

**ST. BONAVENTURE UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION**



SEMESTER & LOCATION: Fall 2017

PROFESSOR: Barbara C. Trolley, PhD, CRC, Professor

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A. COURSE TITLE:

CE 620A: Internship I School Counseling.

B. TEXT/MATERIALS:

a. Required:

Mainzer, E. (2015). *The A to Z of School Counseling in New York State* (6th Ed.). Create Space [Amazon Subdivision]. ISBN- 9781515320241. <https://www.createpace.com/5652727>

Studer, J.R., & Diambra, J.F. (2016). *A guide to practicum and internship for school counselors-in-training*. New York, NY: Routledge. ISBN: 978-1-138-79056-8.

b. Strongly Recommended:

American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs* (3rd Ed.). Alexandria, VA: Author. ISBN: 978-1-929289-32-5

Cobia, D. & Henderson, D. (2007). *Developing an effective and accountable school counseling program*. Upper Saddle River, NJ: Pearson Education, Inc.

ISBN-13: 9780130110107; ISBN: 0130110108

DeNisco, Alison (2013). *Action steps for the Common Core. District Administration*. Retrieved from: <http://www.districtadministration.com/article/action-steps-common-core>.

Marzano, R., Yanoski, D., Hoegh, J. & Simms, J. (2013). *Using Common Core Standards to Enhance Classroom Instruction & Assessment*. Bloomington, IN: Marzano Research Laboratory. ISBN-10: 0983351295

NYSSCA (2008-09). *The essential New York State school counselor: A resource for professional school*

counselors. Booklocker.com: Author.

c. Articles:

Students will read one article form an ACA/ASCA Journal and write down 2 comments for class discussion each week.

C. CREDIT HOURS:

3 graduate credits.

D. APPROVED COURSE DESCRIPTION:

regularly employed school counselor would be expected to perform, 2) explore and address ethical and legal issues related to the profession of school counseling. Students seeking certification in school counseling must complete a minimum of 300 clock hours under the supervision of a certified school counselor.

E. PREREQUISITES:

Successful completion of CE 610 Practicum in Counseling

Maintenance of ACA/ASCA membership & Professional Liability insurance

Faculty Approval

F. PROGRAM GOALS:

1.Counselor Education graduates will demonstrate knowledge in the core and relevant specialty areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs.

2.Counselor Education graduates will be able to demonstrate competency in facilitating cognitive/behavioral change using evidence-based treatment/educational planning and counseling skills in various settings.

3. Counselor Education graduates will demonstrate the professional knowledge, skills, and dispositions necessary within their specialty counseling context.

G. Learning Objectives:

LEARNING OBJECTIVES	CACREP	PROG GOALS
a. Development of school counseling program mission statements and objectives	SC-5G3a.	G 1, 3
b. Design and evaluation of school counseling programs	SC-5G3b.	G 1,3
c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	SC-5G3c,	G 3
d. Interventions to promote academic development	SC-5G3d.	G 1, 3
e. Use of developmentally appropriate career counseling interventions and assessments	SC-5G3e..	G 1, 3
f. Techniques of personal/social counseling in school settings	SC-5G3f.	G 1, 3
g. Strategies to facilitate school and postsecondary transitions	SC-5G3g.	G 1, 3
h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	SC-5G3h.	G 1,3
i. Approaches to increase promotion and graduation rates	SC-5G3i.	G1, 3

j. Interventions to promote college and career readiness	SC-5G3j.	G1,3
k. Strategies to promote equity in student achievement and college access	SC-5G3k.	G1,3
l. Techniques to foster collaboration and teamwork within schools	SC-5G3l.	G1,3
m. Strategies for implementing and coordinating peer intervention programs	SC-5G3m.	G1,3
n. Use of accountability data to inform decision making	SC-5G3n.	G3
o. Use of data to advocate for programs and students	SC-5G3o.	G3

Knowledge/Skills/Dispositions: In this course, the School of Education Knowledge, Skills & Dispositions found in Appendix I are addressed.

