

VANDERBILT UNIVERSITY - PEABODY COLLEGE OF EDUCATION
Department of Human and Organizational Development, Human Development Counseling Program
HDC 7981: Internship in School Counseling III

COURSE DESCRIPTION

The Human Development Counseling (HDC) internship in school counseling provides students with an on-site experience in counseling. The course will advance training in counseling and guidance techniques within a school setting and help students analyze and apply appropriate counseling and guidance techniques relative to sound theory and school counseling practices. This field experience is designed to prepare students to assume positions as school counselors, grades K-12, and meets State Department of Education requirements for licensure as a school counselor in Tennessee.

PRE-REQUISITES

Students must have passed the following courses, or their approved equivalents, in order to enroll in the School Counseling Internship III course:

- Theories of Counseling
- Foundations of Professional School Counseling & Guidance
- Developmental Counseling Psychology
- Group Dynamics
- Pre-Practicum in Counseling
- Internship I and II

Professional Liability Insurance. Maintain professional liability insurance prior to beginning counseling with any clients. Insurance through the American Counseling Association (ACA) or American School Counseling Association (ASCA) is a complimentary benefit for student members.

TEXTBOOKS AND MATERIALS

- Clifton, D. O., Anderson, E. C., & Schreiner, L. A. (2016). *StrengthsQuest: Discover and develop your strengths in academics, career, and beyond*. (2nd ed.). Washington, DC: Gallup Organization.
- Stone, C. B., & Dahir, C. A. (2010). *School counselor accountability: A MEASURE of student success* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Blum, D. J., & Davis, T. E. (2010). *The school counselor's book of lists*. San Francisco, CA: Jossey-Bass.

Other Materials.

- Students must use a **digital recorder** for recording assignments. Recorders will need to be purchased personally.

COURSE OBJECTIVES

The field experiences in counseling are designed in accordance with the clinical standards established by the Council for Accreditation for Counseling and Related Educational Programs (CACREP). (NOTE: CACREP standards are coded below and accompanying assessments are Class Exercises [CE], MEASURE Assessment [M], E-Portfolio [EP], Client Counseling Sessions [CCS], Case Conceptualization [CC], Reading/Site Reflection Logs [RSRL], Supervisor Evaluations [SE].

- A. Understand and practice school counseling interventions. (2.F.1.c,e; 5.G.1.b-c,g-i,n; 5.G.2.b,g; 5.G.3.c-d,f,h-j,l,n-o [CE, CCS, CC, M, RSRL, SE])
- B. Develop professional skills, awareness, and identity. (2.F.1.b-f.; 5.G.2.a-b,d,l [CE, CC, RSRL])
- C. Understand school culture and organizational structure. 2.F.1.b-e; 5.G.1.d; 5.G.2.a-b,d,l [CE, CC, M, EP, RSRL])
- D. Demonstrate a commitment to gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (2.F.1.e; 5.G.2.a-b; 5.G.3.h,n-o [CE, CCS, CC, RSRL, SE]).
- E. Identify strengths/weaknesses of counseling interviews and other guidance activities. (2.F.1.e; 5.G.2.a-b; 5.G.3.h,n-o [CE, CCS, CC, M, RSRL, SE])

- F. Identify appropriate techniques to be used with various clients. (2.F.5.b-c,g-i,n; 5.G.2.g; 5.G.3.c-d,f,h-j,l,n-o [CE, CCS, CC, M, RSRL, SE])
- G. Learn innovative techniques for case consultation and supervision. (2.F.1.c; 2.F.5.b-c,g; 5.G.1.d [CE, CCS, CC, RSRL, SE])
- H. Practice counseling in an ethically sensitive manner and practice evaluating counseling approaches against ethical and legal standards. 2.F.1.i; 5.G.2.n [CE, CCS, CC, RSRL, SE])

