

October 21, 2008

Counseling Internship Syllabus

(EDCS 691A,B 692A,B 693A,B 694,695,696)*

MS Counseling

The School of Education Theme

Excellence ~ Integrity ~ Caring

Mission Statement for the School of Education

In support of the university's vision of excellence, the mission of the School of Education is to prepare highly capable educational professionals to serve our community with integrity. The following dispositions are expectations for the candidates of school counseling and student affairs Master of Science degree and Pupil Personnel Services credential:

Professional Collaboration

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

Reflective Practitioner

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

Ethical Professional

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

Student/Client Centered

Candidates, throughout their programs, will prioritize the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions.

Professional Leader

Candidates, throughout their programs, will be strong, determined, professional leaders with a clear instructional focus using effective communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

Professional Competence

Candidates will maintain high programmatic outcomes that reflect research-based practices, principles of learning differentiation, and standards based instruction.

Adopted January 2006
Revised 9/20/06

Guideline on Hours

A total of 600 hours must be accumulated with 200 hours minimum in two of three settings: elementary, middle school (junior high), and/or high school for the PPS credential. Those interns not desiring the PPS credential (MS Degree with concentration in student affairs) are required to have 600 hours as well. Students that change program concentrations or that already have satisfied PPS internship hour requirements may count 150 hours from the prior internship concentration toward the 600 hour total requirement. Seminar hours accumulate at 2 hours per session. Agency hours (hours not in the program of emphasis) will count up to 150 hours. Also hours in attendance at an approved counselor related conference count towards the 600 hours but not as field hours. Participation in local, regional, and/or national counseling organizations will count towards the 600-hour requirement. Other hours will count if approved prior to the event by the Program Coordinator, Dr. Bringman or by the Intern Placement Coordinator, Claude Bradford.

The 600-hour requirement is a minimum. A student may be required to intern for additional hours to the 600 hours if the intern in the sole opinions of the Program Director and Intern Coordinator is not obtaining the School of Education's dispositions listed above and/or has unacceptable site supervisor evaluations. The Program Director and Intern Coordinator will discuss this additional requirement of hours with the intern student before determining the number of additional hours required.

Dual Concentrations

Students desiring to complete the School Counseling and the Student Affairs dual concentration must have an approved course of study on file with the Program Coordinator, Dr. Bringman. Only one concentration may be worked on at a time. After completing the requirements for one of the concentrations (but before applying for the MS degree) the student may apply for permission to continue and complete the other concentration. The internships for the dual programs will only be assigned singularly: For example, 691A, 692A, and 693A must be completed before the student may register for 691B, 692B, and 693B for a student taking the student affairs concentration and then the school counseling concentration. Students completing dual concentrations will be

required to complete 600 hours of internship in one concentration and up to 400 hours in the other concentration. The field work requirement for both concentrations is 400 hours each. The other hours consist of the weekly seminar, counseling conferences, workshops, and other approved internship hours by the Intern Counseling Coordinator. All exceptions to the above policy for dual concentrations must be approved by the Program Coordinator, Dr. Bringman.

Guideline on Seminar Attendance

Counseling interns are required to attend one scheduled seminar per week with the Intern Placement Coordinator or Instructor of Record for the registered internship class. Sessions are for 90 minutes. Additionally the intern is to meet with his/her site supervisor for at least 60 minutes per week. The State's Commission on Teacher Credentialing requires a total of 150 minutes per week meeting with the university or field supervisor. If an intern is unable to attend a session with the Intern Placement Coordinator, he/she must call prior to the session and leave a message: 654-2423. Rescheduling of seminars requires prior approval by the Intern Placement Coordinator. Interns are expected to attend the seminars. Since there are only ten meetings per quarter for the Fall, Winter, and Spring Quarters including the Organization Meeting, absences will not be allowed. If you miss a meeting, the hours (all internship hours in the field and the seminar hours) will not be approved for that week. Also, the Intern Placement Coordinator or the Instructor of Record may drop you from the internship program if absences are excessive.

