



Psychology 6250: Internship in a School Counseling
3 or 6 credits
Fall 2022
Professional School Counselor Education Program
Utah State University
Revised 8/11/22

Contact Information

Elementary Secondary Supervisor

Jessica Koltz, Ph.D., NCC, NCSC, LSC, ACMHC

To communicate with Dr. Koltz, please use:

1. Canvas Inbox
2. Email: Jessica.Koltz@usu.edu
3. Office phone: 435-797-1250

Jessie's consultation hours: 3-5pm Tuesdays, 4-5pm Fridays (Schedule via [Calendly](#))

Middle School Secondary Supervisor

Thomas Wiltbank, M.Ed, LSC

To communicate with Tom Wiltbank, please use:

1. Canvas Inbox
2. Email: Thomas.Wiltbank@usu.edu
3. Phone:

Tom's consultation hours: ____ pm ____ days, (Schedule via _____)

High School Secondary Supervisor

Megan Mueller, M.Ed., LSC

To communicate with Megan Mueller, please use:

1. Canvas Inbox
2. Email: Megan.Mueller@usu.edu
3. Phone:

Megan's consultation hours: ____ pm ____ days, (Schedule via _____)

Graduate Program Coordinator

Kelli Palma, M.Ed. LSC

To communicate with Kelli, please use:

1. Kelli.Palma@usu.edu
2. Office phone: 435-797-1466

To meet with Kelli Palma, please schedule via [Calendly](#).

*Be advised that your supervisors and/or graduate program coordinator will make every effort to respond to communication ASAP. It may take up to 48 hours for a response. Please plan accordingly.

Class Meeting Times

Via Zoom: Thursdays, 4:30 – 7:00 p.m.; September 1 – December 8, 2022

Course Goals

This course is a supervised internship experience in a school setting, under the direction of a licensed school counselor. Students will spend an average of 20-30 hours per week for a total of 600 hours (400 for those who have communicated and provided evidence of being a licensed educator in a school setting for 3+ years), in a school counseling setting, learning about the various roles of school counselors.

Possible **direct counseling hours** include:

- Personal Counseling
- Crisis Intervention
- Career College Advising
- Student Assessment for Class Placement
- Small Group Guidance Activities
- Assembly/Guidance Presentations
- Classroom Guidance Presentations

Indirect activities in the school setting include:

- Consultation (parents, teachers Etc.)
- School Site Council Meetings
- Organizing Groups
- Referrals to Outside Agencies
- Schedule Adjustments
- SEOP/CCR planning
- Mass Registration
- New Student Registration
- Interpreting Test Results
- Assisting With College/Work Applications
- Working on IEP's or 504 Plans
- Working with CTE Team
- Parent Education Meetings
- Faculty Meetings/in-service
- Public Relations (staff and community)
- Organization of Guidance Program
- School Improvement Council Meetings
- Professional Development/Research
- Committee Meetings
- Ordering Guidance Materials
- Meeting with Higher Education Personnel
- Site Supervision Meetings
- Secondary Supervision Meetings

Utah Model Components for Internship Contract Goal Setting:

1. **Collaborative Classroom Instruction:** Classroom instruction; interdisciplinary curriculum; group activities; parent workshops
2. **Plan for College and Career Readiness Process:** Individual or small-group appraisal; individual or small-group advisement (including individual and/or small-group CCRs, age-appropriate career development activities)
3. **Systemic Approach to Dropout Prevention:** Consultation; individual and small-group counseling; crisis counseling/response; referrals; peer facilitation
4. **Systemic Program Management:** Professional development; consultation, collaboration, and teaming; program management and operation

Prior to beginning this course students should have located an internship placement in a school setting and negotiated a contract with the school counselor/supervisor during the first week of site involvement.

Students will be provided a letter of introduction for their supervisor, a contract form, an hourly time log (to be completed monthly), a cover sheet for the log (to be completed at the end of the semester), and a student evaluation form for the school site supervisor to complete at the end of the semester.

Students need to discuss with their site supervisor, and/or other appropriate school administrators, the goals and purposes of this internship experience before beginning in the school setting. More specifically, students must inform the school site supervisor that your USU supervisors expect you to spend an average of 20-30 hours per week in the school setting.

It should be noted the school site supervisor must be a Licensed School Counselor.

