

**Graduate School of Education
Department of Counselor Education
COUN 504 Internship/Field Placement
Fall 2015, Winter & Spring 2016**

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Course CRN: 10886

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Credits: 1

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Course Catalog Description

The clinical internship is the culminating field experience for students in the School Counseling Program. This course will be the experiential application of the counseling skills learned in earlier courses, with a focus on clinical, ethical and systemic conceptualization and practice. Students will have an on-site placement in two public school settings, one major placement (400 hours) at an elementary or middle/high school level, and one minor placement (200 hours) at the opposite level. The goal of these courses is the attainment of competency equivalent to that of an entry level professional school counselor, and consists of the primary components of counseling practice under the direct clinical supervision of a site supervisor (a licensed school counselor on-site at each placement), and case consultation and supervision facilitated by a university instructor.

Disability Access Information

It is the University's goal that learning experiences be as accessible as possible. If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform me immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

Graduate School of Education Conceptual Framework

Vision: Preparing professionals to lead life-long learning and development within our diverse communities.

Diversity and Inclusiveness - Advocacy for Fairness and Respect.

- Candidates work effectively with diverse populations.
- Candidates promote inclusive and therapeutic environments.

Research based practices and professional standards - Professionalism.

- Candidates critically analyze and implement research-based practices.
- Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

Impact on Learning and Development - Commitment to learning.

- Candidates ensure that all learners and clients succeed.
- Candidates use technology to enhance learning and development.
- Candidates influence policy and provide leadership for organizations.

Evidence-informed decision making - Reflection.

- Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

Content Areas

- To provide interns with supervised clinical experiences in working with a variety of students with diverse backgrounds, life experiences, and presenting problems.
- To expand upon academic & clinical skills developed during other courses, relating & integrating counseling theory to practice.
- To assist interns to think critically by seeking multiple perspectives, imagine possibilities, formulate wise decisions, anticipate paradigm shifts, love learning and make inferences based on evidence.
- To assist interns to transform practice through the use of technology, research, subject knowledge, and effective oral and written communication to enhance student and intern growth.
- To assist interns to carry out justice by ensuring that all students appropriate for the intern's skill level are served and treated with respect and care, demonstrating increased understanding of diversity issues and needs.
- To acquire greater knowledge of and experience in the application of a variety of theoretical and technical intervention strategies.
- To increase awareness and proficiency in the development, maintenance, and termination of counseling and psychotherapy services.
- To provide interns with an opportunity to assess, diagnosis, develop treatment plans, and appropriately document, under the guidance and supervision of their site and university supervisors.
- To develop & implement appropriate and diagnostically consistent treatment plans and interventions – with subsequent monitoring, evaluation, & possible revision – to achieve realistic counseling outcomes.
- To assist interns with the preparation & delivery of clinical case presentations and in writing succinct, accurate clinical case reports and other case documentation.
- To identify ethical, legal and professional issues and act according to professional guidelines and standards
- To learn how to refer students, seek consultation, & work collaboratively as appropriate with other professionals, etc.
- To select and use client-appropriate assessment instruments, considering the student's age, ethnic/cultural background, etc. (as well as intern's familiarity and training in administering these instruments).
- To foster self-assessment (values, beliefs, strengths, challenges, transference & countertransference) in the counselor-client relationship and in the counselor-supervisor relationship, and professional development and identity of the intern.

Professional Standards

CACREP STANDARDS ADDRESSED

A. FOUNDATION

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

2. COUNSELING, PREVENTION, and INTERVENTION

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. SKILLS and PRACTICES

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements 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 learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY and ADVOCACY

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

SKILLS AND PRACTICE

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

ASSESSMENT

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

SKILLS and PRACTICE

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH and EVALUATION

1. Understands how to critically evaluate research relevant to the practice of school counseling.

2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school counseling research literature.

SKILLS and PRACTICES

1. Applies relevant research findings to inform the practice of school counseling.

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

1. Understands the relationship of the school counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of

school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

SKILLS and PRACTICE

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

COLLABORATION and CONSULTATION

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.

7. Knows school and community collaboration models for crisis/disaster preparedness and response.

SKILLS and PRACTICES

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

SKILLS and PRACTICES

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

2. Plans and presents 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).

ALL AFOREMENTIONED ITEMS ASSESSED BY SITE SUPERVISOR EVALUATION AND UNIVERSITY SUPERVISOR VIA FORM SUBMITTED IN TK20.

