

P.O. Box 222000 Seattle WA 98122-1090 Department of Counseling and School Psychology

The College of Education's Organizing Theme

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program's Mission Statement

The mission of the Seattle University graduate counseling program is to prepare ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice.

COURSE INFORMATION

INSTRUCTOR

INSTRUCTOR

Course: COUN 555, 556, & 557 Title: School Counseling Internship and

Graduate Project I, II, & III Room: ADMIN 322 and 323 (Fall Term)

Mondays, 4:15-6:55PM

Terms: Fall 08, WTR, 09, SPG 09

Instructor: Manivong J. Ratts, Ph.D., N.C.C.

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Instructor: Chris Wood, Ph.D., N.C.S.C.

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Faculty Supervisors

Term	Section 01	Section 02
Fall Quarter	Chris Wood, Ph.D.	Manivong J. Ratts, Ph.D.
Winter Quarter	Manivong J. Ratts, Ph.D.	Chris Wood, Ph.D.
Spring Quarter	Chris Wood, Ph.D.	Manivong J. Ratts, Ph.D.

Student Sections

Section 01	Section 02
Lauren Ayers	Jamelia Alnajjar
Joseph Burgmeier	Jackie Coons
BobiJo Hatch	Dylan Eastman
Sebastien Laroche	Tatum Fetting
Tracy Measham	Kurt Ness
Lauren Stepovich	Tom Walker

COURSE MATERIALS

Required Textbooks and/or Readings:

American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: American School Counselor Association.

Required Articles: (Available in PDF format on Angel)

American Counseling Association. (2005). 2005 ACA code of ethics. Alexandria: American Counseling Association.

American School Counselor Association. (2004). *Ethical standards for school counselors* (Revised June 26 ed.): American School Counselor Association.

COURSE DESCRIPTION

<u>Graduate Bulletin Description</u>: Supervised field experience in a school. Usually taken in the final three quarters of the graduate program with permission and application made two quarters earlier. Weekly oncampus supervision seminar in addition to field work. Graded Cr/F.

<u>Course Purpose</u>: An opportunity to practice and integrate counseling skills and knowledge and conduct an in-depth study on a particular clinical or school-related issue.

NCATE Course Rationale:

This course prepares students to work in a school counseling program. Emphasis is placed on being a reflective and ethical professional who can provide quality multiculturally competent counseling services in diverse communities.

CONTENT AREAS

Council for Accreditation of Counseling and Related Educational Programs (CACREP):

K.1. PROFESSIONAL IDENTITY:

- c. technological competence and computer literacy;
- h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

K.2. SOCIAL AND CULTURAL DIVERSITY:

c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

K.3. HUMAN GROWTH AND DEVELOPMENT

d. strategies for facilitating optimum development over the life-span;

K.4. CAREER DEVELOPMENT:

h. career counseling processes, techniques, and resources, including those applicable to specific populations;

K.5. HELPING RELATIONSHIPS:

- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- f. integration of technological strategies and applications within counseling and consultation processes; and
- g. ethical and legal considerations.

K.8. RESEARCH AND PROGRAM EVALUATION:

e. use of research to improve counseling effectiveness;

CACREP Clinical Program:

- H. The program requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum (as defined in Standard III.G). 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. The student's internship includes all of the following:
 - 1. 240 hours of direct service with clients appropriate to the program of study;
 - 2. weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship, (usually performed by the on-site supervisor;)
 - 3. an average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member;
 - 4. the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
 - 5. the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
 - 6. the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and
 - 7. a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

A. FOUNDATIONS OF SCHOOL COUNSELING

- 7. the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling;
- 9. knowledge and application of current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices.

B. CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING

4. promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.

C. KNOWLEDGE AND SKILLS REQUIREMENT FOR SCHOOL COUNSELORS:

- 1. Program Development, Implementation, and Evaluation:
 - c. implementation and evaluation of specific strategies that meet program goals and objectives;
 - d. identification of student academic, career, and personal/social competencies and the implementation of processes and activities to assist students in achieving these competencies;
 - e. preparation of an action plan and school counseling calendar that reflect appropriate time commitments and priorities in a comprehensive developmental school counseling program;
 - f. strategies for seeking and securing alternative funding for program expansion.

