

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

Please attach completed cover sheet to course syllabus.

**Course
Name**

Internship: Acad Dev and Consult

Course Number	SCED 502
Term	Fall 2015
Department	Educational Leadership—School Counseling
Faculty Name	Bijoli Biswas and Holly Thompson

Catalogue Description (*copy from current catalogue*):

Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups. Prerequisites: None. Corequisites: SCED 500, SCED 501. 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: All class meetings

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

Class meeting(s) or assignment(s) addressing this standard: All class meetings and internship experience

[TSPC OAR 584-018-0305 (6)] Academic Development: (b) Skills and Practices.

Class meeting(s) or assignment(s) addressing this standard: All class meetings and written summaries

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

Class meeting(s) or assignment(s) addressing this standard: All class meetings and internship experience

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

Class meeting(s) or assignment(s) addressing this standard: Contact Logs and internship experience

[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: Internship experience

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) _____ 4 _____ of this syllabus (student performance includes goals, evidence, and levels of performance).

SCED 502: Academic Development and Consultation Internship
Fall 2015

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Course Description:

This internship will be integrated into the Academic Development and Consultation course (501). The internship is designed to provide school counseling candidates direct experience in a school setting working with students and faculty. Candidates will conduct classroom activities to support academic success based upon the National Standards for Academic Competencies. Under the direction of the school counselor, the candidate will consult with students and faculty on academic issues, and provide support for students at the internship site. Students will complete the required 5 elements of the activity checklist provided.

Course Assignments:

Assignment #1: Written Summaries: 5 points each for a total of 50 points

To the Site Supervisor:

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

To the Lewis & Clark Intern:

Select 10 specific activities and prepare one page written summaries of your field experiences per the following instructions.

Bi-weekly debriefs will occur as part of class.

These experiences are intended to familiarize students with schools and with the role of counselors in the schools. In a few cases, students may have significant experience working as a school counselor or in the school setting. In such cases, students have the option of proposing an alternative to the list below. Such proposals will be negotiated individually with the classroom instructor.

**MICRO INTERN ACTIVITY RESPONSIBILITIES:
ACADEMIC DEVELOPMENT & CONSULTATION INTERNSHIP (SCED 502)**

1. OBSERVATION OF COUNSELOR ACADEMIC CONSULTATION/ACTIVITIES – do at least **three** of the following categories.

- Classroom guidance
- Academic counseling group
- Individual counseling
- Staff consultation (group or individual teacher)
- Parent consultation

2. UNDERSTAND THE ROLE OF STUDENT SUPPORT SERVICES IN THE FOLLOWING MEETINGS - choose **two** categories.

- IEP
- 504
- Alternative school programs
- Tutorial services
- TAG program
- Special Education program

3. OBSERVE ACADEMIC PLANNING ACTIVITIES - elementary choose **one** category, middle school choose **one** categories, and high school choose **two** categories.

- School department/grade level meeting
- Student Forecasting
- Scheduling (master and student)
- College Testing
- Financial aid planning
- College Fair
- College visitations

4. UNDERSTAND THE ROLE OF OTHER SUPPORT SERVICES - INTERVIEW THESE PEOPLE - elementary choose **three** categories, middle school choose **three** categories, high school choose **two** categories.

- Community resources/Service Integration Team
- School nurse
- School psychologist
- Social worker
- Behavioral specialist
- Interpreters
- SRO
- Career Center/Career Pathways Specialist
- Other building/district support staff

5. OBSERVE SCHOOL SUPPORT MEETINGS – Choose **one** category.

- School Board meeting
- Site Council meeting
- School staff meeting
- Back to school night/open house

Summary Due Dates and Format Instructions

- Students will submit a minimum of one written summary per week for one of the above activities. It is recommended that only one summary be done each week. It is important to stay current with reflections on your site experiences so that your field supervisor and course instructor are aware of your experiences in the field. **(Last summary due no later than Dec. 9)**
- Summaries for each week are due each week by Friday.
- Summaries are to be emailed to your L&C field supervisor;
Due dates for summaries will be determined by input from field supervisors
- Heading for the summary is as follows:
Your name, Summary #, Category #, and specific activity.
For example: Ann Smith Summary #3, Category #3 Activity: College Fair
- Format for the summary is 3 paragraphs. The first paragraph describes the experience/activity; second paragraph identifies how the activity supports student academic success; third paragraph describes what your role as a school counselor would be in this activity. Total length--one page maximum
- Each Summary is worth 5 points: 3 for content, 1 for technical appropriateness (grammar, spelling, etc) and 1 for meeting weekly deadlines (timeliness)
- Please email your L&C Field Supervisor with exceptions or special circumstances.

Assignment #2: Written Contact Logs- 5 points each for a total of 20 points

A log of four student contacts with the following included:

- a. Length of time with the student
- b. Brief description of the nature of the contact or reason for it
- c. Brief description of the intervention and closure or follow-up to contact
- d. Evaluation or Self-evaluation by candidate regarding the effectiveness of the intervention.

This should be typed, double spaced and no more than two pages.

One Log Due to 501 class instructor on each of the following dates:

Oct. 28, Nov. 4, Nov. 11, Dec. 2

Assignment # 3- On-site Supervision Report (Key Assessment # 3) 100 points

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, or personal 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 semester internship. You will need to demonstrate effective counseling skills in order for faculty to endorse your entry into the second semester micro internship. After you have completed half of the fall 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 points:

Point # 1: You will be prepared to share an overview of your first semester 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 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.