Course:
CNS 595 Internship I SC
Prerequisite: Successful completion of CNS 590
   Faculty approval
Supervised field experience of 300 clock hours in which school counselor in training (SCIT) serves in a school setting.

Purpose of the Course: The internship is the final and most comprehensive field-based experience in the school counselor education program. Internship is taken after successful completion of practicum. The internship experience is to provide students with a supervised opportunity to perform the activities typically identified with the school counseling profession. The internship is a learning experience, and the intern is viewed as a school counselor-in-training. Hence, training and learning is centered on the needs of the school counselor-in-training. Although not an employee of the school, the intern is expected to demonstrate behavior consistent with practicing school counselors.

Course Objectives:
This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

<table>
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<tr>
<th>School Counseling Program Area Knowledge Standards</th>
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<tr>
<td>FOUNDATIONS</td>
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<tr>
<td>D. Skills and Practices</td>
</tr>
<tr>
<td>1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</td>
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<td>2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</td>
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<td>5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
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| DIVERSITY AND ADVOCACY                            |
| F. Skills and Practices                           |
| 1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. |

| ASSESSMENT                                      |
| H. Skills and Practices                         |
4. Makes appropriate referrals to school and/or community resources.

**ACADEMIC DEVELOPMENT**

L. Skills and Practices
1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**COLLABORATION AND CONSULTATION**

N. Skills and Practices
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

**Required Texts:**

Internship Handbook for School Counseling (2012)

Other readings and handouts as assigned by instructor

- The text(s) below are not required, but are recommended as resources for supplemental readings to enrich required course readings:


- Additional assigned and supplemental course readings and resources are available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
• Assigned Readings Expectation: Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities.

Methods of Instruction
The course primarily consists of clinical staffing of the school counselor in training’s internship experience. Class content will be presented using lecture format, class discussion, reflecting teams, case conceptualizations, student presentations, audio &/or video tapes, peer supervision, individual supervision and possibly guest speakers. Students are expected to be prepared for supervision.

Please note the following:

Group Supervision.

An average of 1.5 hours of group supervision is required and provided by the faculty supervisor. During group supervision, students will make case presentations and discuss on-site experiences. Offering and responding to peer feedback and supervision by the faculty member are crucial aspects of this experience. Students are reminded that information shared during group supervision is considered strictly confidential. Students are not to discuss case presentations outside of class with members of the class or with anyone not in class. Breach of confidentiality is regarded very seriously, and may result in an administrative withdrawal from the class and dismissal from the program.

Site Supervision:

SCITs are expected to meet with on-site supervisor for a total of an hour on a weekly basis. Supervision should include supervision of professional activities consistent with the scope of practice as outlined in the Internship Manual for School Site Supervisors.

Course Requirements:

a. Attendance and Preparation:

This is a professional preparation program and consistent attendance and promptness are expected. Attendance at all Group Supervision meetings are required. Per their signature on the Practicum and Internship Informed Consent Form, school counselors in training are required to abide by and follow the guidelines and expectations set forth in the most current Internship Handbook in School Counseling.

b. Informed Participation
School counselors in training will be prepared to actively participate in class discussions and activities.

c. Professional Experience and Development Activities

Although the following assignments are not graded, they must be successfully completed in order to pass the course.

1. **Internship Log**: SCIT will complete a log based on their individual internship experience. It is important that you update your log on a daily basis. The log also needs to indicate what outcome objective each activity was related to. Preparation and supervision times are included in these hours. Students should bring their logs to group and individual supervision. All hour log forms must be kept, maintained and updated weekly or monthly as appropriate in the WKU Portfolio. See Syllabus Appendix.

2. **Journal**: SCIT will complete journal entries that summarize the activities and experiences at their internship site. The journal must include your personal reactions to the basic school counselor functions engaged in during internship: classroom guidance, small group work, individual counseling, consultation, advocacy, leadership, program planning/coordination, etc. Express your joys, concerns, what you have learned, and how you would improve as a school counselor. The journal report is due on the date of classroom meetings (group supervision).

