

School Fieldwork

Coun 590-02

Fall 2009

Mary Levinson M.A., PPS

Meeting Times:

Wednesdays; 7:00 – 9:50
Sept 2 and Sept 23
Oct 14 and October 28
Nov 11
Dec 2 and Dec 9

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Office Hours

By appointment

Course Description: The Fieldwork internship is the culminating field experience of the M.S. in Counseling program. It is designed to provide the student with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Students are expected to function per the expectations of other full-time employees and counseling staff at the internship site. The emphasis in the Fall course is on the development of clinical counseling and conceptualization skills as well as the advancement of skills grounded in conducting a comprehensive, results-based program based on the national standards.

Objectives:

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Integrate theory with practice in relationship to strengthening school counseling through the adoption, implementation and evaluation of comprehensive school counseling and guidance programs.(CACREP II.K1)
- Practice formulating and presenting case studies in a clear and coherent manner with accompanying video/ audio tapes. (CACREP III. H 5)

Outcome II: Community and Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Participate in an in-depth experience in a counseling setting under the supervision of a PPS credentialed counselor with opportunities for individual and group counseling, classroom guidance lessons, consultation with staff and parents, assessment of academic and career development and participation of site and district professional trainings. (CACREP III.,IV)

- Act as an advocate for the promotion of the role of a professional school counselor in supporting comprehensive, results-based student support services programs.(CACREP II.K1f.g)
- Develop familiarity with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings); (CACREP III. H 4)

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Demonstrate clinical reasoning skills appropriate for an entry-level professional counselor.

Methods of Instruction:

1. Students will be supervised in a fieldwork experience in a school setting consisting of a total of 600 hours, minimum of 200 clock hours per semester. The requirement includes a minimum of 240 direct service clock hours. (CACREP IIIH1;School Standards D)
2. Students will be supervised an average of one hour per week in individual and/or triadic supervision throughout the fieldwork and an average of one and one half hours per week of group supervision during the seminar class meetings during the semester. (CACREP III.H.2,3:School Standards D)
3. Panel discussions, guest speakers, small and large group discussion and peer/instructor review of case presentations and counseling tapes.

Student Evaluation Criteria and Procedures:

Course Requirements:

1. Counseling, consulting, coordination activities in a field setting.
2. Group supervision on USD campus.
3. Individual supervision with on-site supervisor-mentor.
4. On-site Individual consultation/supervision with university faculty.
5. Completion of 10 learning outcomes (See attached)
6. Tape and Case study (1) and 3 tape presentations (See attached)
7. Sharing of favorite lessons and resources
8. Onsite Supervision Reflections

Grading:

1. Complete on-site placement in an appropriate school setting and/or agency (cr/nc) (CACREP III.H.1-6: School Standards D)
2. Complete a minimum of 600 clock hours (minimum 200 per semester) at the on-site placement under appropriate supervision (cr/nc). (CACREP III.H.1,2,3; School Standards D)

3. Successfully complete all individual and group supervision sessions. (Final course grade will be lowered if a class or site visit is missed) (CACREP III.H.7; School Standards D)
4. Hand in all required internship materials *on time*. (50 pts) (CACREP III.H.4; School Standards D)
5. Actively participate in group supervision. (50 pts) (CACREP III.H.3; School Standards D)
6. Learning Outcomes (100 pts, failure to adequately complete all 10 outcomes will result in the grade of incomplete in the course). Complete all learning outcomes in a comprehensive manner (1-2 pgs typed per outcome). (CACREP III.H.7; School Standards D)
7. Case study and tape presentation (75 pts). Present a case study and accompanying video/audio tape in group supervision. Student will prepare the Case Study Outline ahead of time and come to class prepared to distribute a copy to all class members, present, discuss and receive feedback on both the case presentation and tape session. Additionally, at least one other taped session will be presented in class for peer review. No written case study is required. (CACREP III.H.1; School Standard D)
8. My favorite lesson/ activity and/or resource sharing (25 pts) Once during the term student will present and involve the class in their favorite lesson/ activity or share a favorite resource and how they use it. It should not take more than ½ hour to complete in class. Students will provide a copy of comprehensive written instructions to classmates.
9. Onsite Supervision Reflections (60) Complete attached supervision form each week during your onsite supervision and turn in all completed forms in class.

