**EDUC 652: Internship in Elementary School Counseling II**

**Spring 2025**

**3 Credit Hours**

**Instructor:** Aaron Oberman, Ph.D., NCC **Class Location &Time(s)**Wed. 6-8PM

**Office**: Bond Hall 358 **Phone**: 843-953-7123

**Office Hours**: Wednesday 5-6pm **Email**: [aaron.oberman@citadel.edu](mailto:aaron.oberman@citadel.edu)

**COURSE OVERVIEW**

**Prerequisites:** EDUC 650: Internship in School Counseling I

**Course Description**: Supervised counseling experience in which student serves as counselor in school setting for a minimum of 300 (600 total) lock hours.

**Course Learning Outcomes:**

The overall goals of the Internship 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 the workforce as a professional school counselor.

1. to establish and maintain a supportive counseling relationship with students through individual, group, and classroom counseling
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
3. to maintain student records, schedule appointments, and to learn about and implement school and community resources
4. to keep a working record: daily logs, transcriptions, self rating sheets and evaluations, interview summaries, case reports, etc.
5. to participate actively in individual and group supervision, and to respond to related counseling assignments from on-site and campus supervisors
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
7. to engage in appropriate continuing professional development activities, including assigned readings
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
9. to examine the role of the school counselor as advocate for clients in the school and community.
10. to examine the ethical and legal issues related to counseling, assessment, evaluation, and research in the school setting.

**CACREP 2024 Standards**

1. models of school counseling programs
2. models of PK-12 comprehensive career development
3. models of school-based collaboration and consultation
4. development of school counseling program mission statements and objectives
5. design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies
6. school counselor roles as leaders, advocates, and systems change agents in PK-12 schools
7. qualities and styles of effective leadership in schools
8. advocacy for comprehensive school counseling programs and associated school counselor roles
9. school counselor roles and responsibilities in relation to the school crisis and management plans
10. school counselor consultation with families, PK-12 and postsecondary school personnel, community agencies, and other referral sources
11. skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement
12. skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders
13. strategies for implementing and coordinating school-based interventions
14. techniques of social-emotional and trauma-informed counseling in school settings
15. evidence-based and culturally sustaining interventions to promote academic development
16. approaches to increase promotion and graduation rates
17. interventions to promote postsecondary and career readiness
18. strategies to facilitate school and postsecondary transitions
19. strategies to promote equity in student achievement and access to postsecondary education opportunities

**Required Textbook/Materials:**

**Oberman, A. H., & Studer, J. R. (2021). *A Guide to Practicum and Internship for School Counselors-In-Training (3rd ed.)* New York, New York: Routledge.**

Field Experiences Manual for Counselor Education (2021).

https://go.citadel.edu/counselor-education/wp-content/uploads/sites/30/School-Counseling-Field-Experiences-Manual-2021.pdf

**Recommended Textbook/ Materials*:***

American School Counselor Association (2019*). The ASCA National Model: A framework for school counseling programs, Fourth Edition.* Alexandria, VA: Author.

**Course Format:** Small group discussion

**COURSE RESOURCES**

**Canvas /Citadel’s Approved Learning Management System***:* Over the course of the semester, I may post reading notes, lesson plans, discussion prompts, self-guided lectures, grades, and other administrative information on the course Canvas site. Students must check Canvas each lesson for pertinent updates and other critical information.

**COURSE POLICIES, EXPECTATIONS, AND REQUIREMENTS**

**Updated Contact Information:** Students must update contact information at the start of each semester to ensure instructor-student communication outside of Canvas.

**Course Material:** Course material is for the sole use of students currently enrolled in the course and not for redistribution to electronic file sharing sites (share drives, Course Hero, etc.).

**Disability Policy:** The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations. Students should speak to their professor and also make requests for academic accommodations to Services for Students with Disabilities so we can ensure these accommodations and facilitate student success. If you have an immediate access need, please reach out to your faculty immediately in person, via email, or during office hours. Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the Services for Students with Disabilities as noted above. Please know that accommodations are not retroactive, so avoid any delays.