Methods of Instruction Overview

This course consists of two primary components: 1) student interns providing counseling practice under the direct clinical supervision of a site supervisor; and (2) group supervision & case consultation [in a seminar experience] facilitated by the university supervisor. The focus of group supervision is upon case consultation, enhancing intern competencies in clinical skills, case conceptualization, treatment planning and self-awareness – through formal video case presentation, feedback from group participants, direct feedback from the university supervisor, and didactic instruction. Special focus is given to clinical and ethical crisis situations.

Required Texts

Graduate Department of Counselor Education. (2015). *Graduate Department of Counseling Internship Manual*. Portland, OR: Portland State University.

Other Readings/texts will be assigned in congruence with learner needs.

Recommended Reading

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Course Schedule

Wk.	Date	Topics	Readings and Assignments Due
1		Introduction	Liability Insurance/ASCA Code of Ethics Video Consent
2		General Discussion	
3		Supervision Discussion Video presentation	Reflection Statement(s) Standard 1

4	Supervision Discussion Video presentation	Reflection Statement(s) Standard 2
5	Supervision Discussion Video presentation	Reflection Statement(s) Standard 3
6	Supervision Discussion Video presentation	Reflection Statement(s) Standard 4
7	Supervision Discussion Video presentation	Reflection Statement(s) Standard 5
8	Supervision Discussion Video presentation	Reflection Statement(s) Standard 6
9	Supervision Discussion Video presentation	Reflection Statement(s) Standard 7
10	Supervision Discussion Video presentation	Reflection Statement(s) Standard 8
11	Supervision Discussion Video Presentation	Student/intern evaluation form Supervision Experience form TK20 Internship hour submissions

Assignments

1. Attendance

Attendance and participation in weekly campus group supervision

First absence = Excused (Student must send an email recap of any concerns/problems at internship sites within 24 hours of absence from the group; a phone call is fine as well)

Second absence = 10% deduction in grade; must arrange a make up session with instructor to be completed by the end of the term

Third absence = no pass

Tardiness: Each contributor is important in this group process and group begins exactly at 2:30. Because of the dynamic nature of group, tardiness and leaving early are not acceptable because

they are interruptive to the learning climate. Tardiness is defined as arriving to class past the 2:30 start time.

First tardiness – Excused

Second tardiness – Reduction in total points by 5%; complete a 2 page resource packet to share with colleagues as your contribution to the group (consult with instructor about which topics are needed by the group at the time of your absence). Must be completed within one week.

Third tardiness – Further reduction in points by 10%; complete a 2 page resource packet to share with colleagues as your contribution to the group (consult with instructor about which topics are needed by the group at the time of your absence). Must be completed within one week.

Fourth – no pass; remediation plan to develop related professional dispositions

2. Liability Insurance

All students must have malpractice insurance commensurate with site policies and regulations and expected clinical responsibilities.

3. Goals and Objectives Form

The "Goals and Objectives" form must be completed for each academic term [Summer (if applicable), Fall, Winter, Spring]. The forms are due during the third week of class and are to be co-signed by student and site supervisor.

4. Weekly Seminar Meetings

Students must meet, as a group, with their academic internship supervisor on a weekly basis (for approximately 90 minutes each week). During the meeting students will present a 15 minute video to the group (1 per quarter). In addition the student will provide copies to the group; a "case evaluation", a treatment plan, progress note and related progress reviews summarizing their work with a client from their internship site (see separate form for structure of case evaluation). Students not presenting will use the case presentation evaluation form to guide their feedback to the presenter (see separate case presentation feedback form).

5. Video Demonstration

All students MUST demonstrate one classroom guidance or counseling session per term through video. Student is responsible for getting permission to video forms to instructor prior to demonstration, and forms must be signed by appropriate parties.

6. Student/Intern Evaluation Form

Students should insure that their "Student/Intern Evaluation" form (see Internship Manual) is completed by their site supervisor and logged on to TK20 in a timely manner prior to the conclusion of each academic term (Approximately on December 10th, for Fall Term, March 10th, for Winter Term, and June 10th for Spring Term).