Grading Scale is on a pass/no pass system:

80%-100%= pass

Below 80% = no pass

Course Text:

Readings may be assigned in seminar class from appropriate books and periodicals.

Course Materials:

Video recording machine and blank tapes/DVDs.

CACREP LEARNING OUTCOMES AND COURSE COMPETENCY REQUIREMENTS

To be completed over the two semesters enrolled in fieldwork.

First Five due during 1st fieldwork class

Final Five due during 2nd fieldwork class

Learning Outcome #1

Diversity: Students will possess the knowledge, skills and disposition needed to provide effective counseling and developmental services to clients diverse in age, gender, race, ethnicity, socioeconomic status, and sexual orientation. Students will gain an understanding of counseling practice in a global environment and are able to work effectively with international clients in the United States and to assist clients and counseling professionals with transitions to global career locations.

(CCTC Standard 2, 3, 11, 21) (CACREP IIK1g, K2a,b,c,d,e, f K4d, K5a, K7f)

Course Requirements:

- a. Provide a description of the diversity of clients at the site. Statistics related to actual clients seen by the intern is to be documented on the daily log.
Develop a written plan as to how you would address the needs of clients from the largest ethnic or racial groups at your site.
- b. Describe an interaction with a client of a different ethnicity than you. Reflect on whether any educational policies, programs and/or practices have been developed, adapted or modified to be culturally congruent with the needs of this client and their family.

Learning Outcome #2

Professional Identity: Students will acquire sound identities as professional counselors with a commitment to continued life-long learning and professional development. Graduates will be actively involved in professional associations and possess effective networking skills.

(CCTC Standard 6, 8, 10,12,13,16,18,22,27,28) (CACREP IIK1b, d, e)

Course Requirements:

- a. Provide a specific list of professional organizations to which you belong and list any professional growth activity you've attended at the local, state or national level during your graduate work at USD. (To be included in your professional identity portfolio)
As you enter into the profession of counseling, describe the value of participation in professional organizations.
- b. Write a review of a book, journal article or professional material that you have used as a tool to enhance your commitment to professional development. How has this material provided a valuable resource during your internship experiences?

Learning Outcome #3

Ethics: Students will be knowledgeable of the ethical guidelines developed by the American Counseling Association, the American Psychological Association, the American School Counselors Association, the American College Personnel Association, and other relevant professional organizations. Students will demonstrate their knowledge and use of at least one ethical decision-making model as they apply it to cases involving various professional domains.

(CCTC Standards 6, 18)

(CACREP IIK1h, K2f, K3e, K4i, K5g, K6g, K7i, K8f)

Course Requirements:

- a. Provide at least one example of an application of the ethical decision-making model as it applies to one case at your professional site.
- b. Review the legal mandates for working with your population (i.e. child abuse reporting, client confidentiality, attendance and truancy laws, special education policies) and write a summary of the implications of these mandates.

Learning Outcome #4

Developmental and Career/Life Planning: Students will possess the knowledge of career, developmental, and life planning processes as well as the skills needed to provide individual counseling, assessment, and other training to facilitate decision-making and developmental life transitions.

(CCTC Standards 2,5,20,21,25)

(CACREP IIK3a-e, K4a-i)

Course Requirements:

- a. Explain how you merged developmental and counseling theory into a counseling case.
(Describe any assessment tool your used)
- b. Describe a situation when you reviewed developmental stages and then chose an appropriate developmental intervention.
- c. Describe a life transition in which you helped a client create a plan of action for change.

Learning Outcome#5

Individual and Group Counseling Skills: Students acquiring competencies in individual and group counseling will be able to demonstrate their knowledge and skills related to several of the more commonly recognized counseling theories, including psychodynamic, person-centered, reality therapy, Gestalt, Adlerian, cognitive-behavioral, and others.

