

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 614: Internship in School Counseling
Summer 2017
Course Syllabus

Instructor and University Supervisor: Samantha Haviland, PhD, NCC

Class Times: Arranged, see below, 9:00a - 3:30p

Location: Bldg 758, 1059 Alton Way, Denver, CO 80230, room #215

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Office Hours: By Appointment

Prerequisites:

See School Counseling Internship Manual for Complete List of Internship Prerequisites

Course Description:

A culminating field experience for qualified school counseling students engaged in counseling and guidance activities in elementary, middle, and high school settings under the supervision of one or more licensed school counselors (refer to program handbook and internship manual for more information). Minimum of 600 total on-site hours are required. S/U graded. Repeatable, maximum of 18 credits.

Important Note:

Although every attempt will be made to follow this syllabus, the instructor reserves the right to make changes as the course proceeds. In such instances, you will be provided with as much advanced notice and/or accommodations as possible.

Required Readings (please complete all required readings prior to the first class meeting):

Internship Handbook. http://www.unco.edu/cebs/prof_counseling/pdf/DenverInternship2.pdf

This syllabus is supplemental to the internship handbook; all policies in that handbook are applicable.

Comprehensive Student Evaluation Process document located under the current students tab on the professional counseling website.

http://www.unco.edu/cebs/prof_counseling/pdf/AnnualReviewStudentHandbook.pdf

American School Counselor Association. (2012). *ASCA National Model* (3rd ed.). Alexandria, VA:

Author. ASCA. (2010). *Ethical standards for school counselors*. Available online at

<http://www.schoolcounselor.org/>

ASCA. (2014). *ASCA mindsets & behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Author. Available online at

<http://www.schoolcounselor.org/>

Colorado Department of Education. (2014-2015). *Rubric for evaluating Colorado's special service professionals: School counselors*. Available online at

<https://www.cde.state.co.us/educatoreffectiveness/sspcounselorrubric>

Knowledge and Skill Outcome:

Upon successful completion of this course students will:

1. Complete a supervised internship in his/her designated program area of 600 clock hours, begun after successful completion of the practicum (CACREP III.G).
2. Complete at least 240 clock hours of direct service, including experience leading groups (CACREP III.G.1).
3. Participate in weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor (CACREP III.G.2).
4. Participate in an average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (CACREP III.G.3).
5. Become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings) (CACREP III.G.4).
6. Have the opportunity to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients (CACREP III.G.5).
7. Be provided with evaluations of his/her counseling performance throughout the internship, including documentation of a formal evaluation after he/she completes the internship by a program faculty member in consultation with the site supervisor (CACREP III.G.6).
8. Implement self-care strategies appropriate to the counselor role (CACREP II.G.1.d).
9. Demonstrate an understanding of crisis intervention and suicide prevention models (CACREP II.G.5.g).
10. Demonstrate an ability to apply and adhere to ethical and legal standards in school counseling (CACREP SC.B.1).
11. Demonstrate an ability to articulate, model, and advocate for an appropriate school counselor identity and program (CACREP SC.B.2).
12. Demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms (CACREP SC.D.1).
13. Provide individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students (CACREP SC.D.2).
14. Design and implemented 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 and learning development (CACREP SC.D.3).
15. Demonstrate the ability to use procedures for assessing and managing suicide risk (CACREP SC.D.4).
16. Demonstrate the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate (CACREP SC.D.5).
17. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity in student learning and development (CACREP SC.F.1).
18. Demonstrate an ability to advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students (CACREP SC.F.2).
19. Demonstrate an ability to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations (CACREP SC.F.3).

20. Engage parents, guardians, and families to promote the academic, career, and personal/social development of students (CACREP SC.F.4).
21. Analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual needs and assessing the effectiveness of educational programs (CACREP SC.H3).
22. Make appropriate referrals to school and/or community resources (CACREP SC.H.4).
23. Demonstrate an ability to apply relevant research findings to inform the practice of school counseling (CACREP SC.J.1).
24. Develop measurable outcomes for school counseling programs, activities, interventions, and experiences (CACREP SC.J.2).
25. Analyze and use data to enhance school counseling programs (CACREP SC.J.3).
26. Engage with parents, guardians, and families to promote the academic, career, and personal/social development of students (CACREP SC.F.4).
27. Conduct programs designed to enhance student academic development (CACREP SC.L.1).
28. Implement strategies and activities to prepare students for a full range of postsecondary options and opportunities (CACREP SC.L.2).
29. Implement differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement (CACREP SC.L.3).
30. Work with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (CACREP SC.N.1).
31. Locate resources in the community that can be used in the school to improve student achievement and success (CACREP SC.N.2)
32. Consult with teachers, staff, and community-based organizations to promote student academic, career, and person/social development (CACREP SC.N.3).
33. Use peer helping strategies in the school counseling program (CACREP SC.N.4).
34. Use referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistances for students and their families (CACREP SC.N.5).
35. Participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program (CACREP SC.P.1)
36. Plan and presented 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 (CACREP SC.P.2).

