

Department of Counselor Education
Connie L. Lurie College of Education
San José State University

EDCO 292: Supervised Experience in Counseling
Spring 2011
Course# 21896, Section 3 (3 units)

Instructor:	Dr. Dolores Mena
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Office Hours:	Wednesdays 2:30-3:30pm & 7:00-9:00pm; Thursdays 2:30-3:30pm & 7:00-9:00pm; & by appointment
Class Days/Time:	February 4, March 4, & April 8: 4:00-6:00pm
Classroom:	<ul style="list-style-type: none">• February 4: IRC 306 & Off-Sites• March 4 & April 8: Sweeney Hall 412 & Off-Sites

College of Education Mission:

The mission of the College of Education is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Counselor Education Mission:

The Department of Counselor Education at San José State University is committed to the preparation of guidance and counseling personnel who will work with increasingly diverse ethnic and cultural populations. The mission of the department is to provide all graduate candidates with multiethnic and multicultural professional preparation.

Course Description:

Supervised field experience in guidance and counseling. Assignments are made to public schools or agencies. Prerequisite: Core curriculum (EDCO 215, 218, 227, & 232).

Course Readings:

EDCO 292 Student Handbook

Course Objective:

EDCO 292 provides an opportunity for internship experience where students can integrate their counseling knowledge and apply their skills in a challenging, concrete, and hands-on environment.

Department of Counselor Education Professional Dispositions:

Disposition 1: Respect for all Forms of Diversity

Appreciate and value human diversity, recognize community and cultural norms, show respect for students' varied talents and perspectives, seek to foster culturally-appropriate communications, and demonstrate best practices in the counseling field.

Disposition 2: Equity & Excellence for all Students

Believe that all students can learn and hold high expectations for all students.

Disposition 3: Life-Long Learning

Demonstrate a commitment to continuous self-directed learning, critical thinking, and reflection in order to deepen knowledge in the counseling field/profession.

Disposition 4: Ethical & Professional Practice

Demonstrate ethical and professional behavior in the education profession, with integrity, by participating in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.

Disposition 5: Democratic & Reflective Practice

Demonstrate the use of democratic values and a commitment to creating a learning environment that fosters active engagement in learning and encourages positive social interactions.

Student Learning Outcomes for Master's Degree Candidates:

Upon successful completion of the counseling internship experience, students are expected to have developed knowledge and skills pertaining to the following:

1. Achievement of fieldwork objectives
2. Knowledge of counseling theories and their applications
3. Skills in implementing individual counseling techniques
4. Skills in implementing group counseling techniques
5. Demonstrate sensitivity for and skill in working with clients from diverse cultural backgrounds
6. Ability to utilize resources within the counseling setting and surrounding community

Student Learning Outcomes for PPS Credential Candidates:

Upon successful completion of the required 600 hours (9 units) of counseling experience, students are expected to have developed knowledge and skills pertaining to the following Pupil Personnel Services (PPS) Credential Standards:

I. General Pupil Personnel Services (PPS) Credential Standards

Standard 2: Growth and Development

- Knowledge of normal and abnormal growth and development

Standard 3: Socio-Cultural Competence

- Knowledge of differences in gender, race, language, socio-economic status, and culture
- Sensitivity and skill in working effectively with pupils from diverse socio-cultural backgrounds

Standard 4: Assessment

- Knowledge of assessment theories and methods
- Skill in selecting and using unbiased assessment instruments and procedures

Standard 5: Comprehensive Prevention and Early Intervention for Achievement

- Knowledge of methods and techniques for prevention and intervention to ensure success for all students

Standard 6: Professional Ethics and Legal Mandates

- Understanding of and skills in interpreting legal enablements and constraints (e.g., laws, regulations) affecting pupil personnel services specialist and pupils in California schools

Standard 7: Family-School Collaboration

- Awareness of the importance of family-school relationships in fostering positive pupil development

Standard 8: Self-esteem and Personal and Social Responsibility

- Commitment to continuous self-directed learning in the counseling field/profession

