

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

EDUC 629: Practicum in School Counseling  
Spring 2020

*Instructor:* Aaron Oberman

*Class Day:* Tuesday

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** 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  
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.

preparation of educational l  
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.

ional 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

leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The 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





### 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:

Goal	Evaluation Methods (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

related individual/group assignments, and has thoughtfully prepared to be involved in her/his own and  
The instructor reserves the right to reduce a student affairs-  
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

ing 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 qu seeks to promote a learning community where

and responsibilities are respected and by respecting the dignity and worth of each student. progress in the program may, however, be interrupted for failing to comply with academic standards or if -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. T academic perform 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





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. Additional

### 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\*\***