3. **Internship Site Photos**: Take a minimum of 4 digital photos of your internship site. Send the photos and a description of them to Dr. Dye via email at lacretia.dye@wku.edu. Please remember to courtesy copy your course instructor on the email. The photos will be posted on the WKU Counseling and Student Affairs webpage. Photos should include: 1- the outside of the school building with the school’s sign; 2- a picture of the school principal; 3- a picture of site supervisor and SCIT; and 4- a picture of WKU’s faculty supervisor and SCIT. (This should be done by the 3rd group supervision class).

4. **Learning Goals**: 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. (This should be done by the 3rd group supervision class).

d. Skills Demonstration and Professional Performance

The following are graded course assignments. SCIT may earn either an “A”, “B”, or “F” in Internship. A “B” average is considered successful completion of Internship. Additional assignments may be required based upon individual needs.
1. **Case Study:** SCIT are required to conduct one case study to be scheduled in the semester. This will consist of an actual individual counseling case from internship, with appropriate precautions taken to best protect the confidentiality of the client. It may be best to present an ongoing case with which you would like some assistance from other class members and/or faculty. You should work with the instructor to select an appropriate case for presentation. Ideally, the case study will result in an active discussion among those in attendance, to help formulate effective interventions. A taped session (at least 15 minutes) must accompany your case study presentation. Students should ensure that clients have signed proper release forms located in ‘The Internship Handbook for School Counseling’, which include the notification that such tapes may be used for educational purposes. **Be sure to follow the format in the presentation outline. UPLOAD TO ELECTRONIC PORTFOLIO SYSTEM**

(Meets CACREP Program Knowledge Standards SC D.1, D.2, F.1, H.4, L.2, N.5)

2. **Classroom Counseling Activity or Small Group Counseling Session:** SCIT will complete and present a detailed outline of one classroom counseling lesson or small group counseling session demonstrating how you have given attention to diversity/advocacy and inclusion (of special education students). A format is provided. **Please note that if you complete one activity this semester you MUST complete the other one next semester. Be sure to follow the format in the presentation outline. UPLOAD TO ELECTRONIC PORTFOLIO SYSTEM**

(Meets CACREP Program Knowledge Standards SC L.1, L.3)

Please note the following:

All students are required and held responsible for following the Policy on Security of Media. See Appendix for policy.

**Evaluation:**

Students are continuously evaluated during their practicum and internship experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the semester. These evaluations are done by faculty supervisors in the practicum and by site supervisors in internships. Midterm and final evaluations involve faculty and site supervisors’ consultation. Completed evaluations are discussed with students by faculty and site supervisors, signed by students and supervisors, and placed in students’ practicum and internship files.

Rubrics for the assignments are noted at the end of the syllabus. Percentages of points counting towards the final grade are distributed as follows:

- Attendance and Participation (**Required** for successful course completion; points not earned.)
- Performance in weekly supervision (Preparation for supervision, quality of work, response to feedback and feedback given to peers; evidence of completion of other assignments) **30%**
One Case study with Video Session                              45%
Classroom Counseling Activity or Small Group Counseling    25%

The previously mentioned ungraded assignments must be completed by the due dates established by the faculty instructor. Successful completion of these assignments is required in order to pass the course.

**Late or Missing Assignments**

*Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late; assignments past due one week are not accepted.*

**Attendance Policy**

Students are required to attend all Group Supervision meetings (class sessions). Classes are held weekly or biweekly for an average of 90 minutes per week. Students are expected to bring a video of their work with clients to every scheduled Group Supervision meeting. Students can schedule additional individual supervision with their Faculty Supervisor at any time. Students may not continue to see clients or accumulate Internship hours if they miss Group Supervision. Upon faculty approval, students may attend another section of a program specific Practicum or Internship class for the week missed.

Because of various circumstances students may not fulfill the required number of hours to satisfy their Practicum or Internship course requirements. In a very limited number of cases, students may negotiate an Incomplete for the semester. This process is outlined in the *Internship Handbook for School Counseling.*

**Use of current research:**

Students are expected to use literature reviews to define the most contemporary information on all course research assignments. Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard Site.

