

EGC 605: Internship I

School of Education and Leadership

2 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

In this course, learners transition from practicum to internship where they begin to use counselling skills with students in the school and undertake other aspects of the role of school counsellor identified as benchmarks. Learners develop more advanced practice skill with microskills and assess their efficacy in the counselling session. Students apply a case conceptualization framework to a case and explore the intended purpose of an approach. Learners further deepen their goal setting and reflection skills. The intern and mentor complete

an evaluation form to assess the intern's progress in applying the fundamental skills, knowledge and ethics required in the role and to identify learning new learning goals and tasks.

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 and their effect on the client in practice counselling sessions
- Demonstrate integrity and follow ethical standards
- Establish a therapeutic alliance
- Explore cases using case conceptualization framework
- 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
- Develop and assess strategies for skill and knowledge development
- Apply a reflective process
- Use professional terms
- Demonstrate professional administrative and collaborative practices in work with instructor, and follow policy and practice related to internship requirements

Core Concepts, Knowledge, and Skills

These skills and practices are identified in the formative evaluation.

- Demonstrate an openness to understanding and respect for others' perspectives
- Develop awareness of own defensiveness
- Demonstrate awareness of the impact of one's behaviour on others
- Able to identify safety concerns (mental health)
- Maintain sufficient level of personal wellness/ seeks support or step away as needed

- Demonstrate awareness of the impact of one’s wellness on their capacity to perform in school counselling role
- 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 Skills	25%
Internship Activities	25%
Demonstration of Counselling Skills Assignment	30%
SMART Goals Assignment	10%
Reflection on Goal Setting Assignment	10%
TOTAL	100%

Participation, Counselling and Case Conceptualization Skills (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, and advancement in skill development.

Students practice applying elements of case conceptualization to a case.

Learning Outcomes:

- *Identify and demonstrate advancing ability in the use of microskills and their effect on the client in practice counselling sessions*
- *Demonstrate integrity and follow ethical standards*
- *Establish a therapeutic alliance*
- *Explore cases using case conceptualization framework*

- 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
- Apply a reflective process

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

Internship Activities (25% of Final Grade)

Learners may continue with process of being oriented to the role of the school counsellor through interactions with and observations of practitioners in the field (Practicum) or may begin their role as School Counselling Intern (Internship), where they will 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. In some cases, learners undertake a formative assessment with their mentor and instructor.

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 the 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.

Evaluation

Depending on the state of progress in Internship, students may complete a formal evaluation this quarter. See the evaluation documents in the Teams folder and speak with your Instructor to determine the timing of the evaluation.

This evaluation includes a site visit with the instructor and mentor to review and discuss progress. Findings from the evaluation inform ongoing learning goals and tasks. Work with instructor to ensure that signed copies of the evaluations are retained by the instructor.

Learning Outcomes:

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

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

Demonstration of Counselling Skills Assignment (30% of Final Grade)

This assignment supports the development of the learner's counselling skills and competency. Further, it provides an additional basis for the instructor's assessment of the learner's counselling microskills and application of theory and ethics to practice. The assignment includes a digital recording and a short paper.

RECORDING

Learners complete a 15 - 25 minute digital videorecording of a skills practice counselling session using microskills.

****Interns must use a recording from outside of class time.** Note that the intent of this session with the volunteer is that the volunteer feel heard and understood. It may involve clarification of client goals. Any concerns you have for the volunteer client emerging from this practice session should be brought forward to your instructor for supervision/ consultation.**

If a student has consent to use a recording of their work with a student at your school (including permission from your mentor), they are welcome to use that. Otherwise, the volunteer must be an adult who has provided informed consent and may be a friend or family member.

See handout for additional information about informed consent. Submit a copy of the signed informed consent for any volunteer who is not a member of the class.

TRANSCRIPT

Generate a transcript of the recorded session. (Students use Otter or the Dictate function in Word.) Edit the transcript to clarify the different speakers – use paragraph breaks. Check that the transcript is

reasonably accurate. Submit the assignment in Word to allow the instructor to provide feedback directly on the transcript.

PAPER

Review and reflect on the following. Include each area of reflection in the paper.