Placement Guidelines

Interns are expected to keep the Intern Placement Coordinator informed of desired changes in their approved program. If the intern desires a certain placement he/she is required to file the *Intern Application Form* stating the site desired with the Intern Placement Coordinator. The Intern Placement Coordinator will then secure a site placement for the intern. Upon receiving notice of the assigned placement site the intern is to contact the school administrator and/or site (field) counselor/supervisor to arrange a meeting of the site supervisor and the intern. After the school official or field supervisor has agreed to the placement the student intern and the field supervisor will jointly develop a contract as described below. The intern is to obtain approval by the principal site administrator (usually the school principal or manager of the unit) and file the *Placement Approval Form* with the Intern Placement Coordinator.

Cooperative Agreement for CSUB Counseling Internship and Evaluations:

Interns are to develop a contract, *Cooperative Agreement for CSUB Counseling Internship*, with the field supervisor. The agreement when signed and approved by the intern, the field supervisor, and the CSUB Faculty Supervisor (the Intern Placement Coordinator) will act as a memorandum of understanding between the site administration, the university, and the intern. If a situation occurs such that the intern is unable to complete the assigned counseling internship, the Intern Placement Coordinator shall

attempt to place the intern at another site. Upon completion of the agreement and at the end of the quarter the **Field Supervisor** is to complete an evaluation of the **Intern** using the *Evaluation of Student by Supervisor of Counseling Field Work* form (School counseling interns use the appropriate form for schools and Student Affairs interns use the form designated for their program emphasis). This evaluation will be kept confidential and is to be forwarded to the Intern Placement Coordinator via mail or by hand in a sealed envelope. Also the **Intern** is required to complete an evaluation of the **Field Supervisor** and a **Self-Evaluation** at the end of each quarter using the *Evaluation of On-Site Supervisor of Counseling Field Work* and the *Student Self-Evaluation of Counseling Field Work* forms. Both forms are filed with the Intern Placement Coordinator. All evaluation forms are available to the intern via the CSUB faculty WEBSITE by downloading the appropriate file. (See files under the name Bradford).

Log of Hours:

Interns are to keep a current log of the hours accumulated at each site. These hours are to be recorded on a weekly basis, and such logs and records are to be maintained in the intern’s file supervised by the Intern Placement Coordinator. Upon reaching the following milestone-intern-hours the intern will be granted credit for EDCS 691 (A,B), EDCS 692 (A,B), EDCS 693 (A,B).

	Required Hours	
	<u>MS & PPS</u>	<u>Master’s Other Than PPS</u>
EDCS 691	200	200
EDCS 692	400	400
EDCS 693	600	600

If more than three quarters are required to complete the 600-hour internship requirement, then the student is to enroll after EDCS 693 in EDCS 694, followed by EDCS 695, and then followed by EDCS 696. EDCS 694, 695, & 696 are each 1 unit courses.

Intern Academic Requirements

School Counseling Interns and Student Affairs Counseling Interns as CSUB students with graduate standing must maintain a 3.00 GPA in any quarter of graduate work or face academic suspension of graduate standing. The intern is responsible for maintaining minimum academic requirements as denoted in the University catalog.

Other Requirements

Prior to each quarter the intern is responsible for filing an updated EDCS Internship Application Form with the Intern Placement Coordinator. **The intern is responsible for maintaining liability insurance provided by the university – see the cashier for payment. Proof of insurance is to be placed in the intern’s file.** In addition the intern is encouraged to purchase liability insurance through ACA or ASCA as personal additional coverage. Fingerprinting (k-12 school counseling interns, PPS only) is required and must be on file at the County Superintendent’s Office. These requirements

(**university purchased liability insurance and fingerprinting**) must be on file prior to placement in a (K-12) public school setting. All students requesting placement at a public school (K-12) must have already passed CBEST. It is recommended that students in the PPS/School Counseling program have successfully completed Group and Consultation in School Settings (EDCS 650), and Legal and Ethical Issues in Counseling (EDCS 525) prior to becoming interns.

Students are not allowed to double-up on internship registration in the first quarter of internship. However, students are allowed to double-up EDCS 692 A/B and EDCS 693 A/B if they are planning to complete all the internship requirements by the end of the second quarter of internship.

