Course Location: Old Main Room OM 303

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724 301-7274 (cell)
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Office Hours: Contact me as needed

Catalog Description: A school-based field experience under the supervision of an experienced counselor, grades 7-12. Must meet state required clock hours. Prerequisites: Successful completion of CE 991 Counseling Internship I

The school counseling internship is an extensive field experience in a professional school counseling setting under the supervision of an experienced and certified or licensed school counselor. The overall goals of this course is to help students apply what was learned in course work to their experience in fieldwork. Through counseling, consultation, program coordination and large group guidance activities with students, families, colleagues and professionals, the internship will provide learning opportunities to develop professional counseling skills and knowledge. On-campus supervision will augment and deepen the school-based experiences. To meet these goals, the objectives of the internship experience are that:

1. Students will develop an identity as a professional school counselor as their primary professional orientation.
2. Students will conceptualize, organize, conduct, evaluate and report their work using the ASCA National Model.
3. Students will be able to apply in their placement a broad array of knowledge and skills in counseling, consultation, program coordination and classroom guidance.
4. Students will be able to assess accurately their own strengths and weaknesses relative to their role in the internship placement.
5. Students will develop specific learning objectives (internship plan) in consultation with their site
supervisors, work towards their attainment during the course of the internship and describe the results of their work in a report (internship report) that will be included in the student’s portfolio.

6. Students will develop and implement data driven decision making related to service delivery.

7. Students will demonstrate the ability to form professional relationships as a school counselor trainee with colleagues, administrators, students, parents and agency personnel.

8. Students will be able to apply knowledge of individual, group and career counseling; human growth and development; crisis prevention and management; testing and assessment; counseling program development and administration; curriculum design; appropriate technology uses; at-risk, special needs and exceptional students; parent interaction.

**Rationale:**
The purpose of the course is to provide the student with the necessary theoretical knowledge and experience bases to prepare them for counseling students and clients in the areas of career choice, career panning, and career adjustment. A concomitant purpose of the course to assist students on understanding the central role of work in life-style and in one’s development.

**Required Textbooks:**

**Academic Integrity:** Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code is not justifiable excuses. All written work will be electronically submitted to *Turnitin.com*, a plagiarism detection service. Details about this service will be described in class. Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

**Electronic Devices and Class Disruption**
The operation of cell phones, pagers, text messaging, etc., are not permitted unless advanced permission is given by the instructor for emergency situations. The Academic Integrity Policy will serve as a guide for instructor response.

**Disability Policy:** Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student’s classes, and the resources of the College.

**Grading:**

Course Grade (based on 400 points):

- **Class attendance, participation, and assignments/discussions on D2L:** 200
- **Log sheets:** 100
- **Internship Performance Evaluation:** 100

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<th>Score Range</th>
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<td>Below 65</td>
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COURSE REQUIREMENTS

I. **Faculty Supervisor-Site Supervisor-Student Consultation:** You are responsible for scheduling and arranging for a conference in which you, your supervisor and instructor will discuss your learning goals, your progress with your internship plan and the supervisor’s evaluation of your performance. For some students, this site visit may have already taken place prior to the start of Internship II. Note: One visit needed for both the Elementary and Secondary internships.

II. **Direct/Indirect Service Hours:** The School Counseling Internship is a 210-hour field placement that requires a minimum of 40% (84 clock hours) of direct contact, primarily with students and parents. The remaining 60% (126 clock hours) consist of those activities necessary for you to complete your direct service hours. These hours are typically completed over the course of two semesters and may include time prior to the start of the school year and following the end of the school year. Note: You must obtain 40% Direct for the semester. Hours combined for elementary and secondary when submitted to the state (Logs are separate)

III. **Internship Plan:** You will make a plan of activities that outlines the experiences you intend to have over the course of your internship. This plan must be consistent with the ASCA model for a comprehensive school counseling program. You may wish to review *The ASCA National Model: A Framework for School Counseling Programs 2nd Edition.* Your service delivery activities will be categorized into counseling, consultation, program coordination and large group guidance. The targets of these activities (developmental domains) will be students’ academic, career or personal/social/emotional development.

Your plan should be in the form of a narrative with three headings being the three student developmental domains as described in the ASCA model.

- Academic Development
- Career Development
- Personal and Social Development.

