

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name

SCED 516

Course Number

School Counseling Internship

Term

Spring 2017

Department

Educational Leadership

Faculty Name

Eby, Hadraba, McCullough

Catalogue Description (copy from current catalogue): Content: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours.

Prerequisites: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 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)

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: Course requirements 6,9,10,11

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: Course requirements 1,3,6,9

GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.

Class meeting(s) or assignment(s) addressing this standard: Course requirements 4,6,7,8

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: Course requirements 1,2,3,4,8

TSPC OAR 584-017-0441 (1) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.

Class meeting(s) or assignment(s) addressing this standard: Course requirements 1,5,6,9,10

TSPC OAR 584-017-0441 (4) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.

Class meeting(s) or assignment(s) addressing this standard: Course requirements 3,4,5

TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

Class meeting(s) or assignment(s) addressing this standard: Course requirements 5,6,9,10

TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.
Class meeting(s) or assignment(s) addressing this standard: Course requirements 4,6,9

TSPC OAR 584-017-0441 (9) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the collection and use of data.
Class meeting(s) or assignment(s) addressing this standard: Course requirements 6,9

TSPC OAR 584-017-0441 (10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.
Class meeting(s) or assignment(s) addressing this standard: Course requirements 1,6,9

TSPC OAR 584-017-0441 (11) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations.
Class meeting(s) or assignment(s) addressing this standard: Course requirements 1,4,7,8

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.	R,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.	R,P
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	R,P
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	R,P

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

Student Performance:

Student performance criteria appear on page(s) 3-4 of this syllabus (student performance includes goals, evidence, and levels of performance).

School Counseling Internship
SCED 516 Spring 2017
Tuesdays, 5:30 - 8:30 p.m.

Instructors:

Linda Eby, M.Ed.

leby@lclark.edu

Heather Hadraba, Ph.D. 503-768-6138

hadraba@lclark.edu

Rafe McCullough, Ph.D. 503-768-6144

rafemccullough@lclark.edu

School Counseling Office: Sarah Baggs, schcoun@lclark.edu
Rm. 308, Rogers Hall, 503-768-6142

Recommended Resources:

Note: During spring semester, students are encouraged to identify and read references pertinent to their action research project.

ASCA National Model (Third Edition)

Purchase and download at: www.ASCANationalModel.org

Oregon's Comprehensive Guidance and Counseling Framework:
<http://www.ode.state.or.us/search/page/?id=1794>

Course Description:

School counseling internship is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, continuation of skill development, and opportunities for reflective inquiry. The internship seeks to enhance the development of counseling and consulting skills that are grounded in theory and research and necessary to facilitate positive human development within a school setting.

Course Objectives:

Upon course completion, the candidate will be able to:

1. Demonstrate understanding of the school counselor's professional functioning, including roles, responsibilities and relationships.
2. Demonstrate understanding of the counseling process in a multicultural society, including counselor behaviors, counselor skills, and systemic approaches.
3. Demonstrate understanding and skills of educational equity processes involved in professional school counseling, including advocacy, leadership, and systemic change.
4. Demonstrate understanding of research methods as applicable to school counseling, including needs assessments, program evaluation, and data-based decision making.

5. Demonstrate understanding of the components and implementation of a comprehensive, developmental school counseling program, including legal and ethical issues.

The School Counseling faculty strives to prepare school counseling candidates who understand learning communities composed of diverse populations and encourage purposeful and continued learning. The faculty believes strongly in the school counselor's role as a leader, advocate and collaborator who ensures academic, career and personal/social success of all students preK-12. The macro-internship class represents the culmination of both coursework and field experiences reflecting the knowledge, skills and dispositions that the Lewis & Clark Graduate School of Education and School Counseling program hold central to the preparation of effective and fully qualified school counselors.

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 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.

1. Adherence to American School Counselor Association's ethical guidelines for school counselors.
2. Adherence to Lewis and Clark's internship requirements and procedures (as outlined in the Internship Manual).
3. Supervision and Consultation: two taped student-intern sessions/interviews are due this semester (12-15 minutes viewed in class with peer feedback, and a second tape reviewed by instructor with individual feedback). Included with the tape reviewed by the instructor will be a tape transcription of 7-10 minutes of the session with micro skills listed. Each tape will demonstrate the student's developing mastery of solution focused counseling.
4. Debriefing will be part of small group work and all group members are expected to participate.
5. The spring on-site visits will include a meeting with the intern's site supervisor(s) and intern. (Total: 2 on-site visits). If the intern is also completing micro-internship hours (Mini-Macro), separate site visits will be scheduled specific to the micro-internship class.
6. Action Research: spring semester. An area of concern at the internship site will be identified and defined including data available from within the school. The intern will compile: (1) a review of literature identifying solutions and/or alternatives to the stated problem, (2) possible solutions for site consideration, including budget(s) necessary for implementation, time-lines, outcomes, and evaluation criteria. The intern will include diversity/cultural considerations affecting the identified concern. Technological applications appropriate for the identified concern will be addressed. In-class presentation (e.g. graphs, PowerPoint) is due in April, 2017. **The research paper will be in APA format and submitted to Taskstream on the presentation due date.**
7. Reflection paper: one-two pages of reflections about your internship experience **this** semester.
8. Journals (3) containing thoughts/ideas of the internship experience must be submitted. Use the same format as fall semester.
9. Topic presentation: spring semester. Student(s) present and lead discussion on a professional topic of their choice. Must include key considerations for school counselors.
10. A School Counseling Program Brochure will be created by each student. Examples and assignment requirements will be presented in class. **Due February 7^h.**
11. Supervision Assessment (2 page paper): Please see Taskstream for scoring rubric. **Due March 21st.**
12. Only one absence is allowed per semester. More than one absence will require a meeting with the instructor to arrange make-up activities/work. Excused absences MUST be arranged 24 hours prior to class, if possible.

Course Evaluation: The course is a two-semester/ four credit graded course (A, B, C, D & F). Anything less than a 'B' grade will be considered unsatisfactory. The Lewis & Clark instructor, in collaboration with the candidate, will develop a remediation plan that will be approved by the

department. Credit and grades will be obtained through satisfactory completion of the requirements and will be awarded upon **completion** of the **yearlong internship**.

MEETING AGENDAS:

Meeting #1: Review course syllabus, organization of class sessions and online access to forms. Discuss site visits, hourly logs, grade scoring guide and rubric, journaling and video (peer viewing and feedback as well as instructor review and tape transcript). Students complete information cards (if needed), and sign-up for tape reviews and topic presentations.

Meetings #2-14:

See weekly outline..

**GRADE SCORING GUIDE FOR SCED 516
SPRING 2017**

Items:

Points possible:

Action Research	
Paper	100
Presentation	50
Reflection paper (1-2 pages typed)	20
Journals 3 @ 5 pts. each	15
Topic Presentation	30
Supervision Assignment	20
Counseling Program Brochure	25
Tape review in class	50
Tape review with instructor	50
Tape transcript	40
Class/ Small group participation	50
Total Points Possible =	450

Grading:

421 -450 = A

403-420 = A-

402 > = B