

**School Counseling Internship**  
**SCED 516 Spring 2009**  
**5:30 - 8:30 p.m.**

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**School Counseling Office:** Rm. 308, Rogers Hall, 503-768-6142

**Required Text:**

Wittmer, Joe & Clark, Mary Ann (2007). *Managing Your School Counseling Program: K-12 Developmental Strategies*. Minneapolis, MN: Educational Media Corporation.

**Resources:**

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

Blum, D.J. (1998) The school counselor's book of lists. The Center for Applied Research in Education. West Nyack. N.Y.

Carey, John, Bowers, Judy, & McGannon (2003). *What are the expected benefits associated with implementing a comprehensive guidance program?* Amherst, MA: National Center for School Counseling Outcome Research.

Gysbers, Norman C. & Henderson, Patricia (2001). Comprehensive guidance and counseling programs: A rich history and a bright future. *Professional School Counseling*. 4, 246-56.

Gysbers, Norman C. & Henderson, Patricia (2000). *Developing and managing your school guidance program*. Alexandria, VA: American Counseling Association.

**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:

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1. Provide practical education and training relevant to the school counselor's role as viewed by the counselor, teacher, school and district personnel.
2. Encourage further development of effective school counseling skills, including collaboration, leadership and advocacy.
3. Provide additional skills, theory, research and information applicable to situation-specific circumstances.
4. Highlight diversity/cultural considerations in all of the school counselor's work with schools and communities via the technological presentation of the action research inquiry question, data gathering and disaggregation (e.g. Power Point and Web Page display).
5. Provide supervision and support of the counselor-in-training.

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. To this means, 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.

## Course Requirements:

1. Adherence to American School Counselor and American Counseling Associations' 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: one taped student-intern session/interview is due spring semester (7-10 minutes viewing in class with peer feedback). The tape will demonstrate student's developing mastery of solution focused theory. Self evaluation form due night of in-class presentation.
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, 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 application appropriate for the identified concern will be addressed. In-class presentation (e.g. database, graphs, PowerPoint) is due in March-April 2009. **The research paper will be in APA format and**

**submitted on the presentation due date.** Rough draft of topic with literature review and surveys will be presented to instructor on or before February 16/17, 2009.

7. Reflection paper: one-two pages of reflections about your internship experience **this** semester. No make-ups will be allowed.
8. Journals (7) containing thoughts/ideas of the internship experience must be submitted. Use the same format as fall semester.
9. Chapter Presentations and Readings from *Managing Your Counseling Program* text per attached schedule.
10. **Only one absence is allowed per semester without an excuse.** More than one absence will require a meeting with the instructor to arrange make-up activities/work. Failure to schedule and meet with the instructor within 7 days of the absence, and without documentation of an emergency, will result in failure of the course. Excused absences **MUST** be arranged 24 hours prior to class, if possible.

**Course Evaluation:** The course is a two-semester/ two-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, weekly journaling, student contact form (SOAP, etc.), and video (peer viewing and feedback). Students complete information cards (if needed), and sign-up for tape reviews, chapter presentations and action research presentations.

**Meetings #2-14:**

See attached schedule

**GRADE SCORING GUIDE FOR SCED 516  
SPRING 2005**

<b>Items:</b>	<b>Points possible:</b>
Action Research	
Paper	100
Presentation	50
Reflection paper (1-2 pages typed)	20
Journals 7 @ 10 pts./each	70
Chapter Presentation/Discussion	30

Tape review in class 1 @ 30 pts.	30
Class/ Small group participation	50

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**Total Points Possible =** 350

**Grading:**

329-350 = A

315-328 = A-

327 = B