Additional requirements for completion of the internship program include the following:

EDCS 692 – students are required to complete a case study of a client (K-12) for school counseling and (13 – 16) for student affairs counseling. The case study is due by the end of the quarter. Registration in an internship class EDCS 693 A/B, or EDCS (694, 695, 696) is required if the Case Study is not completed by the end of quarter when registered for EDCS 692 A/B. Guidelines for the case study are shown below. The **Grading Rubric** for the case study is shown as Addendum I at the end of this syllabus. Questions on the format and/or design of the study should be referred to Dr. Bringman.

Case Study Guidelines

Please identify a K-12 or college student (from a racial/ethnic group different from your own) to work with closely during your 10 week internship. Write an 8 to 10 page paper describing your work with the student. Please use the following format (and label each section in your paper):

I. Analysis and Synthesis

Collect information/data about the student. This information should come from multiple sources such as: school records, assessments, observations, interviews, referrals, pretests, etc. Summarize and organize the data in such a manner so as to reveal the student's strengths, weaknesses, etc.

II. Diagnosis

Describe consistencies and patterns leading to a summary of the problem(s) or situation(s), possible causes, and other significant and relevant characteristics of the student.

III. Interventions

Describe in detail your interventions/strategies in working with the student. What exactly did you do?

IV. Evaluation

Results? Were you successful? Describe evidence from your pre and posttest. Include a decision for termination or referral. Note: Please include

a copy of your pre and posttest with your final paper (electronic copy to Dr. Bringman; original/hardcopy in internship folder).

V. Reflection

Describe your experience working with an individual from a racial/ethnic group different from your own. What were your challenges? What were your successes?

Suggested Timeline:

Week 1 and 2

Identify the student; obtain parent permission (if needed); collect background data (including a pre-test); diagnose the problem; plan your interventions/strategies

Week 3 through 8

Implement your interventions/strategies; maintain case notes describing your meetings with the student, your progress, concerns, etc.

Week 5

Email a mid-term report to Dr. Bringman (briefly describe who you are working with, what is the student's issue/concern, what have you done so far, what are your plans over the next few weeks, etc.). Be prepared to also share your mid-term progress with your internship group.

Week 9 and 10

Collect post-test data; write your paper

Note: Your case study is due during your last regularly scheduled Internship meeting. (email a copy to Dr. Bringman and place a hard copy in your Internship folder)

The **Goals and Objectives for the PPS credential** issued by the California Commission on Teacher Credentialing, (CCTC) are listed in Addendum II at the end of this syllabus.

Recommended Text Readings (Not Required) Located at the CSUB Bookstore:

King, M. A., Sweitzer, H. F. (1999). *The Successful Internship*. Pacific Grove, CA: Brooks/Cole

Baird, B. N. (2002). *The Internship, Practicum, and Field Placement Handbook* (3rd ed). Upper Saddle River, NJ: Pearson Education, Inc.

- EDCS courses for the internship are delineated as of Spring Quarter 2005 as:
A – Student Affairs
B – School Counseling

Addendum I

**EDCS 692
Case Study Grading Rubric**

(to be used by Dr. Bringman when evaluating your Case Study)

Student Name:

	Target 3	Acceptable 2	Unacceptable 1	Rating
Analysis and Synthesis	Includes data from 4 or more sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from at least three sources (sources are explicitly stated in the case study); reveals the student's strengths, weaknesses, etc.	Includes data from one to two sources (sources are not stated in the case study); minimal detail of the student's strengths, weaknesses, etc.	
Diagnosis	Detailed description of consistencies or patterns leading to a summary of the problem or situation; describes possible causes; includes other significant characteristics of the student	Describes consistencies or patterns leading to a summary of the problem or situation; describes possible causes; no other significant characteristics of the student included	Does not identify consistencies or patterns leading to the problem or situation; does not describe possible causes; no other significant characteristics of the student included	
Interventions	Includes five to six weeks of intervention; detailed summary of strategies and techniques used; strong plan	Includes four weeks of intervention; detailed summary of strategies and techniques used; average plan	Less than four weeks of intervention; weak summary of strategies and techniques used; poor plan	
Evaluation	Detailed summary of results; includes strong pre and posttest evidence; includes decision for termination or	Includes summary of results, pre and posttest evidence, and decision for termination or referral	Short summary of results; pre and posttest evidence is weak or missing; no decision for termination or	

