

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

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, to cry exami

Group Supervision

CF 1-15 & CACREP
Standard

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. ~~8.~~ 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 counselorj3(s a)3(ta0 0 1 2o2 12)JTJb7 Tm0 g0 G{a)4(nd a)4(c)4(ti

National Board for Certified Counselors: www.nbcc.org

Tri-County Counseling Association (TCCA) www.tricountycounselors.com

Association for Play Therapy (APT) 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