- Note the use of microskills and identify a range of skills to reflect on. (Note the timing of the use of skill and identify it on the transcript to guide the instructor to that instance.) Listen to the client’s response to your use of the skill. How did your use of the skill affect the client? Did it land as intended? How did it shape the outcome of the session?
- Identify 2 points in the session where you feel you had a fairly clear intention or purpose. Think about the purpose and explain how it is theoretically informed (which theory or concepts supports this sort of strategy and purpose)?
- Notice the process of developing rapport and a therapeutic alliance. What do you observe? To what extent is there agreement on the focus of the session, and evidence of mutual respect and care?

Summarize these reflections in a short paper (1000 words) and submit to your instructor.

Submit the recording, transcript, informed consent and paper as instructed, for the instructor’s review.

SPECIAL INSTRUCTIONS

- Use utmost care to ensure the privacy and confidentiality of this recording. Secure your AV recording device with a password or lock it in a cabinet. Erase the recording after receiving a grade for the course.
- The audio and visual quality of the recording must be satisfactory and enable easy review of the recording.
- The paper and transcript should be submitted in Word format to allow the instructor to edit the document and add comments.

Learning Outcomes:

- *Identify and demonstrate advancing ability in the use of microskills and their effect on the client in practice counselling sessions*
- *Demonstrate integrity and follow ethical standards*
- *Establish a therapeutic alliance*
- *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*
- *Apply a reflective process*
- *Use professional terms*

Grading criteria	% of Grade
Recording - Use of skills	25%
Recording - Therapeutic relationship & ethical standards	25%
Paper - Identify and reflect on range of skills	40%
Academic standards	10%
TOTAL	100%

SMART Goals Assignment (10% of Final Grade)

Learners articulate **two learning goals** to meet SMART criteria and share this document with their instructor and mentor. The formation of goals and objectives is a fundamental skill to counselling work and to supporting students' learning plans. For this assignment, goals should be informed by the School Counselling benchmarks, keeping in mind one's current stage of development in the role of school counselling intern. The two goals for this assignment are a sample of an informal, ongoing learning plan developed and revised throughout the program. As a repeated assignment throughout internship courses, students' proficiency with this skill should advance.

Learning Outcomes:

- *Develop strategies for skill and knowledge development*
- *Apply a reflective process*
- *Use professional terms*

Grading criteria	% of Grade
SMART criteria	55%
Strategies	15%
Advancing Skill	20%
Academic standards	10%
TOTAL	100%

Reflection on Goal Setting Assignment (10% of Final Grade)

Good clinical skill includes helping clients and case management teams to set SMART goals. The language that counsellors use may be different (vision, hope, purpose), but goal setting is often a fundamental aspect of counselling work.

The process of revising and clarifying the goal to meet SMART criteria (usually informally) ensures that each person's understanding of the goal is similar. Often, in the process of clarifying goals, we realize that our thinking is not realistic, or our sense of what we hope to be different is too vague to even know when we 'get there'. The time spent thinking about a goal itself generates a sense of self-determination and hope for the future. The clarity of a goal may support a client to bring themselves closer to meeting it outside of the counselling session. It invites a particular way of functioning in life, a life literacy.

The working alliance includes 'agreement on goals' between the counsellor and client as fundamental to the strength of the working alliance. It will be difficult to agree if the goal is not articulated in some way.

Assignment

Students are invited to reflect on **the practice of goal setting** related to their learning objectives over the two quarters. What have you noticed about this practice in terms of your experience in practicum and internship? When you look back at the SMART goals you developed, do you notice any accomplishments? How have you (or might you) bring this

practice into your work with students in the classroom, for IEP's, in SBT, and in other aspects of the school counselling role? What is the effect of doing this?

Note: This is not a reflection on the goals themselves, but rather on the process of using SMART goals.

The reflection should be 2 – 3 pages in length, double-spaced.

Learning Outcomes:

- Explore and describe one's thinking, beliefs, emotions, values, and behaviours at an intermediate level (reflection)
- Assess strategies for skill and knowledge development
- Apply a reflective process
- Use professional terms

Grading criteria	% of Grade
Reflection	80%
Academic standard	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 xʷməθkʷəyəm (Musqueam), sə́lilwətaʔt (Tsleil-Waututh), and Sk̓wxwú7mesh (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.ed to request a username and password.