



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

**EDUC 650 & 652: Internship in Elementary School Counseling**  
**EDUC 651 & 653: Internship in Secondary School Counseling**

**Fall 2020**

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<i>Credit Hours:</i> 3 or 6	

**Prerequisites:** Successful completion of counseling coursework, including EDUC 629-Practicum in School Counseling, a completed and approved internship application, and a minimum score of 156 on the Praxis-II for the Professional School Counselor (#421).

**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 (2020)

Livertext.

**Recommended Resources:**

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 Master’s degree in Counselor Education.

**Learning and Developmental Goals:** The internship is the final and most comprehensive field-based experience in the counselor education program. Internship is taken after successful completion of practicum. The primary goal of the Internship experience is to provide students with a supervised opportunity to perform the activities typically identified with the profession of school counseling. The Internship 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 Internship is a culminating prerequisite for recommendation for school counselor certification.

**Course Description:** Supervised field experience of 600 clock hours in which student serves as counselor in school setting.

**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:**

At the conclusion of the Internship experience, students should be able to meet the following course objectives:

1. Articulate their philosophy and/or theoretical approach to school counseling (CF: 1-15)
2. Demonstrate an appropriate level of counseling skill development (CF: 1-15)
3. Articulate the components of a comprehensive developmental guidance program (CF: 1-15)
4. Critically evaluate their work as a counselor-in-training (CF: 1-15)
5. Present a portfolio of documented internship activities (CF: 1-15)
6. Interns will work with students individually, in small groups, or in classrooms to maximize academic, career/vocational, personal, social, and family experiences (CF: 1-15)
7. Interns will consult with and assist teachers, parents, and other professionals in working with children and adolescents (CF: 1-15)
8. Interns will be familiar with the structure of developmental guidance programs in the schools, including academic, personal/social, and career components of these programs (CF: 1-15)
9. Interns will assess the need for specific guidance and counseling components for the diverse populations being served, which will also require knowledge of theories related to multicultural counseling and identity development (CF: 1-15)
10. Interns will conduct, facilitate, and coordinate the total developmental guidance program based on needs assessment and relevant data (CF: 1-15)

11. Interns will develop an understanding of the school counseling profession and be able to coordinate services with other professionals in the school and in the community (CF: 1-15)
12. Interns will be involved in individual and group supervision sessions (CF: 1-15)
13. Interns will participate in school-to-career activities and programs (CF: 1-15)
14. Interns will advocate for clients and assess the school counselor's role in social justice activities within the school community (CF: 1-15)
15. Interns will discuss and make legal and ethical decisions related to counseling, assessment, and evaluation related to school counseling activities (CF: 1-15)

**CACREP 2016 Standards:**

Section 5.3.

- 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> (e.g., portfolios, benchmark tests, projects)
Course Objectives 1 through 15	Site Supervisor Midterm Evaluation through Livetext
Course Objectives 1 through 15	Faculty Midterm Evaluation through Livetext
Course Objectives 1 through 15	Site Supervisor Final Evaluation through Livetext
Course Objectives 1 through 15	Faculty Final Evaluation through Livetext
Course Objectives 1 through 15	Professional Portfolio

**Instructional Units and Assessments**

**Course Schedule for EDUC 650-653**

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

<b>Unit Topic or Title</b>	<b>Correlated Standards/Expectations</b>	<b>Date</b>	<b>Assessment(s)</b>
Group Supervision	CF 1-15 & CACREP Standard III 1-5	8/27	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	9/3	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	9/10	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	9/17	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	9/24	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	10/1	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	10/7	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	10/14	Livetext Midterm Evaluations Due ??
Group Supervision	CF 1-15 & CACREP Standard III 1-5	10/21	
Group Supervision	CF 1-15 & CACREP Standard III	10/28	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	11/5	

Group Supervision	CF 1-15 & CACREP Standard III 1-5	11/12	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	11/19	
Group Supervision	CF 1-15 & CACREP Standard III 1-5	11/26	Fall Break (No Class)
Group Supervision	CF 1-15 & CACREP Standard III 1-5	12/3	Portfolio Presentations TBD ??
Group Supervision	CF 1-15 & CACREP Standard III 1-5	12/10	Livertext Final Evaluations Due

### **Assessment Process**

Grades for Internship 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.

**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 remove a counselor-trainee from the course for consistent lack of informed participation.

#### **Disability Disclosure**

The Citadel recognizes its responsibility for creating an institutional climate in which all students can thrive. If you are a student with a disability, please contact Dr. Jane Warner in 103 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.

