

# BUTLER UNIVERSITY COLLEGE OF EDUCATION

## COURSE TITLE AND NUMBER:

ED 722 (3) Internship: Counseling

## COURSE DESCRIPTION FROM BULLETIN:

Three hundred clock hours of on-the-job experience in all aspects of counseling and guidance with a qualified supervisor. Prerequisites: Counseling practicum and permission of the instructor. Repeatable for credit, up to six hours. (G) (3).

Further, school-based experience in all aspects of the counseling and guidance service. Supervision is provided by a faculty supervisor as well as a licensed school counselor at the placement site. Method of instruction is seminar and direct supervision.

Information and necessary documents are here: <http://blogs.butler.edu/schoolcounseling/clinical-information/>

## INSTRUCTOR NAME, PHONE #, E-MAIL ADDRESS, OFFICE HRS:

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### DISABILITY STATEMENT:

If you are a student with a disability and would like to request an accommodation, please discuss it with the professor. Please give at least two weeks advanced notice, otherwise we cannot guarantee that the accommodation can be received on time. If you have additional questions or concerns, you may wish to contact Michele Atterson, Coordinator of Student Disability Services at 940-9308 (Jordan Hall 136).

## COURSE TEXTS, MATERIALS, RESOURCES:

A number of important K-12 resource manuals are available for your use during Practicum and Internship. Please see your faculty supervisor to check out.

Recommended:

Tyson, L. & Pedersen, P. (2000). Critical incidents in school counseling. Alexandria, VA: The American Counseling Association.

## CACREP STANDARDS

Section III. Professional Practice. Standard G. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Of those 600 hours, 240 must be direct contact hours, including experience leading groups.

## CACREP SPECIALITY STANDARDS

### D. SKILLS AND PRACTICES

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. Assessment: Site-Supervisor Evaluation, Faculty Evaluation
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. Assessment: Site-Supervisor Evaluation, Faculty Evaluation

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. Assessment: Site-Supervisor Evaluation, Faculty Evaluation, Group Supervision Discussion

#### **F. SKILLS AND PRACTICES**

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. Assessment: Site-Supervisor Evaluation, Faculty Evaluation, Portfolio

#### **H. SKILLS AND PRACTICES**

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. Assessment: Required lesson plan, Portfolio

5. Assesses barriers that impede students' academic, career, and personal/social development. Assessment: Site-Supervisor Evaluation, Faculty Evaluation

#### **J. SKILLS AND PRACTICES**

2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. Assessment: Case Study, Portfolio

#### **L. SKILLS AND PRACTICES**

1. Conducts programs designed to enhance student academic development. Assessment: Site-Supervisor Evaluation, Faculty Evaluation, Portfolio

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. Required lesson plan, Portfolio

#### **N. SKILLS AND PRACTICES**

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. Assessment: Site-Supervisor Evaluation, Faculty Evaluation

2. Locates resources in the community that can be used in the school to improve student achievement and success. Assessment: Site-Supervisor Evaluation, Faculty Evaluation

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. Assessment: Site-Supervisor Evaluation, Faculty Evaluation

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. Assessment: Site-Supervisor Evaluation, Faculty Evaluation

#### **P. SKILLS AND PRACTICES**

2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). Assessment: Site-Supervisor Evaluation, Faculty Evaluation

#### **Requirements include:**

1. Meet with on-site, field supervisor for a minimum of 1 hour per week for individual supervision and guidance.
2. Meet with Butler University faculty supervisor for average of one and a half hours per week for group supervision. Each Intern must present two (2) tapes during group supervision during the course of the semester.

3. Meet for a minimum of 3 times for individual supervision with your faculty supervisor to present a tape for feedback. Schedule one (1) live supervision at your site with your faculty supervisor (note: only if site is less than 50 miles round trip, otherwise provide an additional tape).

4. Students at least once in group supervision, come prepared to lead a discussion on a current school/counseling topic.

5. Conduct at least one (1) classroom guidance session where you collect data on the impact the lesson(s) had on K-12 students. Submit a copy of the lesson plan and data analysis to faculty supervisor. This can be saved for your portfolio. Use this template:

<http://blogs.butler.edu/schoolcounseling/files/2011/10/Guidance-Lesson-Plan-Template-11.pdf>

6. Submit to your faculty supervisor documentation of one counseling case of at least five (5) sessions.

7. Accrue minimum 150 hours (up to 450 hours) in each Internship. Each semester percentage of direct service should be around 40% with total being 240/600.

7. Maintain a log of internship activities and hours. (To be signed by field supervisor)

8. Submit an evaluation form completed by the field supervisor and one completed by the Intern of the site.

\*All students enrolled in this course start out with an “A” Students will write a reflection at the end of the course justifying they earned the “A” based on the following expectations:

Requirements above plus:

- Each student should come to group prepared to discuss students, situations, or issues encountered that week.
- Students offer constructive feedback on tapes they observe in individual/group supervision.
- Students will use multiple counseling theories/techniques in individual counseling sessions.
- Students will write a couple paragraphs on their personal counseling style, what theories you prefer, and how your ‘style’ developed over the course of the semester.
- Students will reflect upon experiences over the semester they may include: kinds of students encountered, kinds of problems encountered, unusual situations, techniques used, new information gained about yourself and/or the system in which you worked.

Evaluation and feedback of the student’s performance will occur throughout the internship. Additionally, a formal written evaluation will be completed by the faculty supervisor and the site supervisor at the end of the internship.

#### PORTFOLIO DEVELOPMENT:

\*You must collect data on activities done throughout Internship for your portfolio. This data cannot be re-created at the end of the program, but must be gathered throughout Internship!

#### **OTHER POLICIES**

- attendance- if you miss group supervision, it **MUST** be made up with another faculty at their group time.
- dispositions- important to follow at your site as well as at Butler. Failure to do so may result in removal from the program.

**Program exit requirements include:**

- ◆ Students will facilitate grief groups 12 nights in the Brooks Place Program. This program meets bi-monthly on Butler's campus. Program night consists of direct contact facilitating group counseling (2 hrs) and supervision hours (2 hrs).
- ◆ Counseling students from a diverse background.
- ◆ Minimum of 10 hours of small group counseling.
- ◆ Counseling experience in a minimum of 2 developmental settings in which students must obtain at least 40 supervised, direct hours at a second developmental setting.
- ◆ Field experience with children and/or adolescents at all 5 developmental settings.
  - ◆ The 5 developmental settings are:
    - ◆ **PRESCHOOL** (ages 3-5)- Early Childhood Standards
    - ◆ **ELEMENTARY/PRIMARY** (grades K-3)- Early Childhood Standards
    - ◆ **ELEMENTARY/INTERMEDIATE** (grades 4-6)- Middle Childhood Standards
    - ◆ **MIDDLE SCHOOL/JUNIOR HIGH** (grades 7-8)- Early Adolescence Standards
    - ◆ **HIGH SCHOOL** (grades 9-12)- Adolescence/Young Adult Standards

Note: It doesn't matter the configuration of district school settings, you must meet the above defined developmental levels.