	referral		referral	
Reflection	Thoughtful description of the experience, the challenges, and the successes	Full description of the experience, the challenges, and the successes	Minimal description of the experience, the challenges, and the successes	
Miscellaneous	Paper is well written; each section is labeled; has minimal grammar or spelling errors; 8-10 pages in length	Writing is average; each section of paper is labeled; has a few grammar and/or spelling errors; 8-10 pages in length	Paper is poorly written; no labels used; has many grammar and/or spelling errors; less than 8 pages in length	
			Total	

Average Score: 2.5 to 3 = Target 1.67 to 2.49 = Acceptable 1 to 1.66 = Unacceptable

Addendum II

California Commission on Teacher Credentialing

Goals and Objectives for PPS

EDCS 691, 692, 693 Goals and Objectives

- Knowledge of issues and procedures related to successfully identifying those youths who exhibit behaviors suggesting that they might be at risk of violence, victimization or perpetration.
 - Objective: Students will be able to observe and assess classroom interaction and climate utilizing various assessment tools appropriate to the grade level.

- Knowledge of methods of assessment that contribute to interventions for the development of pupils' self-esteem and lowering the risk of suicide and substance abuse.
 - Objective: Observe and assess classroom interaction and climate utilizing various assessment tools appropriate to the grade level.

- Knowledge of an array of methods for effectively communicating information to influence change.
 - Objective: Demonstrate the ability to utilize information to assist students in making personal, academic and career decisions.

- Knowledge of community-based and school-based systems of care and support.
 - Objective: Involve the community in the counseling program in order to build cooperative relationships between community and school.

- Knowledge of communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers.
 - Objective: Manifest culturally-appropriate and gender-specific communication styles and counseling techniques.

- Knowledge of the appropriate use of computer-based technology and data-management systems, in support services, teaching, learning and data-based research.
 - Objective: The student will be able to select appropriate computer-assisted and non-computer managed academic and other assessment instruments appropriate for school settings.
 - Objective: The student will be able to utilize computer based technology and data management systems needed by

school counselors practicing in a multicultural school setting .

- Knowledge of professional guidelines and standards for the supervision and mentoring of each credential candidate in field experience placement.
Objective: Describe the standards of training and credentialing requirements and the rights and responsibilities of the school counselor.
- Knowledge of mentoring and consultation among professional colleagues.
Objective: Demonstrate group counseling and consultation methods and techniques appropriate for working in a school setting. (EDCS 645; EDCS 650; EDCS 691, 692, 693 Counseling Internship I-III)
- Knowledge of current professional literature about best practices in supervising field experience training.
Objective: The student will be evaluated, in writing, through the use of a questionnaire developed to reflect the state mandated credential competencies, by the on-site supervisor at the conclusion of each quarter of field placement.
- Knowledge of helping pupils achieve school success including: taking responsibility for their own actions; working independently and cooperatively; being dependable and productive; and sharing knowledge, interests and abilities.
Objective: Observe and assess classroom interaction and climate utilizing various assessment tools appropriate to the grade level.
- Knowledge of how to help pupils learn and understand: the relationship between rules, laws, safety and the protection of individual rights; the difference between appropriate and inappropriate physical contact; personal boundaries, rights, and personal privacy; how to identify peer and professional resources in the school and the community; the emotional and physical dangers of substance use and abuse; how to cope with peer pressure; the techniques for managing stress and conflict; and the skills for coping with and managing life events.
Objective: Acquires skills and experience in a culturally and socioeconomically diverse field placement setting providing supervised activities which are appropriate for the student behaviors encountered.
- Understanding classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests and learning styles.

- Objective: Observe and assess classroom interaction and climate utilizing various assessment tools appropriate to the grade level.
- Knowledge of and skill in making appropriate and effective referrals to community mental health agencies and professionals.

Objective: The student will be able to understand the process necessary for appropriate referral to community agencies to address specific student needs.
 - Knowledge of and skill in leading small groups directed towards promoting the academic, personal, social and career development of pupils.

