



**GRADUATE EDUCATION**  
**PROFESSIONAL SCHOOL COUNSELING INTERNSHIP I & II**  
**Summer 2008**  
**Beginning May 13, 2008**

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**Course Description:**

The School Counseling Internship is required for students preparing to become licensed school counselors. The internship is an on-the-job-experience centered in an elementary, middle and/or high school guidance and counseling office in an approved school district. Counseling interns will work under the direct supervision of a fully licensed, experienced professional school counselor in the school and a member of the Counselor Education faculty. The primary focus of Practicum was the acquisition and application of basic counseling skills. The School Counseling Internship is intended not only to provide the student with counseling experience, but with greater exposure to all aspects of the role and functioning of a professional school counselor. During internship students are involved in (a) classroom guidance, (b) individual counseling, (c) small group counseling, (d) consultation, (e) program planning, and (f) other guidance activities particular to the internship setting.

**Prerequisite:** COUN 630 Counseling Practicum

**COURSE OBJECTIVES:**

Student will continue to:

1. Develop a personal philosophy and working strategy which is grounded on an understanding of legal and ethical considerations of working with children.(EG1)
2. Acquire the ability to conceptualize a case from different theoretical orientations and develop appropriate treatment plans. (EG3)
3. Acquire a deeper understanding of appropriate approaches for treating children with special needs(academic/developmental/physical/social-emotional), and children with special concerns (dealing with homelessness, alcoholism, death, depression, abuse, prejudice, etc. (EG 1,7,4,9,)

4. Reflect on the effects of various parenting techniques on childhood development and behavior. (EG 3,10)
5. Respond in a flexible and accommodating manner to the needs of each child, teacher or parent. (EG 2, 10)
6. Develop a working knowledge and skill level to devise intervention strategies for a variety of childhood and family concerns. (EG3)
7. Communicate effectively and appropriately with all parties involved in assisting children learn, grow and thrive. (children, parents, teachers, administrators, community workers, etc.) (EG 2,5, 8)
8. Create positive environments which encourage, promote and accept the value of individual differences. (EG 2, 5, 8)
9. Create counseling tools which will enhance communication between people, understanding of concerns, and increase coping skills. (EG4)
10. Demonstrate a growing knowledge and understanding of the demands, advantages and challenges of being part of a multicultural community. (EG1, 4, 9).

**Overview:**

The premise of this course is based on the Mission of Malone College to facilitate a lifelong process of intellectual and spiritual growth; discover knowledge through interactions with all disciplines of learning; exposure to significant ideas in an environment of investigation and evaluation; involvement in the life and institutions of urban society; development of an international perspective through cross-cultural experiences; preparation for a creative and productive career; and provide opportunities to understand and accept a personal faith in Jesus Christ. Furthermore, students will be exposed to opportunities to develop as competent professional counselors and serve as facilitators of individual and community growth. Lastly, graduate students will know self and others within a conceptualization of knowledge, skills, attitudes, and values.

**Course Objectives: Refer to handout mailed to you from the Graduate School.**

**NO REQUIRED TEXT FOR THIS COURSE**

**Contact Hour Requirement:**

A minimum of 300 clock hours of direct/indirect service is required each semester. Internship students are to receive, one hour per week of individual supervision by the site supervisor for the duration of the Internship. A minimum of 2 ½ hours of group supervision is required bi-weekly throughout the Internship and is performed by a faculty member with competence in professional school counseling.

**Course Requirements:**

1. Interns are expected to apply counseling skills and techniques as well as guidance principles to meet the needs of students in a school setting.
2. Interns are expected to participate in the activities of the guidance program at their internship site and meet the hourly requirements prescribed by the Malone College School Counseling program. (*Refer to Handout mailed to you*).

3. A weekly narrative activity log should be completed and turned in for your file at each class meeting.
4. Weekly supervisory sessions of one-hour duration with your on-site supervisor are required. Sessions should include review of audio and videotapes of your work with students. (Self-report of counseling sessions / guidance programming is strongly discouraged).
5. Interns are responsible for obtaining professional liability insurance prior to beginning practicum and internship (Refer to Handout mailed to you).
6. School Counseling Internship students will be expected to present one Case Study and one Professional Program during their internship experience.
7. Specific academic requirements:
  - Complete a minimum of **300 hours per semester [600 total]** - (min. 120 / 240 direct and 180/360 indirect) hours. See example of direct and indirect activity hours in appendix.
  - Successful evaluations from site, faculty supervisors, and self-evaluations.
  - Successful completion of:
    - 1) **Individual counseling session** (Case Study Presentation) see Appendix
    - 2) **Small group counseling** ( one experience summary form) see Appendix
    - 3) **Classroom guidance** (one experience summary form)
    - 4) **Professional programming** (one experience summary form)
    - 5) **Three journal article summaries** [see Appendix) \* for COUN 683 only
    - 6) **Community Scan** (See Appendix)\* for COUN 684 only
    - 7) **Ethical Dilemma Paper** [format to be handed out in class] \* COUN684 only
    - 8) **Progressing toward completion of portfolio**

### Course Calendar:

May 13	Course Syllabus reviewed and discussed Course record keeping and paperwork Scheduling supervisor's visits Discussion of portfolio project Discussion of Service Learning project Group sharing Handouts: experience form, community scan project
May 20	ASCA National Standards Review Supplemental readings In class activities Narrative logs due/Discussion of internship experiences Further discussion of Service Learning project and Portfolio project
May 27	Case study presentations and paperwork Community Scan due Narrative logs due/Discussion of internship experiences In class activities Updates of projects- rationale, outline, timeline, contacts, and materials needed