Course Content:

The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. The faculty member will provide an average minimum of 1½ hours of group supervision per week to internship students. The supervising faculty member will also provide evaluations of the student's counseling performance throughout the internship, including documentation of a formal evaluation in consultation with the site supervisor at the end of the internship experience.

Method of Instruction:

This course will consist primarily of group supervision, however, individual supervision may be provided as needed. This is a clinical course involving personal examination, reflection, lecture,

role plays, group discussion of site activities, formal and informal case presentations, and student-led class discussions. This class will include facilitated group discussions around experiences, expectations, challenges, shared information, responses to supervision, site supervisors, ethical issues, and The ASCA National Model. Information related to the requirements of the University of Northern Colorado school counseling internship and state licensure requirements will be provided.

Evaluation:

This course is graded on an "S/U" basis. An "S" will be awarded to the student following the successful completion of six (6) semester hours of internship in school counseling (APCE 614) in at least two school levels and the submission of all relevant documents and forms.

A Satisfactory/Unsatisfactory grade is based on the following:

1. Active and engaged participation in supervision
2. On time and prepared for all supervision sessions
3. Progress toward personal and professional goals
4. Demonstration of developmentally appropriate case conceptualization skills, school counseling skills, and self-awareness
5. Engagement in school counseling activities outlined in your internship agreement
6. Quality of case presentations
7. Depth and breadth of professional self-analysis and application of information to improve case conceptualization, client-counselor interaction, and intervention development
8. Feedback from site supervisor
9. Professionalism
10. Completion of all assignments, required hours, and related paperwork

A Satisfactory grade indicates that students have fulfilled all requirements of the internship as listed above as well as adherence to all policies and requirements of the site. Acceptable completion is defined at the discretion of the instructor.

An Incomplete may be given in usual circumstances and according to University policy. Incompletes are **usually due to occurrences with the site**, not with the student, and may include (but is not limited to) lack of client availability for direct contact hours. Incompletes will be given at the discretion of the instructor, if it is determined that the student has done everything within her or his power to fulfill all requirements of the internship.

Course Requirements/Assignments:

1. **Group attendance is mandatory and essential**, not only to your own development but also to the development of your peers.
2. Active participation in ALL class discussions and supervision meetings. This will require you to complete assigned readings prior to class meetings and be prepared to facilitate and respond to discussions.
3. Read the Internship Handbook and adhere to all policies and paperwork requirements outlined in this handbook.
4. **Maintain liability insurance for the duration of the internship and related activities.** Students should provide a copy of their liability insurance to their university supervisor prior to their first day on-site.

5. Prepare internship goals, a brief rationale for each goal, and a plan for working on each goal. Goals should be “SMART” – Specific, Measurable, Attainable, Results- oriented, and Time-bound.

You may find it helpful to review the ASCA National Model delivery systems and themes, as well as your syllabi from school counseling coursework when developing your goals. The rationale should be brief (i.e., a few sentences). The plan for working on these goals should include concrete steps that might help you reach these goals. **Due second supervision session.**

Write a brief reflection on your progress toward meeting existing goals, new and revised goals, as well as (a) concrete steps you can take toward meeting new and revised goals, (b) what your university supervisor can do to help you meet new and revised goals, and (c) what you will ask your site supervisor to help with in terms of meeting new and revised goals. **Due one week prior to your site visit.**

6. Complete a formal written case conceptualization and treatment plan.
 - An outline will be provided by the instructor
7. Conduct both formal and informal case presentations during group supervision.
 - An outline for formal case presentations will be provided by the instructor
8. Present a peer-reviewed journal article (empirical or conceptual) regarding an evidence based practice or implication thereof that you have or would like to apply to your practice.
 - All articles must be approved by the instructor in advance
 - Lead a ~ 30 minute discussion covering the practice and research implications of this article and how the article has or will directly influence your counseling development (approach, style, skills, etc.) with particular clients. Present a written outline of your article and discussion to each student and the instructor. In addition to the article you must incorporate an interactive component (e.g., creative activity, role play, etc.) to demonstrate application to clinical practice.

