eight sessions, so if you miss one you will lose a significant number of participation points. ***Come to each group supervision session prepared to discuss a client. Have a consultation question in mind you would like to ask the group. Each student will be expected to prepare for class and participate in offering and inviting constructive and supportive feedback to and from peers.*** *Students occasionally bring in personality, interpersonal, professional disposition, or other issues that may interfere with their success as a counselor. Because it is the responsibility of EIU to both train you and to protect the public from harm, it is possible that you may be asked to remediate any such issues should they persist to negatively impact your development as a counselor and your work with clients. This may include, but may not be limited to, repeating internship. It is also possible to earn high marks on your academic work and still suffer in your personal mental health and/or professional disposition, which is crucial to your effectiveness as a school counselor and the safety of your clients. If your personal mental health or professional disposition becomes an impediment to your ability to safely and effectively function as a counselor, you may be asked to complete personal counseling or even to consider another profession.* Class participation is exemplified by being punctual, professional, and responding to appropriate feedback. Case consultation also involves your ability to conceptualize client case histories and to provide appropriate feedback to classmates. Your professor will also work with your site supervisor in evaluating your performance. If at any time you are dissatisfied with your experience, please see me immediately. I'm very open to working together with students to find solutions to improve their experience.

4. Attendance and Class participation: Attendance at all class meetings is crucial for your development as a counselor as well as for your grade but is not the same thing as participation. Participation is required as this class will function in a group supervision/case consultation format. You will be providing and receiving feedback and should be able to provide a graduate level case conceptualization of each other's clients. If for any reason course attendance becomes problematic, your grade could be lowered or you may have to repeat the experience. If you miss a class (even if it is an excused absence), please submit a written case summary, a tape, and a transcript so that I may evaluate your work in your absence. You may not end the semester early due to a life circumstance or completing your hours early. Please see your internship contract. Use of phones or laptops during class is strictly prohibited. It is also important to maintain professionalism during class and avoid whispering and side conversations.

5. Client Case Consultation and Supervision: Each week a discussion will occur regarding current client issues. While no written documentation is required, come to class prepared with client background information and a possible diagnosis. Please formulate a consultation question for each case you present to guide the feedback you will receive.

5. Literacy Integrative Paper: Third semester interns must choose 3-4 readings and/or articles on literacy (See D2L) and write a 3-5 page paper detailing how they applied the literacy readings to the students they have worked with at their respective internship. Identify the highlights and key points to remember. Please see the rubric for more details.

6. Career Project (3-5 pages): Each student will be required to help a student in the school get prepared for college. Some examples of this project can include filling out the FAFSA application form with a student, taking a group of students on a college visit, assisting a student with filling out the application for a specific college or university, providing the results of a PLAN or EXPLORE assessment and applying it to their future career goals, or something else that the professor approves ahead of time. You will be allocated 10 minutes during which you will present your Career Project with the class. You will provide the instructor and each class member with a written summary of your experience (including the logistics/procedures of the project, identifying information about project, benefits/challenges of the project, a reflective assessment and the research/resources utilized) along with a copy of the materials utilized (a copy of the FAFSA form, announcements/recruitment for college visit, copy of college application, etc.).

8. Case Presentation: You will choose a client and present on your work in class. Points are based on the case summary, your presentation, and demonstrated skills utilized. You will be evaluated on your ability to respond to analysis questions, demonstrate self-awareness, and develop case consultation questions, as well as use of correct grammar. Develop a written **case summary/intake assessment, treatment plan, and one sample progress/case note** of one of your clients. Acquire client permission and **provide a 15 minute clip** of a recorded counseling session to be played in class. Present the case in class and **include a consultation question**. It is your responsibility to make sure your recorded session can be played on the classroom equipment. All written materials should be destroyed and recordings should be erased after class.

Please use the following model.

A. Case presentation/intake assessment

Identifying Data-this is demographic information.

- Age, gender, ethnicity
- Year in school or work, native language, acculturation variables if relevant
- Current living situation-where, with whom, for how long, etc. May include SES if pertinent. Specify biological parents, guardians, grandparents, foster parents, or step parents. (Include siblings and their ages)

Presenting Problem-client's report about his/her perception of the "problem" including circumstances, precipitating events, triggers, symptoms, behavior, functioning, and duration of problem.

- How does the client describe the problem?
- Specific symptoms
- Who referred the client and for what purpose?