2. Counseling and Guidance:

- a. individual and small-group counseling approaches that promote school success, through academic, career, and personal/social development for all;
- b. individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development.

D. CLINCIAL INSTRUCTION:

For the School Counseling Program, the 600 clock hour internship (Standard III.H) occurs in a school counseling setting, under the supervision of a site supervisor as defined by Section III, Standard C.1-2. The requirement includes a minimum of 240 direct service clock hours.

Washington State Washington Administrative Code Required Knowledge and Skills

The entire focus of COUN 555-556-557 is to equip emerging school counselors with knowledge and skills to "support student achievement of the state learning goals and essential academic learning requirements." The twelve competencies for COUN 555-556-557 are directly linked to the WAC standards and benchmarks for the ESA Residency Certificate and align with the CACREP standards.

COURSE OBJECTIVES

By the end of the quarter students will be:

- 1. Proficient with using technology (e.g., student database systems, email, internet, Word, Excel, and PowerPoint, etc.).
- 2. Adhere to the American Counseling Association's (ACA) Ethical Codes and/or the American School Counselor Association's (ASCA) Ethical Standards for School Counselors as a framework for professional decision-making.

- 3. Demonstrate culturally appropriate counseling interventions when working with diverse clients.
- 4. Use microlevel and macrolevel advocacy strategies to address social, political and economic barriers that impede on human development.
- 5. Can apply comprehensive, in-depth knowledge of human development and behavior to improve student well-being and enhance resiliency.
- 6. Can describe how social, cultural, and political factors influence career decision-making processes.
- 7. Demonstrates appropriate interviewing and counseling skills.
- 8. Demonstrates an understanding of established and emerging individual and systems counseling theories.
- 9. Is able to appropriately select and demonstrate use of counseling theories with clients.
- 10. Uses knowledge of consultation models and technological strategies to assist parents, staff, and administrators regarding students' academic, career, and personal/social development.
- 11. Uses research and data to evaluate the school counseling program and counseling interventions.
- 12. Demonstrates understanding of school district policies and procedures regarding counseling activities, student behavior, and general operation of the school.
- 13. Selects and utilizes technology to facilitate delivery of a comprehensive school counseling program that meets student needs.
- 14. Consults with staff and families about developmental needs of students and increases resiliency of students through development of skills in academic, career, and personal/social domains and enhances personal connections to school, family and community.
- 15. Models, demonstrates, and advocates for fairness, equity, sensitivity, and respect for students, staff, parents/caregivers, and community members.
- 16. Advocates for equitable access to instructional programs and activities through the design and implementation of plans that remove barriers to learning.
- 17. Identifies needs of students in academic, career, personal, and social domains and determines positive impact on student learning.
- 18. Is knowledgeable of, and integrates academic, career, and personal/social student competencies, including Washington State Learning Goals, Essential Academic Learning Requirements, and Grade Level Expectations, into the school counseling program.
- 19. Counsels individual students and small groups of students using appropriate theories and techniques with respect to each diverse learner.
- 20. Facilitates understanding the link between curriculum, instruction, and assessment to student effort, performance, and success beyond high school.
- 21. Is able to utilize appropriate individual and group modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.
- 22. Reflect on counseling practice and role.