CURRICULUM STANDARDS ADDRESSED

2016 CACREP Core Standards

Standard		How Measured
2.F.1.b	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	CE, CCS, CC, M, RSRL, SE
2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	CE, CCS, CC, M, RSRL, SE
2.F.1.d	the role and process of the professional counselor advocating on behalf of the profession	CE, CC, RSRL, SE
2.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	CE, CCS, CC, M, RSRL, SE
2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues	CE, RSRL, EP, SE
2.F.5.b	a systems approach to conceptualizing clients	CE, CCS, CC, M, RSRL, SE
2.F.5.c	theories, models, and strategies for understanding and practicing consultation	CE, CCS, CC, RSRL, SE
2.F.5.g	essential interviewing, counseling, and case conceptualization skills	CE, CCS, CC, RSRL, SE
2.F.5.h	developmentally relevant counseling treatment or intervention plans	CE, CCS, CC, RSRL, SE
2.F.5.i	development of measurable outcomes for clients	CE, CCS, CC, M, RSRL, SE
2.F.5.n	processes for aiding students in developing a personal model of counseling	CE, CCS, CC, RSRL, SE

2016 CACREP School Counseling Standards

Standard		How Measured
5.G.1.b	models of school counseling programs	CE, CC, M, RSRL, SE
5.G.1.d	models of school-based collaboration and consultation	CE, CC, M, RSRL, SE
5.G.2.a	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	CE, CC, M, RSRL, SE
5.G.2.b	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	CE, CCS, CC, M, RSRL, SE
5.G.2.d	school counselor roles in school leadership and multidisciplinary teams	CE, CC, M, RSRL, SE
5.G.2.g	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CE, CCS, CC, RSRL, SE
5.G.2.i	professional organizations, preparation standards, and credentials relevant to the practice of school counseling	CE, CC, RSRL, SE
5.G.3.c	core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	CE, CC, RSRL, SE
5.G.3.d	interventions to promote academic development	CE, CCS, CC, M, RSRL, SE
5.G.3.f	techniques of personal/social counseling in school settings	CE, CCS, CC, RSRL, SE
5.G.3.h	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	CE, CCS, CC, M, RSRL, SE
5.G.3.i	approaches to increase promotion and graduation rates	CE, CCS, CC, M, EP, RSRL, SE
5.G.3.j	interventions to promote college and career readiness	CE, CCS, CC, M, EP, RSRL, SE
5.G.3.l	techniques to foster collaboration and teamwork within schools	CE, CCS, CC, M, EP, RSRL, SE
5.G.3.n	use of accountability data to inform decision making	CE, CCS, CC, M, EP, RSRL, SE
5.G.3.o	use of data to advocate for programs and students	CE, CCS, CC, M, EP, RSRL, SE

METHOD OF INSTRUCTION

Internship III in school counseling is designed in accordance with the 2009 revision of the clinical standards established by Council for Accreditation for Counseling Related Educational Programs (CACREP). CACREP requires students to complete supervised internship experiences that total a minimum of **300 clock hours over a 14-week academic term**. Each student's internship must include all of the following:

- **120 hours** of *direct service with students* appropriate to the program of study;
- Weekly interaction with **an average of one (1) hour per week** of individual supervision with site supervisor;
- **An average of 90 minutes per week** of group supervision provided during live sessions;
- The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
- The opportunity for the student to develop program-appropriate audio tapes of counseling sessions with students for use in supervision;
- The opportunity for the student to gain supervised experience using a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and
- A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

Representative Field Experiences and Expectations. During the first few days on site, students should become familiar with the setting, policies, schedules, school counseling office, forms, and procedures. Your site supervisor should introduce you to the principal and teachers. In addition, your site supervisor, should help you develop a "case load" and job plan for your 300 hours. The first few weeks *may be spent in an observational capacity* until both the student and the site supervisor feel comfortable with the student taking on individual sessions, small group facilitation or classroom guidance lessons. You may also spend some time learning the procedures and process for exceptional student education and placement. Examine the referral process and tests that are most frequently used in the school for guidance. Try to be involved with at least one S-Team, IEP team meeting, RTI session, and/or 504 plan meeting during the term.

