



**The Citadel Graduate College**  
 Zucker Family School of Education  
 Division of Counselor Education

|   |                                     |
|---|-------------------------------------|
| <b>EDUC 629: Practicum in School Counseling</b><br><b>Spring 2020</b> |                                     |
| <i>Instructor:</i> Aaron Oberman                                      | <i>Class Day:</i> Tuesday           |
| <i>Office:</i> Capers 321   | <i>Class Hours:</i> 5:30-8:00pm     |
| <i>Telephone:</i> 843.953.7123  | <i>Meeting Room:</i> Capers 323     |
| <i>E-Mail:</i> aaron.oberman@citadel.edu                              | <i>Office Hours:</i> by appointment |
| <i>Credit Hours:</i> 3  |                                     |

**Prerequisites:** EDUC-624: Basic Counseling Skills

**Required Texts:**

Studer, J. R. (2016). *A Guide to Practicum and Internship for School Counselors-In-Training* New York, New York: Routledge.

Field Experiences Manual for Counselor Education (2019).

Livertext.

**Recommended Resources:**

Jones, A. (1998). 104 activities that build: Self-esteem, teamwork, communication, anger management, self-discovery, coping skills. Richland, WA: Rec Room Publishing.

Studer, J. R. (2015). *The essential school counselor in a changing society*. Thousand Oaks, CA: Sage Publications, Inc.

**Student Information:** This course is part of the School Counseling program and is intended to contribute to the completion of a Masters degree in Counselor Education.

**Learning and Developmental Goals:** The Practicum course gives students the opportunity to implement what they have learned in the program to applied school settings. Practicum is taken after successful completion of EDUC 624: Basic Counseling Skills. The primary goal of the Practicum experience is to provide students with a supervised opportunity to perform the activities typically identified with the profession of school counseling. The Practicum is a learning experience, and the intern is viewed as a counselor-in-training. Hence, training and learning is centered around the needs of the counselor-in-training. Although not an employee of the school, the intern is expected to demonstrate behavior

consistent with practicing school counselors. Successful completion of Practicum completes the student's initial exposure to the field based environment of professional school counseling.

**Course Description:** Supervised counseling experience in which student serves as counselor in school setting for a minimum of 100 clock hours.

**Instructional Strategies:** The course consists of primarily clinical staffing of the student's field based experience. In addition, special topics will be addressed utilizing audio/visual resources, readings from required texts and journal articles, classroom discussions, online discussions and technology-mediated interactions, guest speakers, and small in-class group activities.

**Conceptual Base of the School of Education:**

Developing Principled Educational Leaders for P-20 Schools – The Citadel's Professional Education Unit prepares principled leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

***Knowledgeable Principled Educational Leaders...***

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

***Reflective Principled Educational Leaders...***

6. Develop and describe their philosophy of education and reflect upon its impact in

- the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
  8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
  9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
  10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

***Ethical Principled Educational Leaders...***

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

**Relationship of this course to the conceptual base:**

The overall goals of the Practicum experience are to develop and demonstrate the ability to interact with students individually and in groups in a manner that is helpful and to ensure that there is readiness to enter the more extensive internship experience subsequent to completion of practicum. Specific course objectives include:

1. to establish and maintain a supportive counseling relationship with students through individual, group, and classroom counseling (CF: 1-15)
2. to utilize theories related to multicultural counseling and identity development to analyze client dynamics and concerns, and to apply appropriate counseling techniques to assist students of diverse populations (CF: 6-10, 13)
3. to maintain student records, schedule appointments, and to learn about and implement school and community resources (CF: 1-15)
4. to keep a working record: daily logs, transcriptions, self rating sheets and evaluations, interview summaries, case reports, etc. (CF: 1-15)
5. to participate actively in individual and group supervision, and to respond to related counseling assignments from on-site and campus supervisors (CF: 1-15)
6. to work effectively with supervisors and other school and community professionals on issues related to counseling, development, assessment and testing, consultation, and ethical/legal concerns (CF: 1-15)
7. to engage in appropriate continuing professional development activities, including assigned readings (CF: 1-5)
8. to be familiar with and act on knowledge of the role of the school counselor and the academic, personal/social, and career components of a comprehensive school counseling guidance program (CF: 6-10)
9. to examine the role of the school counselor as advocate for clients in the school and community (CF: 1-15)
10. to examine the ethical and legal issues related to counseling, assessment, evaluation, and research in the school setting (CF: 11-15)

**CACREP 2016 Standards:**

**1. FOUNDATIONS**

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

**2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

**Course Goals with Evaluation Methods:**

| <b>Goal</b>                    | <b>Evaluation Methods</b><br>(e.g., portfolios, benchmark tests, projects) |
|--------------------------------|--|
| Course Objectives 1 through 10 | Site Supervisor Midterm Evaluation through Livetext                        |
| Course Objectives 1 through 10 | Faculty Midterm Evaluation through Livetext                                |
| Course Objectives 1 through 10 | Site Supervisor Final Evaluation through Livetext                          |
| Course Objectives 1 through 10 | Faculty Final Evaluation through Livetext                                  |