7. Supervision Experience Evaluation Form

At the completion of their internship experience students should fill out the "Supervision and internship experiences" form on TK20

8. Accumulated Logged Internship Hours

To meet the Counselor Education Program's requirements for graduation, the student must complete the following during the entire internship experience:

- A minimum total of 600 clock hours of supervised clinical experience, of which:
- A minimum of 240 (220 following practicum supervision) hours

- A minimum of 30 hours (i.e., an average of about one full hour per week) must be designated as "individual supervision" hours (face-to-face supervision with the on-site supervisor).
- A minimum of 45 hours (i.e., an average of about one and one-half hours per week) must be designated as "group supervision" hours (weekly seminar meetings that could be augmented by client oriented group meetings, case presentations during staff meetings, joint supervisory meetings)

Grading

Grades are assigned quarterly (Fall, Winter, Spring) and are a composite of the following:

Video and case presentation	40%
Attendance and feedback participation	60%

Grades are assigned on a Pass/No Pass basis:

Pass (P): Passing scores from all site supervisors; minimum threshold of attendance at internship site and in group supervision class

No Pass (NP): recommendation for NP by on-site supervisor. Students who receive NP are required to complete a "plan of assistance" with their academic supervisor before being permitted to continue with their internship. The "plan of assistance" details the concerns listed by the site supervisor, and details the steps needed to ensure satisfactory clinical performance in the future.

Incomplete (I): positive feedback from site supervisor but concerns voiced by University instructor(s)*

* no basis for decision on P/NP is mostly due to (a) lack of sufficient, hours accumulated; (b) student's failure to submit logged hours or on-site supervisor's evaluation forms on time; or (c) demonstrated skill level does not warrant a Pass grade (student is still in early developmental stages of clinical skill building).

Course and University Policies

Late Assignments	Typically not accepted and/or may receive point deductions.
Attendance and Tardiness	(or missed assignment deadlines): There are many students with legitimate unforeseen circumstances and situations. It may become necessary for you to miss a class or an assignment during our term together. If you miss more than one class, due to any circumstances, zero points will be awarded for your attendance score. There may be times when personal needs supersede class demands and if you miss more than one class the zero will have a minimal impact on your overall grade if you meet the stated course requirements as noted in the Syllabus. This policy is intended to maintain the same approach for all students and exceptions will not be made unless deemed <i>necessary</i> by the instructor. *See Attendance section of this document for further specifics about how this class will manage tardiness/absences
Classroom Demeanor and Courtesy	Because students may not share the same opinions on different topics in this class, it is important that we remember to respect the opinions and ideas of others. We expect students to show respect and courtesy for all members of this class at all times. See the GSE Student Conduct Code: http://www.pdx.edu/sites/www.pdx.edu/education/files/gse_handbook_student_conduct.pdf
Incompletes	Typically not permitted. A student may be assigned an Incomplete (I) grade by an instructor when all of the following four criteria apply: <ol style="list-style-type: none"> 1. Quality of work in the course up to that point is C level or above. 2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work. 3. Reasons for assigning an Incomplete must be acceptable to the instructor. The student does not have the right to demand an Incomplete. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work in order to raise a deficient grade. 4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the Incomplete grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period. http://www.pdx.edu/ogs/incomplete-grades
Academic Integrity	The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action: (1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the

	<p>University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.</p> <p>(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.</p> <p>PSU Student Conduct Code # 577-031-0136</p>
Returning student work	<p>Due to FERPA guidelines, student work must be directly returned to each student (either face to face or via electronic or “snail” mail). If students want a hard copy of their work returned, they should provide a stamped, self-addressed envelope large enough to hold the assignments to be returned.</p>
Student Health Insurance	<p>PSU provides students taking 5 or more inload, non self-support credits per term (1 credit for international students) with the mandatory PSU/Aetna Student Health Insurance Plan.</p> <p>See http://www.pdx.edu/shac/insuranceplan for more information.</p> <p>Students may waive the insurance but must provide proof of enrollment in a comparable insurance policy offered through another company. Students only need to waive out once per academic year.</p> <p>All eligible students will be charged for insurance unless they waive out by the waiver application deadline, the second Sunday of each term.</p> <p>See http://www.pdx.edu/shac/insurancewaiver for specific information and directions about waiving the health insurance, and a link to the online waiver application.</p> <p>Contact insurancehelp@pdx.edu for more information.</p>
Safe Campus Module	<p>Portland State University desires to create a safe campus for our students. As part of that mission, PSU requires all students to take the learning module entitled <i>Creating a Safe Campus: Preventing Gender Discrimination, Sexual Harassment, Sexual Misconduct and Sexual Assault</i>. See http://www.pdx.edu/sexual-assault/safe-campus-module</p>
Counselor Ed Policy Statement	<p>Department Policy Statement: The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.</p> <p>Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the</p>

beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint and show respect for the opinion of others.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association:

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Failure to do so can result in termination from the program.