Student Learning Objectives/Standards

Upon completion of this course, students will be able to demonstrate understanding of:

1. Basic counseling skills and competencies to advocate for school counseling roles
2. Theory-based interventions to advocate for all students
3. Systemic dropout prevention
4. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
5. The role and process of the professional school counselor advocating on behalf of the profession
6. Strategies for personal and professional self-evaluation and implications for practice
7. Self-care strategies appropriate to the counselor role
8. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
9. Counselor characteristics and behaviors that influence the counseling process
10. Essential interviewing, counseling, and case conceptualization skills

11. Suicide prevention models and strategies
12. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Course Requirements

1. Completion of the **required 400 or 600 internship clock-hours** within the school setting placement, where all students are expected to complete **240 direct counseling hours** (inclusive of individual, group, or psychoeducational/classroom counseling with students).
2. Completion of the **Internship Contract by 9/8/22**.
3. Completion of monthly **Internship Log of Hours**.
4. Completion of final (containing all months and final totals) **Internship Log of Hours and Log Cover Sheet** at the end of the internship experience (December and May).
5. Completion by the **school site supervisor's evaluation** of the student's performance while at the school site of both evaluations at mid-term and at the final evaluation.
 - a. PDCA-R
 - b. Internship evaluation
6. Weekly **attendance via Zoom for evening class times on Thursdays, from 4:30-7pm**.
7. Participation of in-class ideas during internship times.

Group Supervision Structure

At the beginning of each class, from 4:30-5:30pm, one of the course secondary supervisors will present a 45 minute to 1-hour mini-lesson about issues regarding school counseling and/or case problems that have been determined by course participants.

After the lesson, from 5:30-7pm, the class will break into three smaller groups for secondary supervision for 1.5 hours. Each small group will have a designated secondary supervisor who is a practicing licensed school counselor or program faculty with school counseling experience.

Each week, beginning the second week of class, students will come prepared with a case study problem that has occurred in their school site setting. There will be time weekly for 3-4 students to discuss this case within their supervision group for discussion and feedback (up to 20 minutes per case).

Please remember your group supervisor will be assisting you in these discussions and they will also be evaluating your performance in the group setting, both as a school counseling intern and as a group participant.

Weekly Mini Lessons

As the course schedule indicates, there will be a wide range of training and informational topics presented throughout the semester that were identified by you and your cohort as topics that may need some further investigation or as a refresher. The focus will be on subject matter often addressed by school counselors.

Required Textbook

Title: SCHOOL COUNSELING PRACTICUM AND INTERNSHIP

Author: Helen S Hamlet

ISBN: 9781793526939

Publisher: Cognella Academic Publishing

Publication Date: October 25, 2021

Important Dates for the Fall 2022 Semester

- **August 1st** – can start internship hours
 - 600 hours for non-teaching
 - 400 hours for those who have taught for 3+ years (must be approved)
 - All students need **240 direct counseling hours**
- **August 15th** – Secondary supervisors make connection with site supervisors by this date
- **September 1st** – first day of class (Thursday)
- **September 8th** – Internship documentation due on Canvas by **4:30pm**
 - Contract (signed from meeting with your site supervisor)
 - What is an appropriate goal, how do I accomplish that goal?
- **October 3rd – 7th & October 10th – 14th** – Mid-term evaluations
 - **Each student** signs up to meet with their **site supervisor for their secondary supervisor's mid-term meeting** (15-minute meeting) during a designated 1-hour time after school hours over these two weeks. The discussion of this meeting with include:
 - Reviewing intern's goals (progress, needs)
 - Dispositional feedback from all (student, site and secondary supervisors)
 - Secondary supervisor will assess PDCA – R to bring to mid-semester mtg.
 - Hours (progress, needs)
- **October 13th** – no class: Fall break
- **October 14th (Friday) @ 11:59pm**: Mid-semester review documents due on Canvas
 - What goals have you accomplished and what do you still need/want to accomplish?
- **November 24th** – no class: Thanksgiving break
- **December 8th** – final day of class
- **December 14th (Wednesday)** – due date to collect *all documentation* for students done with their internship during the Fall 2022 semester
 - Those continuing with internship hours over the Spring 2023 semester will plan to meet with Jessie on Thursday, January 12th @ 4:30pm