COURSE INSTRUCTIONAL METHODS

Small group consultation; case presentations with audio and/or video tapes accompanied by oral and written peer feedback; brief didactic presentations; group discussion; simulated professional development workshops.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

A. Assignments: More detailed information on assignments is available on Angel.

Fall Term Assignments	CACREP Standard	Points Possible	Due Date
Two Case Presentations: Each student will present two case presentations of a counseling session (either individual or group). You should begin taping immediately upon beginning internship. This may also include delivery of a classroom guidance unit. Each case presentation will be for one-hour per student. Use the "Case Presentation" handout available on Angel for your presentation. Print outs should be made for students and the instructor of the class. Depending on the quality of counseling skills demonstrated the instructor may require the counseling intern to submit additional tapes. Counseling skills will be evaluated using the "Case Presentation Rubric" available on Angel. Students are strongly encouraged to use video-tape equipment over audio equipment.	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.6.; H.7.	P/F	ТВА
School and Community Profile: The purpose of this assignment is to help you better understand the school, school counseling program, the community, and to connect with school staff. Make appointments with various staff to collect the necessary data and develop an initial advocacy assessment plan. Refer to Angel for more specific directions.	H.4; K.1.c.; K.2.c.; A.7.; B.4.; C.1.c.; C.1.d.; K.8.e.	P/F	12/01/08
Grant Opportunities: Identify and make a list of grants available within the school district and within the community (include agency name and contact information). In addition, identify and list potential grant opportunities that are available for school counselors. These can be local, state, or federal grants. You may want to contact the community agencies you listed in the School and Community Profile to see if they also provide grants for schools and school counselors. Bring these funding sources to class on the due date and share with your classmates.	C.1.f.	P/F	11/10/08
Complete Child Abuse Training: Per WAC requirements you will need to complete a child abuse workshop. This can be completed at a state conference or through the local ESD. A photocopy of certificate of completion is required as proof of attendance.	K.5.g.	P/F	12/01/08
Weekly Logs and Quarterly Logs: Document your hours on-site and in supervision (individual and group). The weekly logs need to be filled out and turned in at the beginning of each week. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Students with incomplete forms will receive an "I" grade.	H.1-6	P/F	Weekly Logs- Every class; Quarterly Logs- 12/01/08
Internship Evaluation Form: Review the internship evaluation form with your site supervisor at your first supervision meeting and discuss ways s/he can help you meet the 12 standards outlined by the WAC. This needs to be signed and turned in on the last day of class every term. Use the same form for the entire year. Students who return an incomplete evaluation form will receive an "I" grade.	D.; H.7	P/F	12/01/08

<u>Winter</u> Term Assignments	CACREP Standard	Points Possible	Due Date
Two Case Presentations: Each student will present two case presentations of a counseling session (either individual or group). This may also include delivery of a classroom guidance unit. Each case presentation will be for one-hour per student. Use the "Case Presentation" handout available on Angel for your presentation. Print outs should be made for students and the instructor of the class.	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.6.;	P/F	ТВА
Depending on the quality of counseling skills demonstrated the instructor may require the counseling intern to submit additional tapes.	H.7.		

Winter Term Assignments	CACREP Standard	Points Possible	Due Date
Counseling skills will be evaluated using the "Case Presentation Rubric" available on Angel. Students are strongly encouraged to use video-tape equipment over audio equipment.			
Advocacy Project: this is part of a 3-part assignment. Based on what you discovered in your School and Community Profile use the needs assessment you developed to advocate for an issue that you intend to address (e.g., providing gym clothes for students, lowering truancy rates among a particular group of students, providing college information for a group of students, running a anti-bullying group, etc.). Be prepared to share your advocacy project idea to the class on the due date. You will also present the outcome of your advocacy intervention in Spring term. Document what you are doing in your internship logs.	K.2.c.; C.1.c.; C.1.d.; C.1.e.	P/F	Share Advocacy Project idea in class – 01/26/09
Grant Application: Last quarter, you prepared a list of possible funding sources for school counselors. Stated differently, you had the opportunity to identify the various agencies, organizations, and foundations that provide grant money for specific concern in public schools. You need to choose one funding source and complete the grant application and proposal (e.g., Saul Haas funds). You will be responsible for following the proposal format provided by the funding agencies and for submitting the proposal for review this quarter. Make a copy for the instructor. Note: The grant you write can be used for the advocacy project.	C.1.f.	P/F	03/09/09
Guidance Unit: Develop a 2-3 lesson plan guidance unit and present it in a classroom(s). The guidance unit needs to address the EALRs, ASCA Standards, and be developmentally appropriate. Have your site supervisor observe and evaluate your lesson using the rubric provided on Angel. See Angel for assignment directions.	B.4.; C.1.e.; C.2.b.	P/F	03/16/09
Weekly Logs and Quarterly Logs: Document your hours on-site and in supervision (individual and group). The weekly logs need to be filled out and turned in at the beginning of each week. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Students with incomplete forms will receive an "I" grade.	H.1-6	P/F	Weekly Logs- Every class; Quarterly Logs- 03/16/09
Internship Evaluation Form: Review the internship evaluation form with your site supervisor at your first supervision meeting and discuss ways s/he can help you meet the 12 standards outlined by the WAC. This needs to be signed and turned in on the last day of class every term. Use the same form for the entire year. Students who return an incomplete evaluation form will receive an "I" grade.	D.; H.7	P/F	03/16/09