Objective: Demonstrate the ability to work with students, school staff, teachers and parents in developing programs to prevent school failure.
 - Knowledge of and skills in coordinating the support, roles and services of school staff, parents, family and community members and community agency personnel within the framework of a comprehensive counseling and guidance program.

Objective: Gain supervised experience in the use of a variety of professional resources, including assessment instruments, media technology, and referral sources.
 - Candidates are provided with an individualized plan for field experience that provides the opportunity to gain practical knowledge and practice the skills identified in the generic and school counseling specialization standards and attain program competencies.

Objective: Each student prepares a written contract developed by him/her and the on site supervisor, who holds the PPS credential and has a minimum of two years of school counseling experience.

The contract or agreement contains:

- Complete listing of all anticipated activities.
- The anticipated amount of time to be spent each week in each activity, along with a grand total for the total amount of time the student expects to spend in this particular placement. (includes approximate beginning and ending dates and any anticipated deviations from the regular schedule, such as vacations, workshops, vacations).
- A description of how the student feels the suggested fieldwork activity will contribute to his/her overall experience and/or benefit him/her as a counselor. This must be done for each placement)
- Provisions must be made for the on-site counselor to review the student's progress for each activity.

- The date and time(s) of the supervisory sessions with the on-site supervisor are specified.
 - The contract is signed by the student and by the on-site and university supervisors.
- Become familiar with a range of classroom instructional practices and learning experiences for pupils from diverse backgrounds.
 - Objective: Acquire skill and experience in culturally and socioeconomically diverse field placement settings providing supervised activities which are appropriate for the students' behaviors.
 - Develop effective interpersonal and counseling skills through interactions with pupils, parents, school staff and other professionals working with pupils.
 - Objective: Carry out a variety of activities related to professional school counseling at their assigned school placement.
 - Develop competency in all domains, themes and functions of school counseling.
 - Objective: Acquire skill and experience in a culturally and socioeconomically diverse field placement setting providing supervised activities which are appropriate for students.
 - Candidates provided with regular and formal evaluations of their performances during the field experience by a site supervisor and program faculty member in a manner that provides opportunity for improvement in skill acquisition.
 - Objective: The program focuses upon competent professional preparation through systematic summative evaluations with proper documentation to determine that the candidate has fulfilled the standard of professional competence.
 - Candidates have experience in developing the skills included in the school counseling standards.
 - Objective: Acquire skill and experience in culturally and socioeconomically field placements, which develop the skills included in the school counseling standards.
 - Program has effective procedures to track and monitor candidate completion of credential requirements and all competency standards.
 - Objective: The program focuses upon competent professional preparation through systematic summative evaluations with proper documentation to determine that the candidate has fulfilled the standard of professional competence.

- Consistent completion of a systematic summative assessment of the candidates' performance by at least one district supervisor.
 - Objective: At the conclusion of each quarter of Field Placement, and at the end of the experience, an intern evaluation form, stating the mandated CTC competencies which are to be developed by the student during field placement is completed. A separate form is completed by the on-site supervisors for each site. To receive credit for the experience, an overall average of 3.0 or better (on a scale of 6.0) is required on each of the CTC-mandated competencies.

- Assessment encompasses the skills and knowledge necessary for professional competence and is based on documented procedures or instruments that are clear, fair, and effective.
 - Objective: The intern evaluation form is revised according to the mandated competencies of the CTC as needed.

- Individuals responsible for the program, who have access to information on the competence and performance of candidates, use that information to recommend candidates for credentials.
 - Objective: In order to receive credit for the required number of field hours needed to obtain the PPS Credential, satisfactory professional demeanor and behavior, along with satisfactory scores on the intern evaluation form, positive recommendations of the on-site and university supervisors, and a satisfactory graduate grade point average are all required for a positive recommendation for credentialing. Necessary legal requirements (Certificate of Clearance and CBEST passage) along with the approval of the Counseling faculty are also required.

- Knowledge of implementing assessment and data gathering procedures to document the nature and scope of the need for pupil support services.
 - Objective: Develop skills which will enable school counselors to evaluate the effectiveness of their programs.