Standard 9: School Safety and Violence Prevention

- Skills in negotiation, conflict management, and mediation to help school staff communicate with difficult and or angry parents, pupils, teachers, and other school staff

Standard 10: Consultation

- Knowledge of theories, models, and processes of consultation with pupils, school personnel, parents, agencies, and community groups
- Skills in consultation processes and programs in which pupils, school personnel, parents, agencies, and community groups collaborate with the counselor to address pupil needs

Standard 11: Learning Theory and Educational Psychology

- Knowledge about theories of cognitive and affective learning and their applications

Standard 12: Professional Leadership Development

- Awareness of roles and functions of pupil personnel specialists

Standard 13: Collaboration and Coordination of Pupil Support Systems

- Knowledge of organizing and managing services of community-based organizations and agencies on school sites

Standard 14: Human Relations

- Skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers

Standard 15: Technological Literacy

- Knowledge of pertinent computer hardware and software such as word processing, databases, and computer applications

Standard 16: Supervision and Mentoring

- Skills in mentoring and consultation among professional colleagues

II. School Counseling Core Knowledge Base and Foundations

Standard 17: Foundations of the School Counseling Profession

- Knowledge of how school counseling programs and services promote student development, learning, and achievement

Standard 18: Professionalism, Ethics & Legal Mandates

- Knowledge of and skills in applying the ethical standards and practices of the school counseling profession

III. School Counseling Professional Skills and Training

A. Domains of School Counseling and Guidance

Standard 19: Academic Development

- Knowledge of theories and processes of counseling and intervention programs for academic development
- Knowledge of factors and processes that contribute to all students' success and failure in school

Standard 20: Career Development

- Knowledge of theories and processes of counseling and intervention programs for career development

Standard 21: Personal and Social Development

- Knowledge of counseling and intervention programs for social and personal development

B. Themes of School Counselor Preparation

Standard 22: Leadership

- Knowledge of effective leadership in planning, organizing, and implementing a counseling and guidance program designed to increase learning and achievement

Standard 23: Advocacy

- Knowledge of school learning support programs and services that promote high academic attainment and learning success

Standard 24: Learning, Achievement, and Instruction

- Ability to create an environment that fosters active engagement in learning

C. Functions of School Counselors

Standard 25: Individual Counseling

- Skills in implementing individual counseling techniques

Standard 26: Group Counseling and Facilitation

- Skills in implementing group counseling techniques

Standard 27: Collaboration, Coordination, and Team Building

- Knowledge of and skill in coordinating support services necessary for success in academic, career, personal, and social development and in providing appropriate services to meet these student needs

Standard 28: Organizational and System Development

- Knowledge and skill in planning, developing, implementing, evaluating, and coordinating comprehensive counseling and guidance program needs

Standard 29: Prevention Education and Training

- Ability to develop, organize, and present prevention programs for parents, family, and community members
- Ability to work with teachers to implement and evaluate educational programs designed to prevent learning problems

Standard 30: Research, Program Evaluation and Technology

- Knowledge about basic principles of research design, action research, and program evaluation

IV. School Counseling Field Experience

Standard 31: Field Experience

- Ability to perform, under supervision, the functions of school counselors in school counseling domains

The full list of Pupil Personnel Services (PPS) Credential Standards can be viewed at: <http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

Requirements Checklist for an EDCO 292 PPS Credential Internship:

Pre-Requisites	You have a Certificate of Clearance
	You have taken the CBEST
	You have completed the following coursework: <ul style="list-style-type: none"> • EDCO 215: Introduction to Counseling and Guidance • EDCO 218: Practicum Guidance I <u>or</u> EDCO 219: Practicum Guidance II • EDCO 227: Dynamic School and Community Relationship
	You have appropriate Professional Liability Insurance coverage
	You have an appropriate school level placement plan (minimum two school levels) and site description
Select a School that:	Has a field-site supervisor who holds a valid PPS Credential
	Has a diverse cultural/ethnic student population to be served
	Will provide individual and group counseling opportunities
	Will provide opportunities for observing counseling and teaching
	Will provide opportunities to work on student achievement issues
	Will provide opportunities to understand and use a variety of school resources
Select a Field-Site Supervisor that:	Will provide direct supervision (minimum one hour per week)
	Will meet with you once a week for one hour
	Will work with you on your Supervised Experience Plan
	Will provides you with feedback
The University Supervisor will:	Will be able to complete the final internship evaluation
	Provide an orientation on Supervised Experience in Counseling
	Approve your Supervised Experience Plan
	Meet with you during the semester (minimum once a month)
	Provide you with feedback (if needed)
	Provide you with support (when needed)
Final Evaluation is Based on:	Give you <i>credit</i> or <i>no credit</i> for the course
	Completion of required hours (200 hrs for every 3 units of 292)
	The review of the Field-Site Supervisor evaluation form
	The review of the Fieldwork Experience Summary
	Overall performance for credit

Grading Policy:

All assignments are due by 4:00pm on the listed due dates unless otherwise indicated by the instructor. The fieldwork experience course is a credit or no credit course.

Course Requirements and Evaluation:

- I. Attend three monthly mandatory university meetings
- II. Complete required counseling internship hours (200 hours for each 3 units)
- III. Submit required paperwork to university supervisor

I. Attend Mandatory University Meetings:

Each student is required to attend three mandatory monthly university meetings to be held from 4:00pm – 6:00pm on the following dates:

- **Friday, February 4, 4:00-6:00pm**
- **Friday, March 4, 4:00-6:00pm**
- **Friday, April 8, 4:00-6:00pm**

If you are unable to attend a scheduled meeting, notify your EDCO 292 instructor ahead of time. The purpose of these meetings is to discuss the internship requirements and your progress in your internship.

II. Complete Required Internship Hours:

- Each student is expected to complete 200 counseling internship hours (an average of 13 hours per week) for each 3 units of credit.
- For the Master's degree, the internship supervisor must have a master's degree. For the PPS Credential, the internship supervisor must have a PPS Credential.
- For K-12 public school internships, you must obtain a Certificate of Clearance before beginning your internship.
- Students pursuing the PPS Credential must complete 600 hours (9 units) of counseling internship experience that include the following:
 - A minimum of 400 internship hours in K-12 public school settings in direct contact with pupils/students
 - A minimum of 200 internship hours in each of two school levels (i.e., elementary, middle, and high school)
 - A minimum of 150 internship hours devoted to issues of diversity
 - a) 150 hours working with students of a racial/ethnic background different from your own OR
 - b) 100 hours "working in a diversity program" or with the development and implementation of a diversity program AND at least 50 hours with at least 10 students (individually or in a group) of a racial/ethnic background different from your own (e.g., conducting group counseling with diverse students on self-esteem or text anxiety issues)
 - You can complete up to 200 clock hours in a setting other than a school if you work with school-age youth and are supervised by someone who had a PPS Credential.
- For a Child Welfare and Attendance (CWA) Internship, you need to be supervised by a PPS Credentialed Child Welfare and Attendance Counselor.

III. Submit Required Paperwork to University Supervisor: (Forms can be downloaded from: <http://www.sjsu.edu/counselored/forms/#292>)

A. The following paperwork needs to be submitted to the university supervisor **by Friday, February 18, 2011**:

1. EDCO 292 Field-Site Contract Form

- Complete the Contract Form (jointly with your fieldwork site supervisor) with specific goals, objectives, and activities to be performed during that internship.
- The contract form requires an agreement between and signatures from a) you (the student), b) your Fieldwork Site Supervisor, and c) your University Supervisor (your EDCO 292 instructor).

2. Fieldwork Site Description Form

Describe your fieldwork site's:

- a) Features: Mission and goals of the institution, population, community, and location, etc.
- b) Services: Existing prevention and intervention programs and services and support projects.