(CCTC Standards 25,26)

(CACREP IIK5a-g, K6a-g)

Course Requirements:

- a. Report the number of clients seen individually with the number of sessions. Do not report actual client names. (log entry).
Describe the 3 most challenging clients and how you consulted with professional colleagues to enhance your quality of practice.
- b. Write a theory and technique statement. Conceptualization how you will integrate this into your client work.
- c. Provide a specific description of a small group activity including the number of sessions, profile of participants, and goals for each session and description of activities. Discuss the effectiveness of the small group process.
- d. Provide a specific description of a large group presentation including audience and lesson goals. Discuss the effectiveness of the presentation including data from the participant evaluation, if possible.

Learning Outcome #6

Research and Analytical Skills: Students will demonstrate knowledge, skills and dispositions associated with conducting and interpreting social science research. Specifically, students will demonstrate their abilities of developing research and evaluation questions and selecting and using appropriate methods for data collection and analysis. Students will also show their ability to apply existing theory and research to the practice of counseling.

(CCTC Standards 11,17,30)

(CACREP IIK8a-f)

Course Requirements:

- a. Describe one use of data collected for evaluation by yourself or others.
Describe how the interpretation of this data was useful for program or Individual assessment.
- b. Identify at least three research studies that you believe have significantly impacted your professional identity and practice as a counselor.

Learning Outcome #7

Leadership and Advocacy: Students will demonstrate their ability to go beyond the conventional practice of providing individual and group counseling and to take leadership in advocating for clients and for systemic change to improve counseling and developmental services and programs. Graduates will be able to work collaboratively with others and to lead teams of professionals in delivering innovative approaches and methods in the field of counseling. Moreover, they will internalize and demonstrate the value of client advocacy.

(CCTC Standards 12,22,23,27)

(CACREP IIK1g, K2d, K6b)

Course Requirements:

- a. Provide an example of where you or you observed someone performing a leadership role at your site. Describe the strengths of the leadership role.

- b. Describe an example of an effective client advocacy process you delivered or observed.

Learning Outcome #8

Assessment: Students will have the ability to gather, interpret, and utilize a variety of assessment data. This will include the ability to select, administer, and interpret appropriate standardized tests for individual and group assessment of client needs and to complete program evaluations.

(CCTC Standards 4,10,11,15,28,30) (CACREP IIK4f, K7a-i, K8c, d)

Course Requirements:

- a. Keep a list of any assessments you've administered, observed and/or interpreted. Write about how you've used the assessment data to work more effectively with your clients. (e.g. 504, IEP, GATE testing, etc.)
- b. Conduct or review at least one assessment with a write-up for a client or a group you've seen at your site.

Learning Outcome #9

Consultation and Conflict Resolution: Students will demonstrate the ability to apply consultation models when they work with colleagues, teachers, administrators and managers, parents and community members. Students have knowledge of conflict resolution, mediation, and violence prevention programs that can be used in a variety of settings with diverse populations of clients.

(CCTC Standards 9,10,14,27) (CACREP IIK2d, K5e)

Course Requirements:

- a. Identify the types of program models and resources available at your site for violence prevention and or conflict mediation.
- b. Conduct a mediation at your site and describe the methods you used to help resolve the conflict.

Learning Outcome #10

Technology: Students will possess the knowledge and skills to utilize technological resources in professional practice and in research and to understand the application of ethical practice to the use of Web-based counseling, assessment and information management tools.

Course Requirements:

- a. Maintain a list of technological tools in which you are proficient. (Refer to list on next page)
- b. Describe how you utilized the data information system at your site as a counselor.

Documenting Your Technology Competencies for the Counseling Program

Learning Outcome #10

Technology: Students possess the knowledge and skills to utilize technological resources in professional practice and in research and understand the applications of ethical practice to the use of Web-based counseling, assessment and information management tools.