Spring Term Assignments	CACREP Standard	Points Possible	Due Date
Two Case Presentations: Each student will present two case presentations of a counseling session (either individual or group). This may also include delivery of a classroom guidance unit. Each case presentation will be for one-hour per student. Use the "Case Presentation" handout available on Angel for your presentation. Print outs should be made for students and the instructor of the class. Depending on the quality of counseling skills demonstrated the instructor may require the counseling intern to submit additional tapes. Counseling skills will be evaluated using the "Case Presentation Rubric" available on Angel. Students are strongly encouraged to use	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.6.; H.7.	P/F	ТВА

Spring Term Assignments	CACREP Standard	Points Possible	Due Date
video-tape equipment over audio equipment.			
Advocacy Project Presentation: Prepare a 15-20 minute presentation on your advocacy intervention to the class. Use PowerPoint for your presentation. Include handouts and a list of resources for the class. Present on: (1) your needs assessment, your intervention, and (3) the outcome of your advocacy efforts.	C.1.c.; C.1.d.; C.1.e.	P/F	TBA
Professional Portfolio: Your portfolio should be ready for use during job interviews, starting in April (even though it will not be complete). Include samples of parent letters, student evaluations from guidance lessons or small group counseling, handouts, etc. Be sure to blacken any identifiable information to protect confidentiality. Organize your work according to "Instructions for Professional Portfolio" handout.	H.4; K.1.c.; K.1.h.; K.2.c.; K.5.b.; K.f.; K.g.; A.7.; A.9.; B.4.; C.1.c.; C.1.d.; C.1.e.; C.2.a.; C.2.b.	P/F	06/08/09
<i>PEAB Meeting</i> : Attend the PEAB meeting and present your Professional Portfolio on May 18 th from 4:30-6:55PM.		P/F	05/18/09
Weekly Logs and Quarterly Logs: Document your hours on-site and in supervision (individual and group). The weekly logs need to be filled out and turned in at the beginning of each week. Your quarterly logs should be totaled each week and signed by you, your site supervisor and university supervisor at the end of the term. Students with incomplete forms will receive an "I" grade.	H.1-6	P/F	Weekly Logs- Every class; Quarterly Logs- 06/08/09
Internship Evaluation Form: Review the internship evaluation form with your site supervisor at your first supervision meeting and discuss ways s/he can help you meet the 12 standards outlined by the WAC. This needs to be signed and turned in on the last day of class every term. Use the same form for the entire year. Students who return an incomplete evaluation form will receive an "I" grade.	D.; H.7	P/F	06/08/09

B. Grading:

Cr (satisfactory), "F" (unsatisfactory), or "I" (incomplete), based on the Internship Contract criteria. The intern's grade is based on the extent of successful achievement of course objectives including all assignments and the clinical competencies. Unsatisfactory marks will require the student to resubmit the assignment and/or earn an incomplete for the course. *NOTE: Incompletes must be made up by the end of the sixth week of the following quarter.*

If the internship site staff dismisses an intern, such action can be grounds for dismissal from the counseling program. The Seattle University Fair Practices Policy (Part III) dictates the process to follow regarding the dismissal of a student in a program.