H. Field Experiences

FIELD EXPERIENCES	CACREP	PROG GOALS
<ul style="list-style-type: none"> Students' internships must include a minimum of 300 clock hours (120 hours of direct service with clients) with an opportunity to perform all the activities that a regularly employed school counselor would be expected to perform. Ordinarily, a minimum of 150 hours is to be spent at the secondary school level. 	3J,K	G 1, 2

I. COURSE REQUIREMENTS:

COURSE REQUIREMENTS	CACREP	PROG GOALS
1. Supervision: <ul style="list-style-type: none"> Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. 	3F L, M	G3
2. Objectives & Evaluation: Interns, together with their on-site supervisor, will review the required internship objectives at the beginning of the internship, as well as develop training objectives specific to each intern. Specifically, students are expected to become familiar with and will be evaluated in regard to: <ul style="list-style-type: none"> development of school counseling program mission statements and objectives b design and evaluation of school counseling programs core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies interventions to promote academic development use of developmentally appropriate career counseling interventions and assessments 	SC-G3a-0	G1,2, G

<ul style="list-style-type: none"> • techniques of personal/social counseling in school settings • strategies to facilitate school and postsecondary transitions • skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement • approaches to increase promotion and graduation rates • interventions to promote college and career readiness • strategies to promote equity in student achievement and college access • techniques to foster collaboration and teamwork within schools • strategies for implementing and coordinating peer intervention programs • use of accountability data to inform decision making • use of data to advocate for programs and students 		
Reflective Log Hours & Journal: Interns are to maintain a weekly <i>Time Log & Journal</i> in which their time on site and reflections site activities. .	3L.M	G1, 2, 3
<p>3. Case Study: Interns will either choose a student or a group they are running in the school.</p> <ul style="list-style-type: none"> • The specific academic, personal-social or career difficulties [ASCA Domains] of the student or group are to be identified. • Interns, using the MEASURE strategy, will follow the above student or group for the semester, establishing baseline data, goals, evidenced-based intervention strategies and team members, and outcome measures. • They will complete and present at the end of the semester: <ul style="list-style-type: none"> ○ A MEASURE template [see below] and ○ A Lesson Plan [to Include ASCA & Common Core Standards]. This plan is tied to the topic being addressed with the student or group. • Posted on Moodle are: <ul style="list-style-type: none"> ○ Samples of topic areas within each of the 3 ASCA Domains, and possible outcome measures that could be used, ○ An explanatory power point on MEASURE and a sample MEASURE template, ○ Sample lesson plans. 	SC-G3c,d,f,n,o	G1, 3
<p>4. Diversity Experience</p> <ul style="list-style-type: none"> • All students in Internship will complete 10 hours of volunteer work in the community. Note, this counts towards the total 300 hours required for the Internship. • This work must be completed by 11/03/16. Each student will do a 10 minute verbal report on what the his/her initial reactions were prior to the work were and what was learned. Lastly, a brief written verification from the site's staff who was there when you did your work is needed. This will be handed in when the verbal reports are done. • Be mindful in choosing a site to pick one that involves a population you are not familiar with. Sample populations include but are not limited to: 		G1, 2, 3

<ul style="list-style-type: none"> ○ various cultural or religious groups ○ people with emotional, mental or physical disabilities ○ people with age ○ people with HIV/AIDS ○ GLBT population ● Following are suggestions where this work may be completed. However, this is not an exhaustive list. If students have additional resources, they just need to obtain approval from their Internship Professor first. ○ Nursing Homes ○ Homeless Shelters/Soup Kitchens ○ Places of Worship ○ Museums [e.g. Cultural, Disability] ○ Cultural Events ○ Special Education Classes ○ Service Centers for People with Disabilities ○ Service Centers for Refugees, Immigrants ○ Literacy Programs ○ Rural/Diverse Schools, Agencies ○ GLBT Agencies ○ Projects for Violence Prevention Related to Hate Crimes 		
5. Professional E-folio: Students are to continue to develop a professional e-folio in accordance with guidelines and requirements set forth by the program and CACREP	SC.A-D	G1, G2, G3

J. GRADES & EVALUATION PROCEDURES:

1. GRADES

- a. The grades for the Internship course are either 'Pass' or 'Unsatisfactory'.
- b. 'Incompletes' are to be avoided, and will only be given in extenuating circumstances after consultation between the intern and the professor has occurred.

2. EVALUATION PROCEDURES

In order to achieve a grade of 'Pass' for the course, interns must receive:

- a. Satisfactory Field Performance, as documented by the site supervisor via the Internship Evaluation Form (to be completed twice, at 150 hours of Internship, and 300 hours). Note, site supervisors should review these evaluations with the intern, and the intern may ask the site supervisor for a copy of the evaluation.
- b. Satisfactory Academic Performance, as assessed by the Internship professor (and supervisor), via the assessment of the intern's projects and e-folio, as well as the review of the intern's reflective journals, class attendance and participation, and academic supervision progress.
- c. Satisfactory Attendance: Due to the limited number of class meetings whereby much of the work is done, class attendance & participation is essential. In extraordinary circumstances, please speak to the professor in advance if a class is to be missed. Note, class refers to both the Fridays & Saturdays of group supervision.