**Instructional Units and Assessments**

## Course Schedule for EDUC 629

Schedule subject to change based on class needs. Additional reading/activities will be assigned as the course develops.

| Unit Topic or Title | Correlated Standards/Expectations | Date | Assessment(s)      |
|---------------------|-----------------------------------|------|--------------------|
| Group Supervision   | CF 1-15 & CACREP Standards        | 1/14 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 1/21 | Review ASCA Ethics |
| Group Supervision   | CF 1-15 & CACREP Standards        | 1/28 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 2/4  |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 2/11 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 2/18 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 2/25 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 3/3  |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 3/10 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 3/17 | Spring Break       |
| Group Supervision   | CF 1-15 & CACREP Standards        | 3/24 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 3/31 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 4/7  |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 4/14 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 4/21 |                    |
| Group Supervision   | CF 1-15 & CACREP Standards        | 4/28 |                    |

### Assessment Process

Grades for practicum are on a pass/fail basis. A grade of **P** indicates that in addition to completing all course requirements in a timely, professional manner, strong counseling skills, above average standards of professional and personal behavior, a willingness to learn and a commitment to the counseling profession are demonstrated. A grade of **F** will be awarded when the site and The Citadel requirements have not been accomplished in an acceptable and timely manner. The faculty supervisor in consultation with the site supervisor assigns grades.

### Class Expectations

#### Attendance

This is a professional preparation program and consistent attendance and promptness are expected. Since this course is a core foundation course in the program no absence is acceptable unless in extreme circumstances beyond one's control. The expectation is a professional commitment to attending all classes and one's work and personal schedule should evolve around class and not vice-versa. The college policy will be followed. Attendance will be taken and reported daily via The Citadel's Class Absence System.

#### More than one absence or late arrival/early departure may affect a student's grade in the course.

The instructor recognizes there are valid reasons for being tardy or absent, such as serious illness. Professional courtesy requires that you notify the instructor prior to class.

#### Informed Participation

Counselor-trainees will be prepared to actively participate in class discussions and activities. Participation assumes that the counselor-trainee has prepared the material before class and has completed

related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and other's learning. The instructor reserves the right to reduce a student affairs-trainee's grade for consistent lack of informed participation.

### **Disability Disclosure**

If you are a student with a disability and need accommodations for this class, please contact Dr. Jane Warner in 105 Thompson Hall at 843-953-6877 to schedule an appointment. If your request for accommodations has already been approved and you have your accommodations letters, please meet with me during my offices hours as soon as possible.

### **Honor Statement**

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at:

<http://citadel.edu/r3/honor/manual.shtml>

### **Faculty and Student Department responsibilities**

The Citadel's Counseling Program is charged with the task of preparing professional counselors and student service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The Citadel's Counseling Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student. A student's progress in the program may, however, be interrupted for failing to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a student-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

### **Student Responsibilities/Course Requirements:**

1. The Practicum experience requires a minimum of one hundred **(100) hours** of on-site activity; **forty (40) DIRECT hours** of this must be in individual counseling, classroom guidance, or group counseling. The remaining **sixty (60) hours** may be in other counseling related activities. Students participate in group supervision sessions with their Citadel instructor. It is recognized that experience is an important factor in the development of skills; thus, students are encouraged to think of the 100 hour requirement as a minimum. Some sites may require that you spend more time in the setting than the minimum.
2. Students are required to attend a **minimum of 8-10 hours per week** in their school counseling setting. There is no maximum number of hours a student can complete.
3. Students are expected to comply with site supervisor and school principal expectations as if they were employed by the school.
4. Turn-in and discuss Appendix 5

*By the 2nd class session:*

1. A signed original copy of the Instructional Agreement (Appendix 3 from the [Field Experiences Manual](#)) completed by student and site supervisor.
2. A copy of the student's professional liability insurance (See ASCA website)
3. Evidence of negative TB test results (ask your doctor or Citadel Infirmary, etc.).
4. Documentation of a passing (156 or above) score on the Praxis II.
5. Finger printing and background check through [IdentoGo](#).

***At end of class:***

*Turn in the following materials:* Appendices (from Manual): 3, 5, 7, 9, 12, 13, 16, 17

**NOTE: Failure to comply with these responsibilities could result in immediate removal from the course.**

**Counseling Responsibilities:**

**Videotaping/Recording:**

5. A total of two – 10-15 minute recordings will be submitted to the practicum instructor for review and discussion during individual and/or group supervision.
6. Students should review the recording carefully prior to presenting it in class. Students should also complete the evaluation form found in the Field Experience Manual for Counselor Education.
7. Use Appendix 5 to obtain parental consent before recording a student. We will discuss how to modify the form.