C. <u>Course Expectations</u>:

Diversity Statement: This course is taught in a manner that provides a safe, welcoming and inclusive environment for students of all racial, ethnic, gender identities and variances, sexual orientations, economic classes, ages, ability statuses, and religions. Students are encouraged to use language and

communication that is respectful and culturally appropriate.

Internship Hours: Students need to complete a minimum of 600 hours of internship on-site. Of these, 240 must be direct contact hours (i.e., individual and/or group counseling). Per WAC and CACREP requirements you are to meet with your site supervisor for 1-hour per week throughout the internship experience. Given your site-supervisor's busy schedules it is important that you schedule this supervision meeting on a consistent day and time during the week. This will allow for a more quality supervision experience. All internship hours must be documented on the internship logs to receive credit for completeness. This includes on-site, site-supervision, and group supervision. Internship hours cannot be "banked" ahead for the next term to complete internship early. If you can not make it to the internship site for whatever reason you will need to work this out ahead of time with your respective site supervisors in a professional manner.

Weekly Group Supervision: Class time will be used for case consultation, check-in, address site-related questions, to deliver course content, and to review your video taped case presentations of your counseling sessions. Students who miss class will be required to make-up the group supervision experience. Weekly group supervision must be documented on your internship logs, however, they do not count toward the required 600 internship hours.

Attendance: Per WAC and CACREP requirements attendance and class participation is required for all class sessions. Students who miss a class will be required to make-up the group supervision experience. An absence is defined as more than 5 minutes late to class. Please see the instructor should you have any questions or concerns.

Assignments: All written assignments are due at the beginning of class. Late assignments will <u>not</u> be accepted. Late assignments are those that are submitted after 4:15PM of the due date. Refer to Angel for more information on assignment details, directions, and grading rubrics. All written assignments need to be proofed for grammar, spelling, and adhere to APA style 5th ed. guidelines.

Important Dates:

- <u>Comprehensive Exam Dates</u>: 10/20, 01/24, 04/18, 9:00-1:00PM. Faculty recommend January for school counseling students and April for dual certification students; apply in the counseling office one month before.
- Washington School Counselor Association (WSCA) Conference: Students are encouraged to attend the WSCA Conference on Friday, February 25th and Saturday, February 26th, 2009
- PEAB Meeting: May 18th, 4:30-6:55PM, Student Center 130, PEAB Dinner and Portfolio Review
- Graduation Party: Friday, June 12th (Evening)
- Commencement: Sunday, June 14th (All day)
- <u>Placement Files</u>: Have your placement file completed in early Winter term.

$\underline{\textbf{FALL}} \ \textbf{SCHEDULE} \ \textbf{OF} \ \textbf{COURSE} \ \textbf{ACTIVITIES} \ \textbf{AND} \ \textbf{ASSIGNMENTS}$

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments →	CACREP Standard (Readings and Assignments)
Class #1 07/25/08	Introductions Course Overview and Expectations Room: Loyola 201	H.3; H.5-7	Complete Self-Assessment	
Class #2 09/16/08	Tuesday, 3:30-500PM Site Supervisor Orientation Meeting Room: Loyola 203	H.3; H.5-7	Fall Internship Logs	H.1-6
Class #3 09/29/08	Ratts: Needs Assessment Check-In & Case Presentations	H.3; H.5-7	Fall Internship Logs	H.1-6
Class #4 10/06/08	Guest Speaker: Charisse Cowan- Pietre (Classroom Instruction)	H.3; H.5-7	Fall Internship Logs	H.1-6
Class #5 10/13/08	Guest Speaker: CPS Reporting Check-In & Case Presentations	H.3; H.5-7	Fall Internship Logs Case Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6; H.7.
Class #6 10/20/08	Comps Preview Check-In & Case Presentations	H.3; H.5-7	Fall Internship Logs Case Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6H.7.
Class #7 10/27/08	Wood: Grant Writing Check-In & Case Presentations	H.3; H.5-7; C.1.f.	Fall Internship Logs Case Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6H.7.;
Class #8 11/03/08	Last day to apply for graduation Check-In & Case Presentations	H.3; H.5-7	Fall Internship Logs Case Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6H.7.
Class #9 11/10/08	Share List of Grant Opportunities Check-In & Case Presentations	H.3; H.5-7	Grant Opportunities Fall Internship Logs Case Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6H.7.
Class #10 11/17/08	ESA Paperwork Check-In & Case Presentations	H.3; H.5-7	Grant Opportunities Fall Internship Logs Case Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6H.7.
Class #11 11/24/08	Check-In & Case Presentations	H.3; H.5-7	Fall Internship Logs School/Comm. Profile	K.1.c.; K.2.c.; A.7.; B.4.; C.1.c.; C.1.d.; K.8.e.; H.1-6
Class #12 12/01/08	Needs Assessment Discussion Check-In & Case Presentations	H.3; H.5-7	Child Abuse Training Case Presentation Fall Internship Logs Fall Internship Evals	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1- 6H.7.; D.

