

**Portland State University  
Graduate School of Education  
Counselor Education**

*“The Graduate School of Education challenges itself and others  
to meet our diverse communities’ lifelong educational needs”*

Fall 2004  
2 credits per term

Course: **Internship: School**  
Course Number: **Coun 504**  
Field Placement

Prerequisite: Continuing status within Counseling program, completion of Practicum competencies, and other prerequisite courses.

Faculty: **Rolla E. Lewis, Ed.D., N.C.C.**

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**Accommodation**

Students needing an accommodation should immediately inform the course instructor. Students are referred to Disability Services (725-4155) to document their disability and to secure support services when appropriate.

**Course Description**

The Internship Field Placement is designed to help students integrate and apply the knowledge and skills learned throughout their graduate counseling program under the direction of both university and site-based supervisors. Application of the principles learned in course work, and acquiring the personal knowledge of school counseling is a process consisting of learning by doing. CACREP Standards require a 600 hour internship where the student performs, under supervision of a certified school counselor, a variety of activities that a regularly employed school counselor would be expected to perform. The requirement of 240 clock hours of direct service includes, but is not limited to, individual counseling, group work, developmental classroom guidance, and consultation. A minimum of 30 clock hours of group counseling must be met during the academic year.

**Program Policy Statement:** The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Some core courses include experiences designed to enhance these qualities. These attributes may also be considered by faculty in assessing your overall qualifications for a career as a professional counselor.

All students in the program will demonstrate behavior that is consistent with the Ethical Standards forwarded by the American Counseling Association and the American Psychological Association in their Codes of Ethics. Failure to do so can result in termination from the program.

### **Essential Practices and Competencies Mandated by TSPC**

- Develop and implement plans which promote social-emotional-development growth
- Establish programs appropriate for group, individual, and family counseling
- Demonstrate interpersonal skills, working with others and communicating with community members
- Practice and promote group process, crisis resolution, anger management, and violence prevention
- Demonstrate ethical standards and legal framework unique to counseling
- Collaborate with social service agencies providing services to students and families
- Support school to work transition and career planning
- Assist with curriculum coordination as it relates to guidance activities
- Understand student assessment as it relates to academic, career, and personal/social development and counseling
- Assist with goal setting, learning skills and the development of self-directed learners
- Support and develop plans which respect differences and promote communication among diverse groups
- Collaborate with school staff, families, and community members to meet individual student needs
- Assist staff to understand the needs of all students
- Demonstrate effective counseling techniques for individuals and small groups

### **Text**

Lewis, R.E., Reeves, G., & Berch, S. (2003). **School counseling intern handbook: Internship manual and professional practice portfolio guidelines**. Portland, OR: Portland State University Graduate School of Education. Available on-line in pdf format at: <http://www.ed.pdx.edu/coun/InternHandbook>.

Oregon Department of Education. (2003). **Oregon's framework for comprehensive guidance and counseling programs, pre-kindergarten through twelfth grade**. Available online at <http://www.ode.state.or.us/cimcam/>.

### **Important Information found in the School Counseling Intern Handbook**

Placements must be approved by the Graduate School of Education Field Placement Office prior to beginning any internship. Do not begin any internship without confirmation from the Field Placement Office. You may receive a NO PASS if you do not have prior approval from PSU Field Placement Office before beginning any placement.

One hour per week. Arrange one hour of face-to-face individual supervision with your supervisor who is responsible for your direct service work. Site supervisors are expected to complete an evaluation at the end of each academic term. An intern and program information packet will be provided for each field supervisor.

One and one-half hours per week. Group supervision is a CACREP requirement. Students may arrange to complete that supervision as part of their site placement or arrange to attend alternative

group supervision sessions.

Site visits. Your PSU faculty supervisor will visit your site to assure that your experience is meeting the necessary academic, CACREP and TSPC requirements. It is the intern's responsibility to call the faculty supervisor and arrange a site visit. It may be necessary make a telephone appointment (503-725-4619) to arrange the site visit that fits your field supervisor, faculty supervisor, and your schedules.