**Title IX:** Sexual Misconduct in higher education is pervasive, and no institution is immune to the harm caused by sexual assault, dating and relationship violence, sexual harassment, and stalking. The Citadel takes allegations of sexual misconduct seriously and encourages you to learn more about your rights as a student, reporting options, and support available to you at The Citadel and in the surrounding community. Please contact the Title IX Coordinator at (843) 953-6881 | [vmercado@citadel.edu](mailto:vmercado@citadel.edu) with any questions or visit the Title IX Website at [https://www.citadel.edu/root/title-ix](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.citadel.edu%2Froot%2Ftitle-ix&data=05%7C01%7C%7C3b45e6c0882a4f0dc88408da820b8d1a%7C960c1081d06341f8844b41d738db04a3%7C0%7C0%7C637965283373601422%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Jy5s0dCbfSeqonUyGNwWSw1taDrsEbgLy%2BbRn%2FK0pXc%3D&reserved=0)  for more information.

**Accessibility and Privacy Statements:** The Citadel is committed to safeguarding and maintaining the privacy of students’ personal information and creating a fully accessible learning environment. For a list of technologies that may appear in our face-to face, hybrid, and online courses courses along with accessibility statements and privacy policies please click the following link: <https://go.citadel.edu/ceitl/accessibility-privacy-statements-for-course-technologies/>.

**Weather & Campus Emergencies:** In case of adverse weather, or other campus emergencies, critical information will be posted on the Bulldog Alert homepage, as well as pushed to email addresses and phone numbers of those people who have updated their contact information within the Bulldog Alerts section of the Lesesne Gateway. If you have not yet updated your contact information In Lesesne Gateway, you should do so immediately.

**Continuity of Instruction (COI):** During a pandemic or catastrophic event, and after all face-to-face instruction has been suspended, communication for our class will continue to take place through Citadel email and Canvas. In the event of such an emergency, check your Citadel email account and Canvas course announcements for instructions.

**Course Requirements**

* Computer
* Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
* Access to Canvas
* Webcam
* Scanning (possibly with a smartphone)

**Virtual Conferencing:** Zoom may be used as the virtual conferencing platform in this class. Your participation in live Zoom sessions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. The use of all recordings will be in keeping with The Citadel’s Privacy Policy.

**Zoom Expectations:** *If you do not follow these expectations, you may be removed from the Zoom meeting and marked as absent.*

1. Cameras must be on, and you must remain in view during the Zoom sessions. Classes may be recorded, conduct yourself appropriately.  
2. Remain on mute while your professor and/or classmates are speaking.  
3. Class materials (books, notes, etc.) should be out and accessible throughout the class.  
4. Honor Code and Code of Conduct apply even in the virtual environment.   
5. Taking photos, screenshots, or recordings during class is prohibited.  
6. Uniform or the appropriate attire is required at all times.   
7. All classroom norms and rules apply when in a Zoom meeting. No sleeping, eating, leaving the virtual meeting without permission, being on your phone, playing video games, working on another class, etc.  
8. Electronic backgrounds on your Zoom platform must be appropriate and you cannot have any inappropriate items behind you in the room while on a Zoom meeting.

**Technical Assistance:** If you need technical assistance at any time during the course or to report a problem you can:

• Email the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL &DE) at [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu)

• Visit the Canvas tutorials found in your Citadel Online Student Resource course or visit the HELP MENU in your course navigation bar.

**Email:** I will use Canvas to send emails to your Citadel email account. Please check your Citadel email at least once daily. Assignments will not be accepted via email.

**Student Use of Electronic Devices:** (optional)Students may use laptop computers or tablets for taking notes so long as they do so in a manner that does not interfere with the learning of others. Students may not play games, work on other assignments, or use their electronic devices during class except for taking notes and/or completing instructor-assigned work.

**Code of Conduct:** Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel’s Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in “Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School,” which can be found online at: [http://www.citadel.edu/root/images/cgc/cgc\_catalog/cgc-academic-catalog.pdf](http://www.citadel.edu/root/images/cgc/cgc_catalog/cgc-academic-catalog.pdf%20)

**Academic Integrity Statement**: Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel’s Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, may be referred to as an honor violation. The complete Honor Manual may be found at: <https://krausecenter.citadel.edu/leadership-ethics/honor-committee/> and the Honor Code can be found in the CGC Course Catalog: <http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

Content generated by Artificial Intelligence (AI) third-party services or sites (AI-generated content) without proper attribution or authorization is considered a form of plagiarism.