<u>WINTER</u> SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments ->	CACREP Standard (Readings and Assignments)
Class #1 1/05/09	Welcome Back! Beverly Silver - Placement File Check-In	H.3; H.5-7	Winter Internship Logs	Н.1Н.6.
Class #2 01/12/09	Check-In & Case Presentations	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.6.; H.7.
Class #3 01/19/09	MLK Day- No Class	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7.
Class #4 01/26/09	Share Advocacy Project Idea Check-In & Case Presentations	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7.
Class #5 02/02/09	Check-In & Case Presentations	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7
Class #6 02/09/09	Check-In & Case Presentations	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7
Class #7 02/16/09	President's Day – No Class	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7.
Class #8 02/23/09	Job Interviewing Panel Check-In & Case Presentations	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1 h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7.
Class #9 03/02/09	Process WSCA Conference Check-In & Case Presentations	H.3; H.5-7	Winter Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.7.
Class #10 03/09/09	Check-In & Case Presentations	H.3; H.5-7	Grant Application Winter Internship Logs Case Presentations	C.1.f.; A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1-H.6.; H.7.
Class #11 03/16/09	Check-In & Case Presentations	H.3; H.5-7	Guidance Units Case Presentations Winter Internship Logs Winter Internship Evals	B.4.; C.1.e.; C.2.b.; H.1-H.7; D.

SPRING SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics →	CACREP Standard (Topics)	Readings and Assignments ->	CACREP Standard (Readings and Assignments)
Class #1 03/30/09	Welcome Back!	H.3; H.5-7	Spring Internship Logs	
Class #2 04/06/09	Check-In & Case Presentation	H.3; H.5-7	Spring Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #3 04/13/09	Check-In & Case Presentation	H.3; H.5-7	Spring Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #4 04/20/09	Check-In & Case Presentation	H.3; H.5-7	Spring Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #5 04/27/09	Check-In & Case Presentation	H.3; H.5-7	Spring Internship Logs Case Presentations	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #6 05/04/09	Check-In & Case Presentation Advocacy Presentation	H.3; H.5-7	Case Presentations Spring Internship Logs Advocacy Presentation	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #7 05/11/09	Check-In & Case Presentation Advocacy Presentation	H.3; H.5-7	Case Presentations Spring Internship Logs Advocacy Presentation	C.1.c.; C.1.d.; C.1.e.; A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #8 05/18/09	Meet in Student Center 130 PEAB Dinner and Portfolio Presentations	H.3; H.5-7	PEAB Meeting & Portfolio Presentation Internship Logs	A.7.; C.2.a.; K.1.h.; K.2.c.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #9 05/25/09	Memorial Day – No Class			
Class #10 06/01/09	Check-In & Case Presentation Advocacy Presentation	H.3; H.5-7	Case Presentations Spring Internship Logs Advocacy Presentation	C.1.e.; C.1.d.; C.1.e.; A.7.; C.2.a.; K.1.h.; K.2.e.; K.3.d.; K.4.h.; K.5.b.; K.5.f.; K.5.g.; H.1.; H.3.; H.4.; H.5.; H.7.
Class #11 06/08/09	Check-In Advocacy Presentation	H.3; H.5-7	Professional Portfolio Advocacy Presentation Spring Internship Logs Spring Internship Evals	H.4; K.1.c.; K.1.h.; K.2.c.; K.5.b.; K.f.; K.g.; A.7.; A.9.; B.4.; C.1.c.; C.1.d.; C.1.e.; C.2.a.; C.2.b.; D.

