**EDCO 6940 Internship**

**Department of Counselor Education**

**Seattle Pacific University**

**Spring Quarter,**

**Course Instructors:**

**Office:**

**Office Hours:**

**Work Telephone:**

**E-mail:**

**University Mission Statement:**

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

**School of Education Mission Statement:**

Through the integration of [service, leadership, character, and competence](https://spu.edu/academics/school-of-education/about/four-commitments), the School of Education prepares you to live out SPU's mission: to engage the culture and change the world.

***School Counseling web site:***

<https://spu.edu/academics/school-of-education/graduate-programs/masters-programs/school-counseling-med>

Technology Integration:

As identified in section A.14. of the *Ethical Standards for School Counselors* (ASCA, 2016), technology is an important aspect of the school counseling profession. To support this opportunity for growth for future professional school counselors, this course utilizes *Canvas* (**canvas.spu.edu**) to integrate technology throughout this course.

If you have questions regarding Canvas that is related to technology (not course specific), please contact SPU Educational Technology and Media (ETM) at 206-281-2170 or etmhelp@spu.edu. If you are unfamiliar with how to use either system, please contact SPU Educational Technology and Media (ETM) for information and/or training.

This course does require that you are familiar and utilize both e-Portfolio and Canvas as indicated in the syllabus. Successful course completion requires use of both.

Snow Hotline*:* 206 281-2800:

An attempt is made to provide word of campus closure for evening classes by 2:00 p.m. The key is your safety. If it is unsafe for you to travel to SPU from where you live, notify the professor via phone or e-mail.

Disability Support Services:

Students with disabilities need to contact Disability Support Services in the Center for Learning to request academic accommodations.  Disability Support Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your disability. I honor all accommodations necessary to offer each student a healthy learning environment.

Diversity Statement:

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views; it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the “lens” that this viewpoint is shared. Diversity is appreciated and celebrated in this course. We look forward to hearing and learning from others through the sharing of experiences and views.

Academic Integrity

“Students at Seattle Pacific University are expected to demonstrate academic integrity in their work.  Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct.  Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog.  In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction.  If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

Course Description:

This course is designed to didactically and experientially meet some of the knowledge base criteria for Washington State ESA certification in school counseling: WAC Chapter 181-78A Approval Standards for Performance-Based Preparation Programs for … Educational Staff Associates and Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016))

<http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

* foundations of the school counseling profession (professionalism, competence, leadership skills, ability to clearly communicate, analytical and problem-solving skills; a positive impact on students)
* school climate (professionalism)
* school counseling and student competencies (professionalism, competence, leadership skills, ability to clearly communicate, analytical and problem-solving skills; a positive impact on students)
* reflective practice (professionalism, competence, leadership skills, ability to clearly communicate, analytical and problem-solving skills; a positive impact on students)
* collaboration with school staff, family, and community (professionalism; competence, ability to clearly communicate, analytical and problem-solving skills; positive impact on students)
* human growth and development (competence, analytical and problem-solving skills)
* information resources and technology (competence, ability to clearly communicate)
* student assessment and program evaluation (competence, positive impact on students)
* leadership and advocacy (leadership)

CACREP: <http://www.cacrep.org/for-programs/2016-cacrep-standards/>

* The Learning Environment, Professional Counseling Identity, Professional Practice, Evaluation in the Program, School Counseling Specialty Areas related to Foundations, Contextual Dimensions, and practice.

It includes supervised Professional School Counseling experience with on and off site supervisor and includes activities for each individual to show competence in general knowledge and specific skills. *Please refer to internship plan for specific breakdown of competencies related to program framework.* It is the responsibility of the intern to conceptualize and communicate the crosscurrents of WACs and individualized internship plan to Site and University supervisors.

**REQUIRED TEXTS**

No textbook is required for this course.

**RECOMMENDED TEXTS**

Readings may be assigned or recommended. Please keep current with Canvas course site.

**TIME ELEMENT**

The internship consists of a minimum of 600 hours at the school site. The hours are to be equally spread over the August/September-June school year (approx. 20 hours per week /200 hours a quarter). It is expected that the intern will experience the beginning and the ending of the school year activities as they relate to school counseling.

**CREDITS, REGISTRATION**

The internship is 9 credits. Students need to register for internship before accruing hours at the internship site. In rare cases where financial aid is in jeopardy by registration for only three credits, the intern may receive permission to have alternate registration plans (speak with Chair of the department)

**PLEASE CONSULT HANDBOOK FOR THE FOLLOWING TOPICS**

* APPROVAL OF INTERNSHIP
* SUPERVISION

## Emergency supervision

Course professors and university supervisors are available for emergency supervision as needed. Personal phone numbers will be provided during the first class meeting for support purposes. Supervision is available during SPU breaks as needed.

**ACTIVITIES/ASSIGNMENTS**

1. **Reflection Journal (20%)**

Every week respond to each category in the SKATE form (see page 10) until 11:59 pm on Sunday**. Please do not use bullet points.** You will be graded in your critical reflection. (Sometimes, you may not have an ethical or legal issues to bring. In that case, please indicate it in the box that you didn’t have any ethical or legal issues. Other boxes should be filled in.) If you don’t go to the site in that week, please indicate that in the form and submit it.