## **Faculty and Student Responsibilities**

The Citadel's School Counseling Program is charged with the task of preparing professional counselors and 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 School 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 counselor-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:**

1. The internship requires a minimum of **600 clock hours** with a minimum of **240 clock hours** of direct service work as defined in the Field Experiences Manual for Counselor Education. The remaining **360 clock hours** are spent in other counseling-related activities at the site. Please note that **all internship hours** should be completed by the end of final exams for the relevant semester.

### **By the 2nd Group Supervision Session:**

2. Bring a signed original Instructional Agreement completed by student and site supervisor

### **By the 3rd Group Supervision Session:**

3. Develop and submit a minimum of five (5) individual learning goals for the internship experience. These goals should be based upon the concrete, measurable and obtainable over the course of the internship experience, and based upon the ASCA National Model Framework. A minimum of one goal should be addressed for each of the four main components: Foundation, Delivery System, Management, and Accountability. Additional key themes to address may include: counseling skills, self-awareness, case conceptualization skills, professional involvement, group facilitator skills, professional networking, etc. The student will submit the goals **by the 3rd group supervision session.**

### **Documentation:**

4. Maintain written case notes of clients seen during internship.
5. Complete and submit all required forms per *Field Experiences Manual for Counselor Education*.
6. Present 2 videotapes of counseling sessions with oral and written case presentations (guidelines for case presentations are included on the last page of this syllabus).
7. Maintain a time log and typed daily log that includes a description of your field experience activities, the date of the field experience, the amount of time spent (direct and indirect contact), reflections on the experience, and questions that you may have as a

result of the experience. You will submit your logbook to the faculty supervisor for review on the *1st of each month*.

### **Supervision & Site Visits:**

8. Attend and actively participate in scheduled group supervision sessions.
9. Schedule and attend weekly supervision meetings with site supervisor.
10. Coordinate site visits between site supervisor and faculty supervisor.

### **Resume/cover letter & Portfolio:**

11. Create a resume and cover letter for peer review.
12. Each student will produce a portfolio and submit it via Livetext. The portfolio will document internship activities. In addition, it can be a useful tool in your job search process. Examples of items to include in your portfolio are: resume, your school counseling philosophy, video demonstration of your skills as a counselor, samples of guidance lesson plans, activities you have designed, forms you have developed, letters you have written, outlines for group counseling sessions, photos of bulletin boards you may have developed, thank-you notes from students, teaches, parents, etc. Essentially your portfolio is a tangible record of what you have accomplished throughout the program. It provides evidence to a prospective employer regarding your skills and abilities.

### **Evaluation**

Informal evaluations are made during individual and group supervision sessions with the faculty supervisor. Day-to-day supervision and evaluation is made by the site supervisor. It is expected that the site supervisor will spend a minimum of one hour a week in individual supervisions with the internship student. Students are formally evaluated by both supervisors at mid-semester and the end of the semester on a wide range of skills and activities that relate to the school counselor's role. Additionally, internship students formally evaluate their field experience and supervisors at mid-semester and the end of the semester.

### **Additional Information**

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

- Encouraged student membership in American Counseling Association (ACA)
- Encouraged student membership in American School Counselor Association (ASCA)
- Encouraged student membership in South Carolina Counseling Association (SCCA)
- Encouraged student membership in South Carolina School Counselor Association (SCSCA)
- Encouraged student membership in Tri-County Counseling Association (TCCA)
- Encouraged student membership in Association for Play Therapy (APT)

**Web Sites** (by organization/topic) The ethical codes & information found at these sites are relevant knowledge for this course:

- American Counseling Association: [www.counseling.org](http://www.counseling.org)
- American School Counselor Association [www.schoolcounselor.org](http://www.schoolcounselor.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)

Tri-County Counseling Association (TCCA) [www.tricountycounselors.com](http://www.tricountycounselors.com)

Association for Play Therapy (APT) [www.a4pt.org](http://www.a4pt.org)

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

The purpose of the case presentation is to provide opportunities for interactive group feedback. Students should enter group supervision with a prepared case to staff with peers. 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 group feedback and discussion.

Please include the following information in your case presentation:

A. Background Information

- Client description
- Demographics
- Presenting issue or concern

B. Goal of the Session

- What was the goal of the session?
- How did you accomplish this goal?

C. Brief Summary of Session

- Was the intended outcome achieved?
- Was the process and relationship facilitative?
- What feelings did you experience?
- How did they affect your work with the client?
- Were there any cultural or gender issues?
- 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 "the therapeutic relationship was not established" and 10- represents "The relationship was facilitate and outcomes achieved")

D. Supervision Needs

- What concerns do you have about this case?
- Are there any ethical, legal, or school policy issues that need to be addressed?
- 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 class members. Avoid the use of identifiable information.**