Case Presentation Rubric

Counseling interns are expected to meet the "clinical and advocacy competencies" in the rubrics below by demonstrating their competence in case presentations. Case presentations will be evaluated using the following rubric:

Co	mpetency	Unsatisfactory [F (Fail)]**	Satisfactory [CR (Credit)]**	Exceptional [CR (Credit)]**
1	Voons the fears on the student			
1. 2.	Keeps the focus on the student Uses a wide range of counseling			
۷.	responses and interventions			
3.	Adapts responses and interventions			
٥.	to specific populations			
4.	Works independently with less			
٦.	supervision			
5.	Utilizes and coordinates community			
	and agency resources			
6.	Articulates how theory and practice			
	relate			
7.	Knows the rationale for			
	implementing specific interventions			
8.	Articulates and provides the			
	rationale for an academic, career,			
	personal plan.			
9.	Implements feedback			
10.	Gives accurate feedback			
11.	Establishes an appropriate			
	professional relationship			

^{**}Depending on the quality of counseling skills demonstrated, the instructor may require the counseling intern to submit additional tapes.

Student Level	School/Community Level	Public Arena Level
Student Empowerment	School/Community Collaboration	Public Information
☐ Unsatisfactory ☐ Satisfactory ☐ Exceptional ☐ Not Applicable	☐ Unsatisfactory ☐ Satisfactory ☐ Exceptional ☐ Not Applicable	☐ Unsatisfactory☐ Satisfactory☐ Exceptional☐ Not Applicable
Notes:	Notes:	Notes:
Student Advocacy	Systems Advocacy	Social/Political Advocacy
☐ Unsatisfactory ☐ Satisfactory ☐ Exceptional	☐ Unsatisfactory ☐ Satisfactory ☐ Exceptional	☐ Unsatisfactory☐ Satisfactory☐ Exceptional
☐ Not Applicable	☐ Not Applicable	☐ Not Applicable
Notes:	Notes:	Notes:

Unsatisfactory – Not able to perform competently at a consistent level.

Satisfactory – Able to perform competently at a consistent level.

Exceptional – Able to perform competently at a consistently high level.

Not Applicable- Client's presenting concern does not require for advocacy within a specific domain.

^{**}Depending on the quality of counseling skills demonstrated, instructor might require the counseling intern to submit additional tapes.

NOTICE to STUDENTS concerning DISABILITIES

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC HONESTY POLICY, which includes the issue of plagiarism

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University **Student Handbook**, which can be found on the web site of the Division of Student Development at the following URL:

http://www.seattleu.edu/studentdevelopment/

NOTICE to STUDENTS concerning Grading Grievance - Procedure for Challenging Course Grades (REQUIRED)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found in the *SU Student Handbook*, pp. 24-27, and it is available for download as a "pdf" file if you choose the "Student Handbook" hotlink from the left navigation area at the following URL:

http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in pdf format: http://www.seattleu.edu/studentdevelopment/filelib/1010.pdf

NOTICE to STUDENTS concerning Fair Process Policy for the College of Education

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the fair process policy can be found in the *SU Student Handbook*, pp. 27-30, and it is available for download as a pdf file from the following URL: http://www.seattleu.edu/studentdevelopment/ http://www.seattleu.edu/studentdevelopment/

The following URL directly downloads the policy document in a text format: http://www.seattleu.edu/registrar/page.aspx?ID=185

CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the codes of ethics from the following professional organizations, at the following respective websites:

American Counseling Association:

www.counseling.org/resources/ethics.htm

American School Counselor Association:

www.schoolcounselor.org/library/ethics.pdf