Background of the problem (s)

- When did symptoms begin?
- Circumstances surrounding onset.
- Degree to which the symptoms disrupt the person's life. History of symptoms.

Relevant History-Include relevant history about the client that impacts your conceptualization of the issue and your recommendations for treatment.

- Previous counseling- diagnoses, previous treatment (length, type), hospitalizations, psychiatric medications
- Family history-family of origin issues, divorce, abuse, mental health issues in family, number of placements (foster parents-length, type, child's view of placement)
- Developmental history-living conditions, problems in development, sexual history, economic concerns, etc. **INCLUDE SOCIAL FUNCTIONING** with peers.
- Medical history-previous illnesses, trauma, hospitalizations, medications prescribed
- Legal history if any
- Educational history and career info- any work history, length of education, specify educational involvement, and any learning disabilities

Summary & Recommendations

- Brief restatement of client identifying info, referral problem, and symptoms to build the case for your diagnosis. Be specific and include differential diagnosis information if relevant. (e.g. Why did you choose Depression as a diagnosis and not Adjustment Disorder?)

- **Case Conceptualization**

How do you view the problem? This information is your theoretical understanding, if you will, and guides your idea of what treatment should entail. (For example, a student's depression may be the result of ongoing bullying and social isolation. Alternately, a student's depression could be the result of ongoing trauma and chaos in the family including drug abuse by parents. Treatment for these two cases is very different.) Please do not use first person language. Explain your rationale for your case conceptualization.

- **Client's strengths and weak areas**

Discuss how these strengths may help them to solve the problem or work through their mental health problem if relevant.

DSM-V Diagnosis- Provide the diagnosis

Treatment goals (brief, broader version) and recommendations

B. Treatment Plan- This should follow the example from class. Provide at minimum 1 broad goal with at least 3 specific, measureable objectives. Your goals should fit the client's situation and address the major problems they present.

C. Case note-Follow the example from class. The note should minimally include Date, time, service, who present, treatment goal addressed, what happened in the session, including any interventions, skills, or techniques you utilized as a professional counselor and how the client responded. End with a brief plan for the next session.

9. Capstone Project: You will identify a developmental guidance need within your internship setting and prepare a presentation (PowerPoint, handout, etc.) geared towards parents, faculty, and/or community. You may also choose to present at the annual ISCA Conference instead (Bloomington, IL April 12, 2019). You must distribute an evaluation form for audience feedback (minimum of six people). Afterwards you will do a write up including the points below, share a summary of your presentation with our class, and submit the Capstone Presentation Information sheet signed by your supervisor as well as presentation materials (hard and electronic copy) to the instructor. The electronic copy will be shared on D2L, so the class can have access to resources. The write-up can be written in an outline/bullet format (no set page limit). If presenting at ISCA, the write up and evaluations are not required as they are built into this experience.

- a. APA Format - 10 pts
 - b. Need? Necessity and importance - 10 pts
 - c. SEL competencies/standards addressed - 10 pts
 - d. Research (minimum of 3 credible resources- do not google) - 10 pts
 - e. Preparation - 5 pts
 - f. Collaboration, promotion, and publicity - 5 pts
 - g. Challenges? (scheduling, getting students, collaborating with other staff, etc.)- 5 pts
 - h. Student benefits- 5 pts.
 - i. What would you change? - 10 pts
 - j. Materials used for presentation (hard and electronic copy) - 10 pts
 - k. Presentation to the class -10 pts
 - l. Capstone Presentation Information Sheet (signed) & Evaluation Forms (min. 6)-10 pts
- Total:** 100 pts

10. Developmentally appropriate Intervention and Transcription: Choose a client with whom you currently work and select a developmentally appropriate intervention to assist them with their presenting problem. You will record this session and select a relevant piece of the recording (15 minutes total-you may select up to 3 different sections if necessary) to demonstrate your use of the selected intervention. Submit a 15 minute transcript of this portion (i.e.Each counselor and client utterance) with an analysis of your work (see below). Please include the recording of your work in a user-friendly format (e.g. thumb drive, dvd, etc). Cameras will not be accepted (exceptions may be made for flip cameras).