3. Proof of Professional Liability Insurance Coverage

- You need to have appropriate liability insurance coverage. Turn in proof of insurance coverage to your University Supervisor along with your Field-Site Contract Form before you provide any direct counseling services.
- If you are a paid employee at the field-site where you will be completing your internship hours, you may be covered under your employer's professional liability insurance policy. (Check with your employer's Human Resources office to verify whether or not you are covered). If you are covered under your employer's liability insurance policy, all you need to do is provide a copy of your most recent paycheck stub.
- If you do not have professional liability insurance coverage, you can obtain insurance coverage by becoming a student member of one of the following professional organizations:
 - American Counseling Association (ACA) - <http://www.counseling.org/>
 - American School Counselor Association (ASCA) - <http://www.schoolcounselor.org>
 - California Association of School Counselors (CASC) - <http://www.schoolcounselor-ca.org/>
 - California Counseling Association (CCA) - <http://www.cacounseling.org/>
- Becoming a student member of one of these organizations does not automatically guarantee professional liability insurance coverage. It is likely that you will need to purchase liability insurance on top of your student membership.

4. Copy of CBEST Results (for PPS Credential Candidates only)

- PPS Credential candidates need to take the CBEST prior to beginning their fieldwork internships.
- CBEST test dates and registration information can be found at: <http://www.cbest.nesinc.com/>

B. The following paperwork needs to be submitted to the university supervisor **by Friday, May 6, 2011**:

1. Fieldwork Experience Summary Form

- a. Summarize the objectives you were able to achieve this semester.
- b. Summarize your counseling experiences and ideas for improvement.
- c. Sign and date the form.

2. Weekly Counseling Activity Record Form

- Include the weekly internship hours and counseling activities that you completed.
- Add up all of your hours and provide the total number of hours that you completed at the end of the form.

- Make sure that the form is signed and dated by your Fieldwork Site Supervisor.
- 3. Field-Site Supervisor Evaluation Form**
- Provide this form to your fieldwork site supervisor early in the semester (and let him/her know by when you need it back) so that he/she will know what he/she will be evaluating you on. [PPS Credential candidates, use the (PPS only, *Revised! EDCO 292 Supervisor Evaluation Form*) form and Master’s degree candidates, use the (MA only form).]
 - Make sure the form is signed and dated by your fieldwork site supervisor.

Course Schedule:

Date	Topics	Due to EDCO 292 Instructor
Friday 2/4/11	<ul style="list-style-type: none"> • Orientation & Course Overview - review course expectations and requirements • Review internship opportunities still available 	
Friday 2/18/11		<ul style="list-style-type: none"> • Field-Site Contract Form • Fieldwork Site Description Form • Proof of Liability Insurance • Copy of CBEST (for PPS candidates only)
Friday 3/4/11	<ul style="list-style-type: none"> • 2nd Mandatory Meeting: Meet with your university supervisor/EDCO 292 instructor to review internship progress 	
Friday 4/8/11	<ul style="list-style-type: none"> • 3rd Mandatory Meeting: Meet with your university supervisor/EDCO 292 instructor to review internship progress 	
Friday 5/6/11		<ul style="list-style-type: none"> • Fieldwork Experience Summary Form • Weekly Counseling Activity From • Field-Site Supervisor Evaluation Form

Course schedule is “subject to change with fair notice.”

Library Liaison:

San José State University Library (408) 924-2823, <http://library.sjsu.edu>

Bernd Becker, Reference Librarian and liaison for the Counselor Education Department,
(408) 808-2348, bernd.becker@sjsu.edu

Dropping and Adding Courses:

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies:***Academic integrity***

The University's Academic Integrity Policy is available at

http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignments any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires instructor approval.

Campus Policy in Compliance with the Americans with Disabilities Act

If you need course adaptations or accommodations due to a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center - <http://www.drc.sjsu.edu>, 408-924-6000) to establish a record of their disability.

<http://www.drc.sjsu.edu/>

Student Technology Resources:

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, and monitors.

SJSU Writing Center:

The SJSU Writing Center is located in Room 126 in Clark Hall. The Writing Center is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is <http://www.sjsu.edu/writingcenter>