1. **End of quarter paperwork (20%; please keep a copy for yourself).** **Until June 1st,** post them to **the Canvas Course site** as instructed and saved as the title of the document and your last name:
	* Summary sheet **(Submission missing items would not be accepted.)**
		+ Summary of internship experience in a **narrative** format, including experience working **with ethnically diverse population**. **Please be specific when you discuss diverse backgrounds of students/families.**
		+ A table of hours (see the example on Canvas: hours should match with the log)
		+ Signed by **both** intern and site supervisor
	* Competency standard forms (filled out by intern and site supervisor; **your site supervisor’s signature is needed**)
	* Log (YTD and QTR direct, indirect, university supervision, site supervision totals; **log missing any items will not be accepted**)
	* Site Supervisor’s feedback (You don’t have to submit anything. I will reach out to the site supervisors.)
2. **Attendance & Involvement/Engagement (20%)**
	* Come prepared to have fun, chat about your experiences, and be engaged. Come with energy and professionalism. You attend all supervision meetings, remain fully prepared, and stay engaged, your grade will be A. Anything less, and you’ll earn a B. You’ll self-assess your level of preparation, attendance, and involvement. (*Note*. If the instructors are concerned with any of these areas, they will approach you.)
	* Details of Attendance/Participation Policy will be discussed as a part of your professional growth in the first class.
	* Evaluation from your university supervisor (9 points)
	* Self-evaluation (9 points)
3. **Professional Growth Plan (20%)**

PESB (Professional Educator Standards Board) requires WA educator candidates to complete Professional Growth Plan in their preparation programs. Here is the link: <https://www.pesb.wa.gov/preparation-programs/standards/pgp-for-program-completion/>

Please see the details on Canvas.

1. **Clinical Skills Evaluation by University Supervisor (20%)**

*Course topics and schedule subject to change to accommodate intern needs.*

**EVALUATION**

Evaluation for EDCO 6940 will be based on a combination of the following:

* Site supervisor evaluation of internship experience (competency standards evaluation & general feedback)
* Intern evaluation of internship experience (competency standards evaluation & general feedback)
* University supervisor evaluation of clinical skills (Clinical skills evaluation & general feedback)
* Professionalism exhibited in class participation and assignments/activities.

Per program graduation requirements, you must receive a B or better to pass this course. If you have any questions regarding your status in terms of course evaluation, please do not hesitate to contact either course professor.

**Tentative** Schedule

|  |  |
| --- | --- |
| Date | Topics |
|  | * Course introduction and review of the syllabus
* Short review of life after graduation/what if I don’t have enough hours.
* Supervision
 |
|  | * Supervision
 |
|  | * Professional Growth Plan (June)
 |
|  | * National Professional Certificate (Jenni)
* Supervision
 |
|  | * Supervision
* Time and program management (David)
 |
|  | * Becoming a site supervisor (David & Cher)
* Supervision
 |
|  | * Supervision
* LMHC info session (June)
 |
|  | * Doctoral Program (Munyi)
* Supervision
 |
|  | * Supervision
* Involved in the professional organizations and leadership positions (June)
 |
|  | * Turn in the end of quarter paperwork by 6/1 – PEAB Celebration
 |

Weekly Journal Summary: SKATES Form

S=Skills, K=Knowledge, A=Attitudes, T=Thoughts, E=Ethics, S=Supervision

Please respond to each category.

|  |  |
| --- | --- |
| S | What did you learn to DO this week? |
|  |
| K | What did you learn ABOUT this week? |
|  |
| A | How has your experience this week ADDED to your view of being a professional school counselor? |
|  |
| T | What is your PLAN for next week in terms of skills, knowledge, and attitude? |
|  |
| E | What ETHICAL ISSUES did you encounter this week and how were they handled? |
|  |
| S | What would you like to receive SUPERVISION on this week? |
|  |

Grading (total points: 12):

1. Did not write (or bullet points)
2. Reflection is either superficial or irrelevant to the category.
3. Reflection is relevant to the category and thoughtful.

**Summary Sheet**

Summary: Write a summary of your internship experience in the autumn quarter. Make sure you include your experience working with **students/families with diverse backgrounds**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Autumn | Winter | Spring | YTD |
| Direct |  |  |  |  |
| Indirect |  |  |  |  |
| Total |  |  |  |  |
| Site Supervision |  |  |  |  |
| University Supervision (Supervision Course) |  |  |  |  |

\*Please indicate if the supervision hours are included in the total hours.

Student Signature: Date:

Site Supervisor Signature: Date:

**Emergency Preparedness Information**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

* Stay inside and await instruction, unless you are in immediate visible danger.
* Move to a securable area (such as an office or classroom) and lock the doors.
* Close the window coverings then move away from the windows and get low on the floor.
* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

 If you are outside at the time of a lockdown:

* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.