Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 578
1.3 School Counseling Internship
1.4 Three credits
1.5 Prerequisites: 511, 513, 525, 570, & 577

Course Description

The School Counseling Internship provides an opportunity for students to observe and perform a variety of counseling and related activities that are typical of a professional school counselor. The student will provide counseling services in the following four areas: guidance curriculum, individual planning, responsive services, and system support. The intern will be supervised by a licensed school counselor at the site and by a member of the AGS School Counseling Program faculty.

Students will complete 600 hours of supervised internship in a combination of elementary, middle/junior high, and high school settings. The student will choose one of the three grade levels in which to focus and will complete 300 hours of internship at that level. The student will complete 150 hours of internship at each of the remaining two levels.

Fall 2012 Dates

10/3, 10/17, 10/31, 11/14, 12/5, 12/19

Texts, Materials, Resources

3.1 Required texts:


a. 4. **Competencies and Learning Outcomes**  
[MN State Standards for School Counselors]

Students completing this course will learn:

1. 4.1 Develop a realistic understanding of the role of the school counselor in a developmental guidance program [A(1), A(3), A(4)];

1. 4.2 Provide counseling to a cross-section of physically, cognitively, emotionally, and culturally diverse student groups, as well as a balance between females and males [A9, A15, C1, C2, C3, K];

1. 4.3 Facilitate guidance and counseling curriculum activities in the elementary, middle, and high school domains [D(1), D(4), D(6), E(2), E(3), K];

2. 4.2 Provide individual planning with students and or parents/guardians in the elementary, middle, and high school domains [A(13), E(1), K];

2. 4.3 Provide responsive services of counseling, consultation, and referral in the elementary, middle, and high school domains [A(16), K];

2. 4.4 Participate in the delivery of system support functions in the elementary, middle, and high school domains [A(16), K];

2. 4.5 Participate in career development and counseling [A(11 & 14), B(2), D(5), G(2 & 3)];

2. 4.6 Participate in counseling students with educational and/or personal concerns [B(1), E(1), K];

2. 4.7 Participate in consultation with teachers and parents [A(10), D(3)];

2. 4.8 Participate in at least one IEP meeting [A(2), A(15), C(2)];

2. 4.9 Develop an understanding of community services and referral agencies [A(17), G(2), J(3)];

2. 4.10 Administer or assist in the administration of group tests [A(7), H(1-5), K];

2. 4.11 Practice ethical behaviors in the internship settings [J(1 & 2)];

2. 4.12 Maintain professional working relationships at the intern site [J(3)];

2. 4.13 Identify and address current issues in school counseling [D(6), I(2 & 3)];

2. 4.14 Identify target behaviors for self-improvement [I(4)];

2. 4.15 Understand the importance of self-care in the ability to provide counseling services [I(4)].
5. **Course Outline**  
This course is a supervisory class with a process centered format based largely on students’ 600 hour internships at school sites. Furthermore, class time is largely spent observing and giving feedback to students’ video tapings as it relates to their site work. Below, a class outline is laid out as a sample of the weekly format which is applied in 578.

5.1 **Weekly Format**
- Warm Up Activity. Affirmation Activity
- Individual check in process related to school site work
- Deliver/practice consultation model and 7 coinciding steps
- Students share guidance lessons
- Observe and write feedback for student videos

6. **Special Project Time (SPT)**  
Special Project Time is incorporated into the actual 600 internship sites hours. Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. **Writing Guidelines including APA Format**

8. **Assessment/Evaluation Procedures**
8.1 **Videotapes**
Videotape and critique two sessions with a student at internship site. Students will review and evaluate tapes with instructor and peers.
Videotape and critique two age-appropriate guidance activities at internship site. Students will review and evaluate tapes with instructor and peers.

8.2 Peer Review Summaries

Students will take all peer and instructor’s feedback evaluation forms and summarize feedback given from each videotape. Feedback to be uploaded into Electronic Portfolio.

8.3 Lesson Plan

Students are to turn in a one page classroom guidance lesson to share with peers.

8.4 Grading:

Pass/Fail

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

• Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

• Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

• Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

• Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.
12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- ♣ Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.

- ♣ Faculty members monitor discussion and intervene when requested or as deemed necessary.

- ♣ On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- ♣ During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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