K. COURSE CALENDAR & OUTLINE:

1. READING SCHEDULE [During Second Session]

a. TEXTS:

DATE	STUDER & DIAMBRA	MAINZER
Week 1	CH 1-3	
Week 2	CH 7-9	
Week 3	CH 10-11	
Week 4	CH 4-6	
Week 5	CH 12-14	

b. ACA/ASCA Articles

Each week, students are expected to read one article from their national Journal, and record 1 or 2 comments about the article to be discussed in class.

2. CLASS FORMAT & CONTENT

Presentations

Tape Reviews

Open Discussion of Sites and Books/Articles

[Supervision by Advanced Interns]

[Speakers]

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework. This course promotes the “conceptual framework” of the SBU School of Education, *A Journey to Excellence*:

“Competence” (supervised practice hours as a school counselor intern; readings; projects; e-folios)

“Experience” (working on site as a school counseling intern; class discussions, supervision)

“Social Justice” (working with a diverse population of students; assisting all students to learn).

School of Education Attendance Policy. “Attendance is required and critical for success. It is the student’s professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements. No more than 1/5th of the classes may be missed in order to pass the course.

Diversity. This course fosters the “diversity” objective of the School of Education via the following activities: involvement in a comprehensive, developmental school counseling program for all students; best practice assignment (applicable to all students); and seminar discussions about the similarities and differences among the various internship sites represented in class.

Technology. This course fosters the “technology” objective of the SBU School of Education through the following activities: exposure to technology at the internship site (including the school’s scheduling program and computer-assisted career guidance system).

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a University committed to the spiritual and intellectual growth of the whole person and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices, penalties to be assigned, and procedures to be followed in prosecuting cases of alleged academic dishonesty may be found in the Student Handbook. Interns should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class are encouraged to contact the Disability Support Services Office, Doyle Rm. 26, at 375-2065 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Class Format. Class will involve small group discussions and activities, large group discussions, small supervision groups, and guest speakers.

Syllabus Change. This syllabus is subject to change.

M. SELECTED BIBLIOGRAPHY:

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An interdisciplinary perspective. Upper Saddle River, NJ: Pearson Education,

Inc. Anderson, R.S. & Reiter, D. (1995). The indispensable Counselor. The

School Counselor, 42, 268-276.

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Borders, D.L., & Drury, R.D. (1992). Comprehensive school counseling programs: A

review for policy makers and practitioners. *Journal of Counseling and*

Development, 70 (4), 487-498.

Boyer, E. L. (1988). Exploring the future: Seeking new challenges. *Journal of College*

Admissions, 118, 2 -8.

Hall. Barr, R. & Parrett, W. (2001). *Hope fulfilled for at-risk and violent youth: K-*

12 programs that work. Boston, MA: Allyn & Bacon.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. Journal of Counseling and Development, 70, 487-498.

Bradley-Johnson, S. & Johnson, M.(-). *A handbook for writing effective psycho educational reports.* Texas: Pro-Ed.

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Coll, K.M. & Freeman, B. (1997). Role conflict among elementary school counselors: A national comparison with middle school and secondary school counselors.

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- Dingman, R. & Weaver, J. (2003). *Days in the lives of counselors*. Boston, Mass: Allyn & Bacon.
- Dollarhide, C. & Saginak, K. (2003). *School counseling in the secondary school: A comprehensive process and program*. Boston, MA: Allyn & Bacon.
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Websites

ASCA - www.schoolcounselor.org

ACA - www.counseling.org

NYSSCA – www.nyssca.org

Technology - www.schoolcounseling.com

<http://www.school-jobs.net/jobs/>

NYCDOE - <http://schools.nyc.gov/default.htm>

NYSED – www.nysed.gov

NCAAClearinghouse.net

<i>Conceptual Framework Outcomes</i>
K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
K2. Candidate considers learner or client and environmental characteristics when planning activities.
K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
S3. Candidate uses appropriate assessment tools and techniques to inform practice.
D1. Candidate uses reflection to improve professional practice.
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
D3. Candidate is receptive to feedback.
D4. Candidate works as an active part of a learning community.
D5. Candidate demonstrates respect for the dignity and worth of individuals.
D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.