**Tips for videos:**

- Make several videos and present the ones that showcase your skills
- Make sure the video shows the students acknowledging they are being video recorded
- Select 5 minutes of the video that showcases your skill or shows where you need some help from the class/instructor
- Be sure that you are clearly visible on the video and that the sound quality is clear.

**Group Counseling:**

8. Students will submit and present a group counseling plan appropriate to the placement (elementary, middle, or high school). The plan should be a minimum of 4 weeks in length and include a detailed outline of what will be covered in the group each week. In addition, students should include a pre-posttest for the purpose of demonstrating accountability.

**Classroom Guidance:**

9. Students will submit and present an outline for a classroom guidance lesson appropriate to his or her placement (elementary, middle, or high school). The outline will include the following areas: purpose/goals, materials needed, procedure to follow, timeline, ASCA National Standards, how you will know your lesson was successful (accountability).

**Non-counseling Responsibilities:**



See *Practicum Responsibilities Checklist* below for recommended activities.

## **Supervision**

In addition to the weekly group supervision class meetings, students will meet with their **practicum instructor** for **weekly individual and/or triadic supervision** beginning after the 3<sup>rd</sup> week of the semester. In these sessions the students will have time to address placement issues, review taped sessions with the instructor, and receive feedback.

## **Evaluation**

Informal evaluations are made during individual and group supervision sessions. Students are formally evaluated on a range of skills and activities by both their field site supervisors and their Citadel supervisor at the end of the semester. Additionally, students are involved in a formal self-evaluation.

There will be no formal written examinations in the course. Rather, students are graded on the basis of the following criteria:

1. the apparent effectiveness of their field placement;
2. the quality of reports turned in;
3. professionalism;
4. the case reports presented in class;
5. completion of all course requirements;
6. quality participation in group and individual supervision; and
7. evaluation from your field site supervisor.

## **Memberships associated with the Profession of Counseling:**

American School Counselor Association  
South Carolina School Counselor Association  
South Carolina Counseling Association  
American Counseling Association

**Web Sites:** The ethical codes & information found at these sites are relevant knowledge for this course:

American School Counselor Association [www.schoolcounselor.org](http://www.schoolcounselor.org)  
American Counseling Association: [www.counseling.org](http://www.counseling.org)  
South Carolina Counseling Association: [www.sccounselor.org](http://www.sccounselor.org)  
South Carolina School Counselor Association: [www.scschoolcounselor.org](http://www.scschoolcounselor.org)  
National Board for Certified Counselors: [www.nbcc.org](http://www.nbcc.org)  
Association for Play Therapy: [www.a4pt.org](http://www.a4pt.org)

### **Guidelines for Oral/Written Case Presentation**

The purpose of the case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. Please include a brief video presentation of the session. Your introduction and review of the tape should take 15 to 20 minutes; this will be followed by a time of group feedback and discussion.

Please include the following information in your case presentation:

A. Background Information

- Client description
- Demographics
- Presenting issue or concern

B. Your Focus in this Session

- What was your goal for the session?
- How were you attempting to accomplish this goal?

C. Brief Summary of Sessions

- How did it go?
- What happened?
- What feelings did you experience?
- How did they affect your work with the client?
- Did you intentionally acknowledge or ignore any nonverbal messages sent by the client? Why? Why not?

-Rate your performance in this session and include a sentence that explains the rating  
(1-represents "things did not go well today" and 7- represents "I did a great job")

D. Supervision Needs

- What concerns do you have about this case?
- What kind of help/feedback would you like from the group?
- What were the strengths/needs for improvement for the session?

**\*\*Please provide copies of a brief written outline/narrative summary of the above for all group members.\*\***

### **Practicum Checklist (recommended tasks)**

1. Complete 15 or more sessions with students from diverse populations
2. Completed a minimum of 2 students should be seen for at least 6 sessions
3. Progress notes completed for all sessions
4. Time log signed weekly by site supervisor
5. Facilitate or co-facilitate a minimum of 3 group sessions with 2 different groups
6. Conduct a minimum of 2 classroom guidance lessons
7. Attend at least 1 faculty meeting at the site
8. Attend 2 case conferences
9. Attend 2 parent conferences
10. Attend 2 classroom observations
11. Livetext Forms
  - a. Supervisor's Mid-Term Evaluation Form (completed by site supervisor)
  - b. Student's Mid-Term Evaluation Form (completed by student)
  - c. Final Evaluation Form (completed by site supervisor)
  - d. Final Evaluation Form - Field Experience/Site Supervisor (completed by student)
  - e. Practicum Completion Form (completed by site supervisor and student)
  - f. Evaluation of Faculty Supervisor Form (completed by student)