Minimum Content of Outline:

- APA reference of article
 - Brief overview of the article, noting the purpose of the article, any theoretical underpinnings, etc.
 - Synopsis of the methods used (if empirical)
 - Principle findings/conclusions
 - Research implications
 - Clinical/Practice implications
 - How the article has influenced your counselor development and work in a school setting
 - Key “take-aways” from the article that will inform your future practice
9. Articulate a personal theoretical orientation and begin to demonstrate its application in sessions and in case presentations.
 10. Actively engage in and regularly report professional self-care activities.

11. Complete all requisite Student Learning Outcomes (i.e., formal self-supervision forms with a current APCE 614 client, formal case conceptualization with a current APCE 614 client, etc.).
12. Provide both formal and informal feedback to fellow class members during group supervision.
13. Arrange and participate in a minimum of one site evaluation review between student, faculty supervisor/instructor, and on site supervisor each semester.
14. Demonstrate appropriate counseling skills (and ongoing improvement) equivalent to a master's level school counselor.
15. Demonstrate an openness to and willingness to incorporate supervisory feedback in a professional manner, to improve counseling effectiveness.
16. Demonstrate awareness, knowledge, and skills in counseling clients who are culturally different, including but not limited to race, gender, sexual orientation, socioeconomic differences, etc.
17. Follow all ACA/ASCA ethical guidelines.

General Expectations:

This course meets **once a month for 6 hours**, and due to the nature of this course, **you are expected to be at all scheduled class sessions**. While some events are unavoidable, it is imperative that you attend all class sessions. Therefore, requests to leave early or miss a session are discouraged. Class participation includes being present for all group meetings, providing consistent and constructive feedback to peers, being prepared for supervision, integrating supervisory feedback, and clearly demonstrating commitment to personal and professional development. Additionally, you will be expected to read all assigned material and complete course assignments by the dates indicated without exception. If a student is unable to attend the scheduled group supervision listed on this syllabus, they will be required to attend an equivalent number of hours of group supervision on the nearest available campus. The student will be responsible for organizing their additional group supervision attendance with the instructor of record for the appropriate campus.

Working With a Site:

An appropriate site location is one where the student can become familiar with a variety of professional activities in addition to engaging in direct service work. The site provides the opportunity for the student to gain supervised experience using a variety of professional resources such as assessment instruments, computers, print and non-print media, and professional literature and research.

Internship students should arrange their on-site schedules to coincide with the work schedule at their sites.

With regard to university breaks, students should adhere to the schedule at their site.

APCE Professional Counseling Policy:

As of March 4, 1996, all incoming Ph.D. in Counselor Education and M.A. students are required to join ACA during their first semester in the program; future registration will be put on hold until membership is acquired. At the beginning of the student's first semester, a copy of the student's

ACA membership card is to be given to the APCE Administrative Assistant for entry in the Division data base.

Professional Liability Insurance:

All students are required to show proof of having professional liability insurance before being allowed to start an internship.

Academic Conduct:

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University.

Professional Conduct:

Students are expected to adhere to the ACA/ASCA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

Accommodations Statement:

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, Voice/TTY (970) 351-2289, or fax (970) 351- 4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Inclusivity Statement:

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

Sexual Misconduct/Title IX Statement:

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

APCE Policy on Plagiarism:

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given in an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism

includes the possibility that the student be dismissed from his or her respective program and from UNC.

Honor Code:

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth.

Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

UNC's Policies:

UNC's policies and recommendations for academic misconduct will be followed.

Portable Electronic Devices:

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

PowerPoint Presentations:

PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Tentative Course Schedule:

August 26, 2017—

Group Supervision 1: Introductions; Course Overview; Group Development; Feedback Discussion; Site Descriptions—Contracts and Insurance due if you haven't already submitted

September 30, 2017—

Group Supervision 2: EBP Presentations; Group Supervision; Brief Individual Supervision as needed; SMART Goals DUE

November 4, 2017—

Group Supervision 3: Case Presentations; Group Supervision

December 2, 2017—

Group Supervision 4: Final Evaluations; ALL Paperwork and Evaluations are DUE; Course Reflections

*** This schedule is subject to change. Any requisite changes will be announced during group.**