**Complete Assignments:** Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing assignments and discussions will affect the student’s grade.

**Missed or Late Work Policy:** *Clearly articulate the department’s or instructor’s policy for evaluating late submissions and penalties for and/or how to make up missed assignments.*

**Attendance and Participation Requirements:** *Clearly articulate the college’s, department’s, and the instructor’s attendance policy.* (i.e. - I will record and report attendance for every class meeting. It is the student’s responsibility to arrive at class on time and to maintain class attendance throughout the duration of the semester. With this in mind:

* Class attendance is mandatory (Live Streaming, Zoom, in-person).
* Students may miss class only for authorized reasons (athletic events, academic travel, special ceremonies, etc.)
* Illness and personal emergencies may also cause students to be absent for legitimate reasons.
* Should a student miss class for any reason, he/she will make every reasonable effort to notify the professor in advance of the absence.
* The student will be responsible for any material covered in class.
* If a student knows he/she will be absent for an examination or on the due date of a major graded requirement, that student will coordinate with his/her instructor for completion/submission requirements.
* Active participation in class discussions and activities is an expectation of this course.

**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.

**Assignments:**

**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 (including individual and group counseling). 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*** (some documents may be on file from the practicum)

1. A signed original copy of the Instructional Agreement (Appendix 3 from the [Field Experiences Manual](http://www.citadel.edu/root/images/education/documents/school-counseling-field-experiences-manual.pdf)) 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 (159 or above) score on the Praxis II.

5. Proof of valid teaching certificate or clearance from the SC State Department (submit to Dr. Oberman)

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

1. 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 ADEPT Standards and ASCA National Model Framework. A minimum of one goal should be addressed for each of the four main components: Define, Manage, Deliver, and Assess. 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:**

1. Maintain written case notes of clients seen during internship.
2. Complete and submit all required forms per *Field Experiences Manual for Counselor Education*.
3. Present videotapes of counseling sessions with oral and written case presentations (guidelines for case presentations are included on the last page of this syllabus).
4. 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:**

1. Attend and actively participate in scheduled group supervision sessions.
2. Schedule and attend weekly supervision meetings with site supervisor.
3. Coordinate site visits between site supervisor and faculty supervisor.

**Resume/cover letter & Portfolio:**

1. Create a resume and cover letter for peer review.
2. Each student will produce a portfolio and submit it via PowerPoint or similar format. 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.

**Student Responsibilities/Course Requirements:**

**By the 2nd class session**:

1. A signed original copy of the Instructional Agreement (Appendix 3 from the [Field Experiences Manual](http://www.citadel.edu/root/images/education/documents/school-counseling-field-experiences-manual.pdf)) 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. Proof of valid teaching certificate or clearance from the SC State Department (submit to Dr. Oberman)

**At end of class:**

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

**Counseling Responsibilities:**

**Videotaping/Recording:**

1. 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.
2. Students should review the recording carefully prior to presenting it in class or submitting to the faculty member. Students should also complete the evaluation form found in the Field Experience Manual for Counselor Education.
3. Obtain signed parent/guardian consent before recording a student.

**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.

### **Supervision**

In addition to the weekly group supervision class meetings, students will meet with their **practicum instructor** **and/or site supervisor** for **weekly individual and/or triadic supervision** beginning after the 3rd 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.

**Professional Counseling Associations:** 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)

Palmetto State School Counselor Association [www.scschoolcounselor.org](http://www.scschoolcounselor.org)

American Counseling Association: [www.counseling.org](http://www.counseling.org)

South Carolina Counseling Association: [www.sccounselor.org](http://www.sccounselor.org)

National Board for Certified Counselors: www.nbcc.org

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

**Course Grades:** Pass/Fail course

**Grading Scale:**

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.

**COURSE SCHEDULE**

See Canvas for scheduled class meeting days.