June 3	Program Presentations and paperwork Supplemental readings In class activities Status updates on projects Narrative logs due/discussion of internship experiences Midterm evaluations due
June 10	Case study presentations and paperwork Program presentations and paperwork In class activities Narrative logs due/Review internship experiences
June 17	Program and/or case study presentations Ethical Dilemma Paper due Narrative internship logs due/Review of internship experiences In class activities Portfolio/ service learning project updates
June 24	Case study and/or program presentations Narrative internship logs due/Review of internship experiences Service Learning projects Portfolio updates
July 1	Narrative internship logs due/review of internship experiences Sharing Service learning projects Sharing of portfolio ideas Final evaluations of the semester due

In class activities will focus on ethical dilemmas, the ASCA National Model, current issues facing professional school counselors, readings of interest, games and activities used in the profession.

**Attendance:**

Students are expected to be punctual and 100% in attendance, especially in bi-weekly courses because of the relatively intense format. *"In the event of an emergency or illness, students are responsible for notifying the professor and for fulfilling all class requirements according to the professor's directions"* (Malone College Student Handbook).

**Late Assignments:**

All assignments and documentation are due on their noted dates. Late assignments will generally not be accepted. In cases of documented emergency or extreme circumstances, assignments may be accepted. If a student finds that he/she is not able to complete the required hours by the end of the semester, it is his/her responsibility to notify the faculty supervisor as soon as possible to explore alternatives.

**Evaluation:**

A passing grade will be contingent upon successful completion of all field experience requirements for the given course (683 or 683) including the required number of hours, successful evaluations from both site and faculty supervisors, and successful completion of the specific academic requirements.

**The following requirements are expected to be completed successfully:**

- Completion of 300 hours in internship experience per semester (min.120 direct and 180 indirect to be recorded on weekly activity logs and turned in at each class meeting.
- Case presentation of individual counseling session(s) with case study paper.
- Summary report of small group counseling session – as appropriate/possible.
- Summary report of classroom guidance lesson – written outline/sample of materials.
- Summary report of professional programming and presentation to a group/outline/sample of materials.
- Critiques of supplementary articles – as given by professor.
- Community scan **683**
- Service learning project – groundwork and planning **683**
- Service learning project – completion of project, documentation and report/presentation **684\***
- Ethical Dilemma paper **683 or 684**
- Professional portfolio
- During each semester a midterm evaluation will be completed by the site supervisor and the intern. A final evaluation will also be completed by both at the end of the semester.

**Due to the brevity of summer opportunities to obtain required contact hours, students may need to continue to work on Internship I or II hours beginning in mid August. If hours and course requirements are not met, an “L” will be given until all are completed successfully.**

**SPECIAL NEEDS:**

Students with special needs should notify the professor on the first day of class. Additionally, students will need to notify Patti Little, the Disability Support Services Advisor, 330-471-8359 who will discuss your needs and disability documentation to make appropriate accommodations.

**APPENDIX A**  
**STIPS CASE NOTE WRITING FORMAT for Case Study Paper**  
Prieto & Scheel (2002)

**Signs and Symptoms**

- Student's current level of functioning

**Topics of Discussion**

- Major issues discussed in current counseling session(s), guidance presentations, etc.
- Changes or developments in student's issues that have occurred since the last session(s).
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**Interventions**

- Specific counseling / guidance interventions used in the current session(s)
  1. Relation to student's issues and treatment goals
  2. Tracking the completion of homework assignments and other related "out of session" components to counseling.

**Progress and Plan**

- Summary of specific progress the student has made in the current session(s) toward established counseling goals.
- Outcome of any interventions that occurred from last session to current session.
- Overall counseling gains and intervention outcomes should be addressed every 3 to 5 sessions
- Specific counseling / guidance plans that the counselor trainee has for the next session
  1. Specific topics
  2. Interventions
  3. Treatment targets for interventions
  4. Anticipated outcomes
  5. Relation of these plans to the overall treatment / educational plan.
  6. Note any minor, specific changes to treatment / educational plan

**Special Issues**

- Newly developed or ongoing critical issues that need to be tracked
  - Suicidal ideation
  - Homicidal ideation
  - Abuse allegations and safety issues
  - Medication issues
  - Counseling related issues outside of the school
- Red flags
  - IEP issues
  - Administrative school issues and other related academic issues.
- Oral presentation should be approximately 10-15 minutes in length

## **APPENDIX B**

### **EXAMPLE of Types of Supervision, Direct, and Indirect Activity Hours**

- I. SUPERVISION ACTIVITY**
  - A. Live
  - B. Video
  - C. Audio
  - D. Case Consultation
  - E. Other
  
- II. DIRECT SERVICE ACTIVITY**
  - A. Individual Counseling
  - B. Small Group Counseling
  - C. Classroom Guidance
  - D. Consultation
  - E. Other
  
- III. INDIRECT SERVICE ACTIVITY**
  - A. Preparing lessons
  - B. Scheduling
  - C. Completing Forms
  - D. In-service Meetings
  - E. Writing Intervention Plans
  - F. Professional Reading
  - G. Scoring Standardized Tests
  - H. Telephone Conferences
  - I. Other

See website links directly below for remaining appendices and readings to this syllabi.