**Use of technology in course delivery:**

This course will use Blackboard for discussions, to distribute reading materials, and for submission of papers; email for communication and submission of papers via attachments; and require internet searches as components of research assignments.

**Students with Disabilities Who Require Accommodations:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”
Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Academic Performance:

As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses will include in their syllabus a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.

Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.
Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

**Electronics Policy:**
The use of laptops, PDAs, and cell phones during class is prohibited.

**Accommodations for Religious Observances:** If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

**Flexibility Clause:**
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

**Graduate Student Handbook:**
Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

**Course Schedule**
*TBA*
NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS595, you are required to upload your Case Study and Classroom Counseling Activity or Small Group Counseling. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at: http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.
- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS596 (click on "View Critical Performances")
- You will see "Case Conceptualization with Transcript"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)
APPENDIX A

CSA POLICY ON SECURITY OF MEDIA (VIDEO AND AUDIO)
DEPARTMENT POLICIES
http://edtech.wku.edu/~counsel/policies/security-of-media.htm

Video Media Format

Students must submit video assignments in a digital format (e.g., DVD or USB drive).

Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings.

Audio

If course instructors allow audio recordings for supervision or course requirements, students are responsible to ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

Video and Audio Security

Videos or audio recordings of counseling sessions in CSA classes will meet HIPAA standards for security. This standard states that a video or audio recording must, at all times, be in a double lock security situation.

For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

Transporting a video to and from practicum, internship or other classroom sites represents a potentially challenging situation. For example, a video in a locked car (lock 1) does not constitute double lock security. Ways of creating a double lock security situation include storing the tape in a locked portable file cabinet or brief case within the car (lock 2).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy

Video Lifetime and Destroying Procedures

At the conclusion of each semester, all video and audio recordings will be erased.
APPENDIX B

WKU INTERNSHIP PORTFOLIO

A WKU Internship Portfolio must be maintained throughout the semester. Students are responsible for printing out the following documents, completing them, and maintaining them with current dates and signatures throughout the semester. Although there is not a grade associated with this WKU Internship Portfolio, it must be completed in the order noted below, scanned (as one document) and emailed to both the Instructor and Clinical Coordinator in order to receive a passing grade for the course.