### **Course Requirements**

1. **Liability Insurance.** You must have malpractice insurance appropriate to your site and responsibilities prior to beginning your internship experience. Please make sure a copy of your insurance is in your field placement file.

2. **E-Mail.** Send an e-mail to your field supervisor [lewisl@pdx.edu](mailto:lewisl@pdx.edu) or [gailm@teleport.com](mailto:gailm@teleport.com). Subject: Internship 2003-04. A) For each school setting, please provide the name of your school, school principal, site supervisor, and school phone number. B) In terms of your action research, write a sentence about what you and your supervisor are considering to investigate. C) In regards to the TSPC competencies, list your goals for meeting each of the competencies at each placement setting.

3. **Field Visits.** Your university supervisor will visit you and your site-supervisor to: 1) review your progress; 2) discuss your Professional Practice Portfolio with your site-supervisor, and 3) review the quarterly **TSPC Initial Counselor Education Practicum Report**.

4. **Professional Disclosure.** Please construct a short (1-2 page) professional disclosure statement. Share your disclosure statement with your field supervisor for his/her comments (An example is found on page 9 in Cobia, D., & Henderson, D. A. (2003). **Handbook of school counseling**. Upper Saddle River, NJ: Merrill Prentice-Hall). Consider developing a one page 30 point font (Cliff Notes) version that can be posted on a wall in your office.

**If you are completing a placement during any term,** remember to have your supervisor complete a **Initial Counselor Education Practicum Report**, a **Counselor Education Summary Report**, and the **Professional Practice Portfolio Rubric**.

### **Facilitate site supervisor meetings.**

- Make appointment for university faculty visitation. Appointments should be scheduled within the first three weeks each term. You are required to have four supportive visitations per year. You may schedule a three-way conference call appointment to review your quarterly and summary reports at end of term.
- Make sure site-based school counselor supervisor completes a **TSPC Initial Counselor Education Practicum Report** at the end of each term.
- Have supervisor complete an **Initial Counselor Education Summary Report** and the **Professional Practice Portfolio rubric** at the end of each placement experience.

4. **School Counselor Professional Practice Portfolio (PPP).** Students are required to keep a **PPP** as part of the requirements for Initial and Continuing licensure as a school counselor. The PPP

documents how you have met the standards of professional practice objectives defined by TSPC. Students are encouraged to view their work samples as core to demonstrating professional know-how. Students should follow the “Professional Practice Portfolio Guidelines” found in the **School Counseling Intern Handbook** in developing their document. Follow format described in the Organizing your Portfolio section. Pay attention to the **Scoring Guide** where you will find a scoring rubric and recommendations for documentation.

5. **Action Research (Project)**. During the academic year, you are required to complete a **project** that will document the impact you have had on individuals or the school counseling program as a school counselor. The guiding question is: How do your counseling interventions and counseling program enhance students’ success in learning to live, learning to learn, and learning to work?

One aspect of your project should focus upon the learning to learn strand; in other words, facilitating the academic success of all students.

### **Action Research (Project) Process**

1) With your site supervisor select a specific counseling/guidance need, e.g. conducting an in service for staff regarding suicide, a crisis management plan, a resource directory, etc. 2) cite TSPC competency that your project will address and obtain approval from your university supervisor. 3) Using an action research methodology, complete a project that documents a) **problem or need**; this consists of a pre-assessment that helps you answer: *What is the need for school counseling services?*; b) **intervention**; this consists of curriculum development, programs, workshops, groups, presentations, etc. You describe what you did and offer supporting documentation for what school counselors do. You answer the question: *What did the school counselors do to solve the problem or meet the need?*; c) **results/ assessment of results**; this consists of providing information about what you have accomplished with your intervention. You are able to answer the question: *What impact did the school counseling intervention have in helping to solve problems or meet the students’ need?*; and d) **professional reflections and learning**; this consists of sharing resources with your fellow school counseling interns and reflecting on your professional learning and growth. You will be able to answer two questions: *What professional resources, materials, or ideas can I share with other school counselors? What did I learn as a professional school counselor?*

