

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Internship: Personal/ Social Dev and Consult
Course Number	SCED 506
Term	Spring 2016
Department	Educational Leadership—School Counseling
Faculty Name	Biswas and Thompson

Catalogue Description *(copy from current catalogue):*

SCED 506 Internship: Personal/Social Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues. Prerequisites: SCED 500, SCED 501, SCED 502. Corequisites: SCED 505. Credits: 1.5 semester hours.

GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:

(please fill in which class meeting or assignment addresses each principle or standard)

[TSPC OAR 584-018-0305: CACREP SCED Std. G5] HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society.

Class meeting(s) or assignment(s) addressing this standard: Supervision hour

[TSPC OAR 584-018-0305 (2)] Counseling, Prevention and Intervention: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Internship hours

[TSPC OAR 584-018-0305 (7)] Collaboration and Consultation: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Internship hours

[TSPC OAR 584-018-0305 (8)] Leadership: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: Internship hours

[GSEC GP 1] Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.

Class meeting(s) or assignment(s) addressing this standard: Supervision hour

[GSEC GP 2] Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

Class meeting(s) or assignment(s) addressing this standard: Supervision hour

[GSEC GP 3] Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Class meeting(s) or assignment(s) addressing this standard: Supervision hour

[GSEC GP 4] Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.

Class meeting(s) or assignment(s) addressing this standard: Internship hours and Assignment 1

[GSEC GP 5] Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.

Class meeting(s) or assignment(s) addressing this standard: Internship hours and Assignment 1

[GSEC GP 9] Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession[s].

Class meeting(s) or assignment(s) addressing this standard: Supervision hour and internship hours

Authorization Levels (for TSPC-approved programs only):

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	P
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	P
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	P
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	P

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) 6 of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 506: PERSONAL/SOCIAL DEVELOPMENT & CONSULTATION INTERNSHIP

Assignments:

Assignment 1- Internship Summaries-eight total

To site supervisor:

As we place school counselor interns in their second micro internship, we want them to observe and become familiar with the regular ongoing activities and meetings, which support student success. We hope this list will provide a framework from which to mutually plan intern activities this semester.

To Lewis and Clark intern:

Students will submit a total of eight summaries this semester. The content for each assignment is described below. Submit summaries to your field supervisors using the same heading as you did for SCED 501. (Your name, summary number, and category) Each summary is worth 5 points with the exception of #3. Using the ASCA standards; this summary is worth 10 points. ***The last date to submit summaries is April 20.*** If summaries are turned in beyond the final date, they will be marked down.

- ✓ 1. OBSERVE THE USE OF COUNSELING SKILLS SUCH AS SOLUTION FOCUS AND MICRO SKILLS IN INDIVIDUAL OR GROUP COUNSELING SESSIONS.

Observe three different counseling sessions. Write one paragraph describing the session and a second paragraph identifying the counseling skills incorporated into the session. **Total of 3 summaries/two paragraphs each/ 5 points each summary**

- ✓ 2. INTERN DEMONSTRATES THE USE OF COUNSELING SKILLS IN AN INDIVIDUAL OR GROUP COUNSELING SESSION.

Student intern describes the focus of the counseling session and identifies the counseling skills used. Share your reflections on how you thought the session went; identify what you think went well, any challenges, and what you might have done differently. **Total 1 summary/2-3 paragraphs/ 5 points**

- ✓ 3. USING THE ASCA NATIONAL STANDARDS IDENTIFY HOW PERSONAL/SOCIAL COMPETENCIES ARE DELIVERED AT YOUR CURRENT SCHOOL SITE.

Describe how the school activities demonstrate the application of the standards or competencies and make recommendations for what additional counseling strategies could be implemented to improve the counseling program. **Total 1 paper/maximum 2 pages in length/ 10 points**

- ✓ 4. DEVELOPMENTAL ASSETS AS IDENTIFIED BY THE SEARCH INSTITUTE

Choose one asset per summary and describe what activities are being done in your school to build this asset. What else would you add? **Total of 3 summaries/2-3 paragraph/ 5 points each summary**

SCED 506: PERSONAL/SOCIAL DEVELOPMENT & CONSULTATION INTERNSHIP

Due Dates and Guidelines for Summaries

- Students will submit one written summary per week. Weekly summaries are due by 5:00 p.m. Friday of that week.
- Email summaries to your field supervisor.
- Email your field supervisor with exceptions or special circumstances.
- Summaries will only be accepted if they contain a heading identifying the category.

As follows:

Your name:

Category heading:

Summary number and Date:

L & C Field Supervisors:

Field Supervisors:

For: Holly Thompson

Judy Large jlarge@lclark.edu

Denise Fosheim pdfosheim@lclark.edu

For: Bijoli Biswas

Michael Stewart michaelstewart@lclark.edu

Chris Haag chaag@lclark.edu

Assignment 2- On-Site Supervision Report (Key Assessment 4 Part Two)

Assignment Objectives:

1. Candidate will demonstrate an understanding of the counseling process in a multicultural society.
2. Candidate will demonstrate effective essential interviewing and counseling skills.
3. Candidate will provide individual, group counseling or classroom guidance that promotes the academic, career, and personal-social development of all students.
4. Candidate will demonstrate an understanding of personal strengths and areas for growth related to counseling skills.

Assignment Guidelines:

Having your counseling skills evaluated by an experienced supervisor is an essential part of the process of completing your first yearlong internship. You will need to demonstrate effective counseling skills in order for faculty to endorse your entry into second year internship (macro).

After you have completed half of the spring academic term, you will schedule a time for an on site supervision visit with your assigned field supervisor. It is your responsibility to contact your field supervisor to schedule a date and time for the onsite visit. During this visit you will be expected to demonstrate your counseling skills with either an individual student or a small group. You are expected to demonstrate effective counseling skills.

In addition to demonstrating your skills you will be prepared to share specific thoughts about your internship with your supervisor. You will address three key points:

Point 1-You will be prepared to share an overview of your school counseling experiences with individuals, groups, and classrooms.

Point 2-You will discuss your experiences and thoughts about working with diverse populations.

Point 3-You will discuss your strength areas and areas for growth related to counseling skills.

Your supervisor will evaluate you based on your demonstration of counseling skills and your ability to discuss your counseling experiences and your understanding of counseling in a multicultural society.

After the on site visit is completed, your supervisor will create an evaluative supervision report. This report will be shared with you on the last night of class.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to

contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.