Clients should be mostly students, although direct service can include consultations with faculty, parent meetings, small groups, one-on-one sessions and classroom guidance lessons. Here are some areas of concentration and some representative expectations for the term:

DIRECT SERVICE

- **Individual or Crisis Counseling.** Develop your counseling and interviewing skills with individuals. Collect baseline data, make audio or videotapes, and take note of your progress. Talk with your site supervisor about them. Other students may also receive some of your attention for shorter periods of time; however, give first priority to your individual caseload.
- **Group Counseling.** Facilitate small groups. These are developmental or problem-focused. Four to six sessions might be planned for a group.
- **Classroom Guidance/Core Curriculum.** Co-teach, lead and/or implement a large group guidance unit.
- **Direct Consultation.** Facilitate and/or co-facilitate case conferences where the counselor is consulting with teachers or parents.
- **Peer Facilitation/Conflict Resolution.** Training peer facilitators or serving as a mediator as two peers work through an issue would be direct service. Developing such a program and recruiting peer counselors would be an indirect service.
- **Parent Education.** Students must be able to demonstrate ability to work with parents and conduct parent education activities.

INDIRECT SERVICE

- **Collaboration/Teaming.** Work with school staff to develop curriculum, programs, and student services.
- **Prep/Planning/Research.** Determine how best to work with students. Examples include reading, Internet searches, phone calls, discussions with other professionals.
- **Supervision.** Students may calculate time spent in individual supervision as indirect hours. Students may not include hours spent in live session.
- **Indirect Consultation and Case Conferences.** Participate in a variety of formal (S-teams, 504, IEP meetings, RTI meetings, etc.) and informal meetings (with supervisor or colleagues) to review student cases. In most cases, these are indirect service hours. If the student is facilitating such a meeting and working directly with a parent or teacher (as in the case of consulting with parents or teachers directly about a student issue), students may calculate as a direct service hour.
- **Fair Share Duties.** These are generally “non-counseling” functions, such as test coordination, bus duty, lunchroom supervision, hearing and vision testing, etc.
- **Counselor Meetings.** Administrative meetings with your supervisor generally held to discuss work schedules, responsibilities, etc. This could also include counselor department meetings.
- **Professional Development/Other.** Extra reading, research, professional meetings, conferences, etc., that prepare the student for work as a school counselor. (NOTE: If a student plans to include conference attendance, only those hours actually spent in a session may be calculated.)
- **Case Records.** Begin developing and experimenting with your own personal record keeping system.

Experience in Classroom Instruction. The Tennessee state licensure standards require professional school counselor candidates without prior teaching experience to have an orientation experience in a school as part of the preparation program. The orientation experience provides candidates the opportunity to observe, participate in, and analyze classroom instruction. If you do not have prior teaching experience, you will need 70 additional hours of classroom observation and instruction prior to graduation. If this applies to you, discuss as soon as possible with your 2U support advisor.

Time Sheets. Students are to use the EXCEL spreadsheet to compute direct and indirect clock hours. You must print out a copy of each week’s completed sheet and have it signed by your site supervisor and yourself. All weekly time sheets must be submitted to your live session instructor each week.

Live Session/Group Supervision Format: Internship classes will allow for time to discuss issues specific to sites as well as general issues of concern to school counselors. The 90-minute live sessions will use a combination of the following:

- 1) Processing – Students will have time to process site issues and questions from async work and/or from issues that arise at the school site.
- 2) Individual CS – Students will have the opportunity to debrief student cases with their live session instructor and peers.
- 3) Special Topics – Students will hear from special guest speakers on topics related to school counseling during the async portion of the course. Live sessions will give students the opportunity to ask questions and dive deeper into special topics.

Individual Supervision. Students will meet with both the site and live session instructor for individual supervision. These meetings will offer an opportunity for students to discuss personal progress and issues as well as to review tapes of practical work. The recommended schedule and topics for the meetings:

- 1) Discuss goals and objectives for the semester (first two weeks).
- 2) Review first tape (weeks 3-5).

- 3) Review second tape (weeks 6-10).
- 4) Wrap-up semester, process feedback, and discuss plan to apply for jobs. (weeks 11-14).

GRADING SCALE

A	94–100	B–	80–83
A–	90–93	C+	77–79
B+	87–89	C	74–76
B	84–86	C–	70–73

Papers/assignments with the potential to earn less than 70 must be resubmitted.

COURSE ASSIGNMENTS

All assignments will be due on time. If more than three assignments are late, the student grade will be dropped to a B or below based on the grades from other assignments. Late work is not acceptable.