Begin with a brief description of your client and presenting problem, including a possible diagnosis or what you are trying to accomplish with your client. Reflect on your effectiveness as a professional school counselor, including general observations about your work, what you will improve on as a counselor, and goals for your client in future sessions. Next, transcribe a 15 minute portion of the session. **Print counselor statements in bold.** Analyze each counselor statement. Do not skip any portion of the analysis for any statements as points will be deducted. There is no such thing as “not applicable” or “no change”. Do this for **each** counselor utterance and include:

- 1.) Identification of the theory, skill, technique, OR method used.
- 2.) What your intent was.

3.) How the individual responded to your use of technique, skill, method. Comment on whether you were effective or not, what you thought went well and what didn't.

4.) What might you do differently next time? What other skills, techniques, or methods you could have used? **THIS IS THE MOST IMPORTANT PART. Do not use "not applicable" as other possibilities always exist.**

Use the above headings under EACH statement you made.

- Evaluation will also include ability to demonstrate counseling skills. Therefore, do not choose a segment where you and the client are not interacting much.

11. Summative paper: At the end of the semester, you are required to write a paper (8-10 pages double spaced) summarizing your internship experience. Papers must be written at the graduate level and include the following:

- ❖ Interventions and activities you used to enhance the academic, personal/social and career development of all students at your internship site.
- ❖ Discuss the developmental guidance activities you conducted
 - How were students impacted by the activities you provided?
 - Discuss the strengths and effectiveness of your program.
 - Discuss areas for improvement.
- ❖ Specific strategies you developed to respond to individual students who were facing developmental obstacles (academic, personal/social, or career).
 - What were the obstacles/challenges?
 - What strategies/techniques did you implement in your response?
- ❖ Provide 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.
- ❖ Give examples of challenges or conflicts you faced and how you handled them.
- ❖ Discuss diversity issues at your internship site.
 - What types of diversity did you encounter at your site?
 - Give an example of a cross-cultural challenge you faced and how you handled it.
- ❖ Analyze your personal and professional growth this semester.
 - In what areas do you feel you have become more competent?
 - In what areas do you feel you need to work?
 - How will you address the areas of need?
 - What theory/theories did you utilize?
- ❖ Reflect on what you wish you would and would not have done as a professional school counselor.
- ❖ Discuss your self-care, including what worked and what did not, including a plan for the future.
- ❖ Provide goals for your future and any experiences that will be helpful to you in your career,

Evaluation

A= 405-450 Superior evaluation = Clearly superior demonstration of counseling skills at the Masters level.

B= 280-314 Satisfactory evaluation = Satisfactory demonstration of counseling skills. Further supervised experience recommended.

C= 140-279 and **OR** unsatisfactory evaluation = Lack of consistent demonstration of counseling skills and/or professional disposition expected at the Masters level. Further supervised experience is required. Internship must be repeated or remediation plan.

Group Consultation, Evaluation & Participation	40
Case Presentation	50
Treatment plan	35
Case note	15
Developmentally-appropriate Intervention/transcript	75
Capstone Project	100
Career Project	50
Summative Paper	25
Literacy Paper	10
<u>Supervisor Evaluation</u>	<u>50</u>
TOTAL	450 pts

*Late assignments will have points deducted. Please plan accordingly.

****Supervisor evaluation includes** on and off site supervision (including attendance, openness to feedback, professional disposition/attitude, progress on goals), completion of course, ethical, and legal requirements, and your work as a whole.

TENTATIVE COURSE SCHEDULE

Note: The instructor reserves the right to modify the schedule as necessary

Date	Topic	Assignments/Readings
Jan 7:	Course introduction and review of syllabus Case Consultation & Supervision	School Counselor Reading
Jan 21:	Case Consultation & Supervision Benefiting from supervision Presentations	Supervision article
Feb. 4:	Case Consultation & Supervision Clinical writing and record keeping Presentations	Developmentally Appropriate Intervention/ Transcriptions due Sommers-Flanagan & Sommers-Flanagan Intake chapter
Feb. 11:	Case Consultation & Supervision Suicide and Emergency risk assessment Presentations	Reading on D2L Suicide (Sommers-Flanagan)
Mar. 4:	Case Consultation & Supervision Therapist stress and self-care Presentations	Mid-term Evaluations due Literacy Paper due Stamina Reading
Mar. 18:	Case Consultation & Supervision Therapeutic termination/transition to independence Presentations	Career Project due Reading
Apr 1:	Case Consultation & Supervision Presentations	Capstone project due
Apr. 22:	Process professional/personal growth experiences Presentations	Final activity logs Final Evaluations due Evals of site & supervisor AND Summative paper due