### **6. Important Checklists, TSPC and CACREP Requirements.**

- Review “Student File Review Initial School Counselor License” and
- “Internship Requirement Checklist” in this syllabus. Use “Record of School Counseling Hours” found in **Handbook** to document that you meet the following requirements:

### **7. Supervision Requirements**

- Receive one hour per week of individual supervision by on-site supervisor for all direct service work. Receive 1 ½ hours of group supervision.
- Complete 600 clock hours of experience in the field, including 240 direct service hours that include individual counseling, group work, developmental guidance, and consultation.
- Keep “Record of School Counseling Hours” current. This will help you document what you have done and the time you have spent on-site.
- Define personal goals each term and share them with your site and university supervisor, i.e. revising or creating a new student orientation guide or procedure.
- Reflect upon your profession and contribute to the development of a comprehensive school

guidance program. You may be asked to complete structured narratives when assigned by faculty.

- Video tape sessions of your work with those you work with and serve. **You may be asked to video tape sessions.** During this school year, video tape sessions of your work with students, parents, teachers, administrators, or others you work with as a school counselor. You will have to arrange for parental permission with students and permission with others. Share video taped professional samples of your work with students with your university supervisor if requested at time of quarterly appointment. Arrange meetings with your university supervisor to review your work. Invite your university supervisor to see your work live with students. You will still need to follow school policy and/or get permission from the students.
- Develop a **Professional Practice Portfolio** that documents how you have met the mandated TSPC Objectives. View this document as a record celebrating your work as a professional that you can share with potential employers.
- You are required to submit a project or your action research for consideration on the School Counseling in Action web page if you are not taking the comprehensive counseling exams. Your project/action research should demonstrate your expertise as a school counselor addressing a specific school counseling/guidance need in the setting where you complete your internship. Each project should address one or more TSPC Objective. Projects that focus upon enhancing student academic success are strongly recommended but all projects are developed in collaboration with your field supervisor.
- Make sure you complete an “Authorization Level Documentation” form at the end of your internship for your counselor education file. The GSE Licensing Liaison requires this form to be on file.

### **Basic Professional School Counselor Library**

American School Counselor Association (1992). **Ethical standards for school counselors.**

Alexandria, VA: American School Counselor Association.

American School Counselor Association. (2003). **The national model for school counseling programs.** Alexandria, VA: American School Counselor Association.

Baumberger, J. P., & Harper, R. E. **Assisting students with disabilities: What school counselors can and must do.** Thousand Oaks, CA: Corwin Press.

Borders, L. D., & Drury, S. M. (1992). **Counseling programs: A guide to evaluation.** Thousand Oaks, CA: Corwin Press.

Bradley, L. J., Jarchow, E., & Robinson, B. (1999) **All about sex: The school counselor’s guide to handling tough adolescent problems.** Thousand Oaks, CA: Corwin Press.

Campbell, C. A., & Dahir, C. A. (1997). **The national standards for school counseling programs.** Alexandria, VA: American School Counselor Association.

Durrant, M. (1995). **Creative strategies for school problems: Solutions for psychologists and teachers.** New York: W. W. Norton & Company.

Gysbers, N., & Henderson, P. (1999). **Developing and managing your school guidance program** (3rd Ed.). Alexandria, VA: American Counseling Association.

Jones, W. P. (1997). **Deciphering the diagnostic codes: A guide for school counselors.** Thousand Oaks, CA: Corwin Press.

Metcalf, L. (1995). **Counseling toward solutions: A practical solution-focused program for**

- working with students, teachers, and parents.** West Nyack, NY: The Center for Applied Research in Education.
- Murphy, J. J. (1997). **Solution-focused counseling in middle and high schools.** Alexandria, VA: American Counseling Association.
- Oregon Department of Human Resources. (1995). **Recognizing and reporting child abuse and neglect.** Salem, OR: Author.
- Sklare, G. B. (1997). **Brief counseling that works: A solution-focused approach for school counselors.** Thousand Oaks, CA: Corwin Press.
- Winslade, J., & Monk, G. (1999). **Narrative counseling in schools: Powerful & Brief.** Thousand Oaks, CA: Corwin Press.