In addition, you should describe the kinds of activities that you plan to conduct during the semester that will address the needs of the students you serve in each of the following service delivery areas:

- Individual and group counseling
- Program coordination
- Large group guidance
- Consultation.
To develop your plan, you should follow the steps outlined below.

a) Explore, identify and articulate the school counseling activities that you are interested in pursuing during the internship.

b) Consult with your site supervisor with these goals, identify your supervisors’ goals, and come to agreement what common goals you will work on.

c) Develop a tentative plan to conduct these activities using the structure outlined above and discuss with supervisor.

d) Your supervisor’s approval and signature is required on the plan.

e) Students who are not teachers must plan to conduct a minimum of twenty clock hours of classroom guidance activities. This should be reflected in the plan, log and report. Supervisors should complete teaching evaluation forms. Students who are teachers should place less emphasis on these activities.

IV. Internship Log Sheets: You are responsible for maintaining and submitting them as scheduled unless other arrangements have been made. Please submit these as one electronic document, a stapled packet, or in a plain file folder. Please avoid 3-ring binders, plastic covers, etc. These documents will be kept on file and will not be returned. Make copies of these documents for your own records. It is very important to follow these directions below, as incomplete or incorrectly completed forms will result in a letter grade reduction and will delay the processing of your application for certification, license or graduation.

Your site supervisor should review and sign once at the end the log sheets indicating his/her review. Documentation on these forms must be appropriate and legible.

Record your hours in quarter hour increments (e.g. 15 minutes = .25 hours, etc.)

A running total from page to page should be entered on each page as noted at the bottom of the form.

Keep separate log sheets for secondary and elementary internship hours.

V. Class Attendance and Exploration Assignments: These refer to any discussion questions posted on D2L and are included in your participation grade. These activities are designed to assist you in developing skills and understanding necessary for the professional school counselor in the 21st century. Class will meet on the following dates: March 7, 21, April 11 and 25. There will be weekly assignments for discussion on D2L.

VI. Internship Performance Evaluation: An assessment of your overall counseling, consultation, classroom guidance and program coordination skills will be conducted by your site supervisor on a form that will be provided for you. The completed evaluation should be turned in at the end of the semester at the last class meeting. Both you and your site supervisor must sign this form. Inform your supervisor well in advance of the necessity to complete this form, so you may review it together before submitting it.
**VII. Classroom Guidance Plan:** If you do not have a degree in education and classroom experience as a teacher, you will develop plans and deliver classroom guidance lessons in consultation with your supervisor. Submit your lesson plans to your supervisor prior to teaching it. Ask your supervisor to observe and provide written feedback. Provide a copy of this to your instructor.

**Other Requirements**

**Informed Consent:** All students, parents, colleagues or others must be informed of your counselor trainee status and the title “School Counselor Intern” or “School Counselor Trainee” should be used with all documentation and verbal communication.

**Class Attendance:** You must attend all scheduled class meetings unless you have a contractual obligation, illness or family emergency. Inform the instructor prior to any absence.

**Professionalism and Ethical Practice:** Students are required to follow ASCA Code for Ethical Practice, ACA Code of Ethics, and the Code of Professional Conduct for Pennsylvania Educators ([www.westminster.edu/grad](http://www.westminster.edu/grad)) at the practicum site, on campus and in your public life. Professionalism includes, but is not limited to, promptness, collegiality, follow through on assignments, appropriate dress and presentation of self, willingness to receive and respond to feedback, respectful interactions with school and campus based supervisors and administrators, checking in/communicating as planned with the school counseling supervisor, practicing within the scope of one’s training, etc.

**Problems at the Internship Site**

- Problems that arise related to your internship, getting appropriate work to complete, difficulties with the supervisor or any other school personnel or problems in your personal life which affects your ability to complete the hours or the quality of the experience must be immediately reported to Eric Perry or Dr. Zorn. Student-related problems should be discussed with school counseling supervisor immediately. Consultation regarding these situations is available with Eric Perry at perryej@westminster.edu or Dr. Zorn at zornrl@westminster.edu

- **Important!** Every instance of violence, suspicion or actual threats of violence toward self or others, or issues related to your safety or student safety should immediately be reported to your school counseling supervisor or his/her designee. Eric Perry or Dr. Zorn should also be notified after dealing with the issue with your supervisor. A thorough understanding of your district’s policies and procedures and your compliance with them is essential to your success as a School Counseling Internship student.

**Student Performance and Progression in the Program**

The Counselor Education program prepares school counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate professional and interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed or ended if his or her academic or fieldwork performance,
interpersonal or emotional functioning interferes with learning or the operation of the program.

Accessibility
Westminster actively strives for the full inclusion of all our students. Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Support Services, located in 209 Thompson-Clark Hall, phone: 724-946-7192 or e-mail: craigf@westminster.edu

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

Assignments
APA formatting (as requested). APA style/formatting for papers is expected. We will discuss this in class. Refer to: http://owl.english.purdue.edu/owl/

Syllabus Change Policy:
This syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.