Attendance and Participation

Students are expected to be holistically present and on time to each class meeting. Students should be in a place for class that is free from interruptions and distractions. Students should not have children, partners, etc. in the room during live sessions. Participation will be evaluated by monitoring virtual attendance and oral participation in class discussions. Please contact the instructor if you must miss a class. Arrangements should be made with the instructor ahead of time about how you intend to access that missed material/activities.

Due weekly (10% of final grade)

Student/Client Taped Counseling Session(s)

Initiate and maintain a counseling relationship optimally with three clients for about 3-4 sessions each. You must **turn in audiotapes for two of these sessions**. It is strongly suggested, however, that you tape as many sessions as possible. For each of the two tapes turned in, you are to complete a tape critique using the template provided. More tapes may be required if faculty or field site supervisor feel it necessary. **All tapes must be audible, accompanied by a written critique, and conform to ethical standards.** Tapes should run approximately 15-20 minutes in length. Tapes shorter than 15 minutes or longer than 50 minutes are unacceptable. As these files will be large, students are encouraged to submit tapes via Box or the LMS as directed by your live session instructor (<https://vanderbilt.app.box.com>). One of your tapes/sessions will be reviewed by your site supervisor with you. Your site supervisor may choose to observe an actual session with a student instead of a taped session. The site supervisor will still complete the same tape evaluation form and submit it to the live session instructor.

Due weeks 7 and 12 (20% of final grade)

M.E.A.S.U.R.E Assignment

Each student, in collaboration with their site supervisor, will identify an “element” relevant to the school and develop a M.E.A.S.U.R.E. plan, as described by Stone & Dahir in *School Counselor Accountability*. Students will prepare a complete M.E.A.S.U.R.E. document to submit to their live session instructor. Students are also encouraged to share their findings with their site supervisor.

Due Week 11 (20% of final grade)

Readings and Site Reflection Logs

Due weekly (10% of final grade)

Professional E-portfolio:

All students will be required to compile during the course of their program a professional e-portfolio. The preparation and presentation of the e-portfolio will culminate during the Internship III course. The following items are recommendations...you may have other artifacts that reflect the requirements:

- I. Entrance Profile
 - a. All transcripts
 - b. Personal statement of background and goals as a school counselor
- II. Professional Resume
 - a. Demonstration of Professional Activities
 - i. Professional organization membership
 - ii. Attendance at professional meetings, conferences
 - iii. Presentations at professional meetings, conferences
 - iv. Recognition and awards
 - v. Volunteer activities
- III. Evidence of Academic Growth
 - a. Program of study
 - b. Samples of course work
 - i. Development of a counseling tool/exercise/lesson
 - ii. Action plan for a target population
 - iii. MEASURE
 - c. Evaluations
 - i. Site supervisor
 - ii. University supervisor
 - iii. Self evaluation
- IV. Evidence of Professional Growth and Development
 - a. Personal theory of counseling paper (APA)
 - b. Documentation of outside class training experiences (workshops, local, state, and national conferences)

Due Week 10 (30% of final grade)

Final Time Logs/completion of hours and Completion of Evaluations

Due week 14 (10% of final grade)

Maintaining confidentiality is the primary ethical principle of counselors. If a student fails to maintain the confidentiality of clients or classmates, the student will be given an automatic failing grade in the course. In addition, the instructor will refer the breach of confidentiality to the counseling Faculty Review Board for possible disciplinary action, including probable dismissal from the program. In the interaction between class members, self-disclosure and personal examination will occur. All interactions will fall under the same umbrella of confidentiality, as do client/counselor relationships. Any violations of the ethical standards will be dealt with accordingly.

Diversity Statement. As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

Instructional Modifications. Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations.

Disability Statement. Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact your course instructor.

Personal Reactions Statement. At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to pause your webcam or leave the live session during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, your course instructors would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a school counselor.

Honor Code Statement. Vanderbilt University students pursue all academic endeavors with integrity. They conduct themselves honorably, professionally, and respectfully in all realms of their studies in order to promote and secure an atmosphere of dignity and trust. The keystone of the honor system is self-regulation, which requires cooperation and support from each member of the University community.