Areas for development:

1. Ability to use electronic hardware and software effectively
 - Can send and receive email
 - Can send attachments by email
 - Participates in a professional Listserv –(GRADCOUN)
 - Can perform an evaluation of professional websites
 - Can use one or more Web Browser applications effectively

Weekly Schedule (subject to modification)

2. Ability to utilize online library and research data bases
 - Familiar with online databases from USD library
 - Can conduct an online search and find abstracts and full text articles relevant to a paper topic
 - Utilizes online sources effectively in papers including proper citing of these references
 - Can describe a system they use to prevent plagiarizing when working with online references
3. Ability to use technology in professional presentations
 - Can construct and deliver a basic PowerPoint presentation
 - Can construct and deliver an advanced PowerPoint presentation with embedded links or video streaming
 - Can print out audience handouts for a PowerPoint presentation
4. Ability to participate effectively in an online course classroom environment
 - Can describe the components of an online environment with possible applications with clients
 - Can utilize discussion board technology and post to online discussion
5. Ability to use technology in professional practice
 - Can name programs used at intern and work sites and their purposes
 - Can utilize the computer programs used at intern and work sites with clients and in preparing reports
 - Can utilize career search sites for personal or client use
 - Can identify useful sites for assessment information
 - Can discuss of the strengths and weaknesses of using the Internet to deliver counseling services
6. Ability to use technology in research and data analysis
 - Can use SPSS or other data analysis package to run data analysis and present output
7. Ability to apply ethical practice codes to use of technology in delivering services to clients:
 - Knowledge of ACA Standards for Internet On-line Counseling and the NCDCA Guidelines for the Use of the Internet for Provision of Career Information and Planning Services

September 2

Welcome and Introduction

Syllabus Review

Review Learning Outcomes

Review case study and tape presentation requirements

Sign ups: Case Presentation, Tape presentations, my favorite lesson/resource presentations

Required Paperwork: (see matrix) Class Roster, Field work placement, manual review

Desired course outcome (what do you want to walk away knowing?)

Check in on placements; issues, concerns, questions, learnings

Discuss future topics for class discussions

September 23

Check in on Fieldwork Placements – Successes/Concerns

Group Discussion –

- Tape Presentations/ Case Studies - CACREP 111.H.I; School Counseling Standard D
- Counseling Techniques – **Individual, Group, Classroom Guidance** CACREP Standard C2

Due: Supervision reflections #1
Favorite Lesson/Activity sharing

October 14

Check in on Fieldwork Placements – Successes/Concerns

Group Discussion –

- Tape Presentations/ Case Studies - CACREP 111.H.I; School Counseling Standard D
- **Leadership** CACREP School Counseling Standard A4
- **School Climate**, CACREP School Counseling Standard B4

Due: Favorite Lesson/Activity sharing

October 28

Check in on Fieldwork Placements – Successes/Concerns

Group Discussion –

- Tape Presentations/ Case Studies - CACREP 111.H.I; School Counseling Standard D
- **Advocacy** CACREP School Counseling Standard B1
- **Consultation Skills**, CACREP School Counseling Standard C3

Due: First 2 learning outcomes for semester

Mid Semester Review Survey (in place of supervision reflection #2)

Self-Assessment- you may keep this

Favorite Lesson/Activity sharing

November 11

Check in on Fieldwork Placements – Successes/Concerns

Group Discussion –

- Tape Presentations/ Case Studies - CACREP 111.H.I; School Counseling Standard D
- **Technology in the Classroom**, CACREP School Counseling Standard A10

Due: Favorite Lesson/Activity sharing

December 2

Check in on Fieldwork Placements – Successes/Concerns

Group Discussion –

- Tape Presentations/ Case Studies - CACREP 111.H.I; School Counseling Standard D
- **Crisis Intervention**, CACREP School Counseling Standard B7

Due: Supervision reflections #3

Favorite Lesson/Activity sharing

December 9

Celebration

Check in on Fieldwork Placements – Successes/Concerns

Group Discussion –

- Tape Presentations/ Case Studies - CACREP 111.H.I; School Counseling Standard D
- **Program Development and Evaluation**, CACREP School Counseling Standard C1

Due: Final 3 learning outcomes

Course Evals

All FINAL Paperwork must be completed by this last class date.

Grades will not be given if paperwork is not complete!

