

EGC 609: Internship III

School of Education and Leadership

3 Credits

Effective Date: 4/1/2022

Grading Type: Pass/No Pass

Pre-requisite or Co-Requisite: None

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

The School Counselling Internship III supports the increasingly advanced practice development and transition from student to the role of professional school counsellor, with supervision and guidance from the university instructor and a School Counselling mentor. Learners demonstrate advanced practice skill with microskills and consolidate learning throughout the program in the individual and group critique of a case conceptualization. The intern and mentor complete a final evaluation to assess the intern's progress in applying the fundamental skills, knowledge and ethics required in the role.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Identify and demonstrate advancing ability in the use of microskills, their effect on the client in practice counselling sessions and critically assess the application of theory to practice
- Demonstrate integrity and follow ethical standards
- Establish a therapeutic alliance
- Critically explore and describe one’s thinking, beliefs, emotions, values, and behaviours at an intermediate level (reflection) and the purpose of one’s interaction/ approach in the use of skills or a case
- Demonstrate professional administrative and collaborative practices in work with instructor, and follow policy and practice related to internship requirements
- Critically assess a case conceptualization from a school counsellor perspective
- Apply a reflective process
- Apply theory to practice
- Explore the transition from student to the role of professional school counsellor

Core Concepts, Knowledge, and Skills

These skills and practices are identified in the formative evaluation.

- Maintain sufficient level of personal wellness/ seeks support or step away as needed.
- Demonstrate awareness of the impact of one’s wellness on capacity to perform in school counselling role
- Regularly seek supervision
- Initiate reflection and dialogue with supervisor (Mentor).
- Demonstrate openness to constructive feedback/ ability to integrate feedback into practice.

- Demonstrate appropriate relational boundaries with students and colleagues
- Able to collaborate with members of the school and broader community in practical ways
- Able to facilitate agreement on goals, tasks, and integrate diverse perspectives in interdisciplinary teams and with clients
- Consult with other school counsellors or others to identify appropriate external resources

Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Course Assignments and Grading

Overview of Required Assignments	% of Final Grade
Participation, Counselling and Case Conceptualization Critique	25%
Internship Activities	25%
Final Evaluation	30%
Reflections	20%
TOTAL	100%

Participation, Counselling and Case Conceptualization Critique (25% of Final Grade)

Class participation and counselling skills practice are an integral part of this course. Students develop their self-awareness regarding how their participation, including approach to collaboration, impacts learning opportunities for themselves as well as others. Ideal qualities of participation are described in the rubric.

During class time, students observe and review their own use of counselling microskills as well as other members of the seminar group. The main goals of this practice session are to be able to identify specific counselling skills, critically assess the use of skill in practice, make connections between theory and practice, and advancement in skill development.

Students practice a critique of a case conceptualization.

Learning Outcomes:

- *Identify and demonstrate advancing ability in the use of microskills, their effect on the client in practice counselling sessions and critically assess the application of theory to practice*
- *Demonstrate integrity and follows ethical standards*

- Establish a therapeutic alliance
- Critically explore and describe one's thinking, beliefs, emotions, values, and behaviours at an intermediate level (reflection) and the purpose of one's interaction/ approach in the use of skills or a case
- Critically assess a case conceptualization from a school counsellor perspective
- Apply a reflective process

Grading components	% of Grade
Participation	50%
Counselling Skills and Case Conceptualization Critique	50%
TOTAL	100%

Internship Activities (25% of Final Grade)

Learners continue with their role as School Counselling Intern (Internship), where they work directly with students.

Tasks include collaborative communication with the instructor, planning, undertaking practicum or internship activities (in the field), and completing a log form, and practicum or internship agreement as needed. Learners arrange a meeting with their internship instructor and mentor within a few weeks of starting the internship.

NOTE: Review the Internship Manual for additional policies and information about Internship processes.

Forms

Internship Agreement

- For any new placement, students will organize an Internship Agreement (IA) signed by their school mentor, school principal and school district administrator/superintendent designate and CityU Internship Coordinator **before** commencing their field experience. CityU Instructors should be consulted in the process of setting up a placement, and must approve the Mentor. Save this IA to your personal shared online folder. Email the Internship Coordinator to request review and signature of the IA. Copy your Instructor on this email.
- Note that hours for internship will only be accepted for those students who have a fully signed internship agreement in place and if needed, professional liability insurance.
Failure to follow this protocol may result in suspension from internship.

Log Form

Students complete and submit a log form at the end of each quarter. The form must be signed by a mentor if the student has undertaken any clinical work in their placement. Scan and upload to the online folder to share with your instructor and CityU.

These forms are audited by the Instructor and Coordinator for accuracy and completion.

Benchmarks

Using the same form completed in 607, complete a third and final assessment of your level of proficiency at this time in each area. Sign the form, scan it and save it in your shared folder.

Learning Outcomes:

- *Demonstrate professional administrative and collaborative practices in work with instructor, and follow policy and practice related to internship requirements*

Grading criteria	% of Grade
Collaboration with instructor	30%
Field experience	25%
Log form, benchmarks form, internship agreement, final evaluation	45%
TOTAL	100%

Final Evaluation (30% of Final Grade)

Prior to completing an internship placement, interns organize a final evaluation with their mentor and instructor.

Learners complete the student version of the evaluation form and invite at least one mentor to complete the mentor's version. For students working with more than one mentor, they may choose to collaborate on one document or students may decide to focus on one mentor to complete this task. Clarify a plan with your instructor.

The instructor draw from this evaluation as well as internship activities and assignments to assign a grade for each component.

Grading criteria	% of Grade
Reflexivity and Praxis	10%
Ethical Standards	20%
Collaboration Skills	10%
Coordination and Case Management	20%
Therapeutic Relationship	20%
Theory and Practice	10%
Mental Health and Wellbeing	10%
TOTAL	100%

Reflections (20% of Final Grade)

A. Reflection – Ethical Issue

Review the code of ethics for school counsellors and reflect on your practice. Consider the following guiding questions (it not necessary to ‘answer’ them all—they are here only to provoke thinking).

Are there ethical issues that have proven to be more challenging or complicated to follow than others in your setting? Are there any that are not consistent with your own values? Is there a situation that has helped you to understand and implement these ethical guidelines more consistently?

Write a 600 - 700 word reflection on this topic.

B. Reflection – Supervision

Consider the supervision you have received during this second year of the program. What did you learn about how to bring forward aspects of your practice for discussion and feedback? What was most effective for you? What would you like to be different/ what would improve the experience further? How will you integrate these aspects of supervision into your practice moving forward in consultation with peers and/ or work with the District Counsellor?

Write a 600 - 700-word reflection on this topic.

Learning Outcomes:

- *Apply a reflective process*
- *Explore the transition from student to the role of professional school counsellor*

Grading criteria	% of Grade
Reflection	80%
Academic skills	20%
TOTAL	100%

Course Policies

Declaration of Inclusion

CityU Canada’s Master of Education in School Counselling program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that we live and work on the unceded and traditional territory of the Coast Salish Nations of xʷməθkʷəy̓əm (Musqueam), səliłwətaʔt (Tsleil-Waututh), and Sḵw̓xwú7mesh (Squamish) people & many others whose histories, languages, & cultures continue to influence our vibrant community. We further acknowledge that our learning community is greatly enriched

through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC, and diversely-abled communities.

University Policies

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.