FORM/ ASSIGNMENT	PAGE	DUE DATE
Application for Counseling Fieldwork		
On -site Counselor Agreement		
Fieldwork Site Assignment		
Mid-Semester Review Survey		
Fieldwork Intern Assessment		
Daily logs		
Log of Individual Supervision		
Reflection Log		
Candidate Matrix		
Site Evaluation Form		
Onsite Supervisor Evaluation Form		
Fieldwork Intern Assessment (Self-revised with goal attainment attached)		
Fieldwork Intern Assessment Will be done electronically (Supervisor)		
First 3 Learning Outcomes	Syllabus	
Final 2 Learning Outcomes	Syllabus	
Resource Sharing	Syllabus	Weekly
Tape 1		TBD
Tape 2		TBD
Tape 3 and Case Presentation	Syllabus	TBD

Confidentiality Notice

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Prior to the review of any audio/video tape, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the supervisee. Let your supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes, even at home where family members might overhear.

Students with Disabilities Notice

Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the first week of the term.

Electronic Device Notice

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make noise.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Resources/ Suggested Readings

Muller-Ackerman, Barbara. (2002) *Public Relations Toolbox*. Youth Light, Inc.

Muller-Ackerman, Barbara. (2002) *A Year of School Counseling*. Youth Light,

ACA Code of Ethics and Standards of Practice. (1995)

ASCA Journal – *Professional School Counseling*

San Diego County Office of Education, *Standards for Comprehensive Counseling and Guidance Programs in San Diego County Schools*

Boylan, J, Malley, P., Scott, J. (1995) *Practicum and Internship, Textbook for Counseling and Psychotherapy* (2nd Ed.) Accelerated Development

Blum, D. (1998) *The School Counselor’s Book of Lists*, The Center for Applied Research in Education

Wilson, R.F. (1995). Internet information sources for counselors. *Counselor Education and Supervision*, 34, 39-381

ONSITE SUPERVISION REFLECTION

Intern:

Onsite Supervisor:

Date:

Topic(s) of supervision session:

Positive observations of Intern's performance:

Suggestions for improvement:

Intern goal for week:

Intern Signature

Onsite supervisor signature

A. Intro and Demographics:

1. Identifying data: age, sex, marital status, SES, etc, family background
2. Date first seen/evaluated and state reason for seeking help, i.e., presenting problem and past history of present concern.

B. Counseling:

1. Counselor-client dynamics and relation to client problems
2. How counseling approach was formulated based on client dynamics and theoretical preference.
3. Course of intervention:
 - a. Interventions used
 - b. How client responds to counseling
 - c. Resistance to counseling
 - d. Relevant transference and counter transference issues, how dealt with
 - e. Phases of counseling (present and anticipated)
 - f. Problems and issues resolved
 - g. Problems and issues remaining
 - h. Plan to resolve remaining problems and issues

C. Counselor Evaluation of Client:

1. Personal strengths and weaknesses
2. Areas of concern
3. Type of feedback counselor deems beneficial

D. Recommendations/Plans/Goals: What are your ideas? (Even if you are not sure, at least try to have some tentative ideas.)

E. Type of Help Requested: What type of help would you like from your colleagues? May include, but is not limited to, any one or more of the following (of course your colleagues may not limit themselves to the categories you choose):

1. Feedback on counseling skills?
2. Understanding client's problem or feelings?
3. Choosing goals, plans, techniques, treatment strategies?
4. Understanding own reactions (values, needs, feelings) as they affect work with client?
5. Other

F. Play Tape: Be prepared to play those sections of your counseling tape which are relevant to the type of help that you want. (You should have reviewed the tape and made note of the tape counter position.)

G. Case Study Outline:

Typed, no more than one page front to back. Bring copies for all class members

H. Permission to tape form Attach completed permission to tape form to your completed case study. If the permission to tape form is not included you will receive 0 pts for the assignment.

Date: _____

Dear Parent of:

Your student has the opportunity to participate in an exciting opportunity this year! The University of San Diego School Counseling program has partnered with your student's school to provide ongoing services to students. Graduate students from the counseling program will be working with a number of students during the year. Some of the activities your student may participate in are team building, developing peer problem solving skills, individual counseling, group counseling and leadership training. Participation in these activities requires your permission in writing, so if your student may participate in this program please sign below and have your student return this permission form as soon as possible!!

Parts of this program may be videotaped for educational purposes. The tapes would be reviewed only with the USD student's direct supervisors and all tapes will be erased by December 31, 2009. Please Initial here if you do not give permission for your child to be taped.

Parent Signature

Date

Thank you very much for allowing us to serve you and your student. Together we build a strong community!