Internship Site and Supervision Contract
Monthly Hours Log for each month
Weekly Hours Log for each week
Midterm Evaluation of Student Counselor’s Performance
Final Evaluation of Student Counselor’s Performance
Student Counselor Evaluation of Supervisor
Student Evaluation of Site
Resume of Student
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<tbody>
<tr>
<td><strong>SC D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</strong></td>
<td>Case presented demonstrates superior skills in thoughtfully considering and addressing diversity issues relevant to the student’s situation</td>
<td>Case presented demonstrates adequate skills utilized to address diversity issues relevant to the student’s situation</td>
<td>The intern lacks some personal awareness and sensitivity to the diversity issues relevant to the case study</td>
<td>The intern failed to demonstrate even minimal skills or consideration of diversity issues related to the case study</td>
</tr>
<tr>
<td><strong>SC D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</strong></td>
<td>Case presented demonstrates superior skill in providing counseling to promote the student’s development</td>
<td>Case presented demonstrates adequate skill in providing counseling to promote the student’s development</td>
<td>Case presented did not demonstrate adequate skill in providing counseling to promote the student’s development</td>
<td>Case presented failed to provide counseling skills to promote the student’s development</td>
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<tr>
<td><strong>SC D.5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</strong></td>
<td>Case presented demonstrates superior and comprehensive efforts/ability in recognition of own limitations as a school counselor and to seek supervision or refer clients when appropriate</td>
<td>Case presented demonstrates adequate efforts/ability in recognition of own limitations as a school counselor and to seek supervision or refer clients when appropriate</td>
<td>Case lacked some adequate effort/ability in recognition of own limitations as a school counselor and to seek supervision or refer clients when appropriate</td>
<td>Case failed to present efforts/ability to recognize own limitations as a school counselor and to seek supervision or refer clients when appropriate</td>
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<td><strong>SC F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</strong></td>
<td>Case presented demonstrates superior attention paid to the relevant diversity, equity and opportunity considerations as they apply to the learning and development of the student</td>
<td>Case presented demonstrates adequate consideration of the diversity, equity or opportunity-related issues as they applied to the learning and development of their student</td>
<td>Case presented lacked adequate consideration of diversity, equity or opportunity-related issues that applied to the learning and development of their student</td>
<td>Case presented failed to identify or address many of the diversity, equity or opportunity-related issues that applied to the learning and development of their student</td>
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<td><strong>SC H.4. Makes appropriate referrals to school and/or community resources</strong></td>
<td>Case presented demonstrates superior and comprehensive efforts in making referrals to school</td>
<td>Case presented demonstrates adequate efforts in making referrals to the relevant school</td>
<td>Case lacked some adequate effort in making referrals to the relevant school and/or community</td>
<td>Case failed to present efforts to make referrals to relevant school and/or community</td>
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<td>SC L.2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities</td>
<td>and/or community resources</td>
<td>and/or community resources</td>
<td>resources</td>
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<tr>
<td>Case presented was comprehensive in the strategies and activities utilized to prepare the student for a full range of postsecondary options and opportunities</td>
<td>Case presented demonstrates an adequate use of strategies and activities utilized to prepare the student for a full range of postsecondary</td>
<td>Case presented lacked thoroughness. Some strategies and activities used were inappropriate and/or failed to prepare the student for postsecondary options and opportunities</td>
<td>Intern failed to implement strategies and activities necessary to prepare the student for postsecondary options and opportunities</td>
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<tr>
<th>SC N.5. Uses referral procedures with helping agents in the community (e.g., mental health centers, business, service groups) to secure assistance for students and their families.</th>
<th>and/or community resources</th>
<th>and/or community resources</th>
<th>resources</th>
</tr>
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<tbody>
<tr>
<td>Case presented demonstrates comprehensive use of referral procedures with helping agents in the community</td>
<td>Case presented demonstrates an adequate use of referral procedures with helping agents in the community</td>
<td>Case presented demonstrates limited use of referral procedures with helping agents in the community</td>
<td>Intern failed to apply and use referral procedures with helping agents in the community</td>
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<tr>
<td><strong>SC. L.1 Conducts programs designed to enhance student academic development.</strong></td>
<td>Classroom counseling activity presented demonstrates advanced skills in conducting programs designed to enhance student academic development</td>
<td>Classroom counseling activity presented demonstrates adequate skills in conducting programs designed to enhance student academic development</td>
<td>Case presented demonstrates limited evidence of skill in conducting programs designed to enhance student academic development</td>
</tr>
<tr>
<td><strong>SC L.3 Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement</strong></td>
<td>Classroom counseling activity presented demonstrates superior implementation of differentiated instructional strategies that draw on subject matter and pedagogical knowledge and skills to promote student achievement</td>
<td>Classroom counseling activity presented demonstrates adequate implementation of differentiated instructional strategies that draw on subject matter and pedagogical knowledge and skills to promote student achievement</td>
<td>Classroom counseling activity presented demonstrates inadequate and/or inappropriate instructional strategies to promote student achievement</td>
</tr>
<tr>
<td><strong>SC N.4 Uses peer helping strategies in the school counseling program</strong></td>
<td>Classroom counseling activity presented demonstrates superior skills involving peer helping strategies in the school counseling program</td>
<td>Classroom counseling activity presented demonstrates adequate skills involving peer helping strategies in the school counseling program</td>
<td>Classroom counseling activity presented demonstrates limitations and/or inappropriateness of peer helping strategies in the school counseling program</td>
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Classroom Counseling/Small Group Counseling Activity Format

1. Name of Activity

2. Goal/Purpose of the Activity – use ASCA standards

3. Competencies – use ASCA competencies

4. Learning Objectives – use ASCA Competencies indicators (minimum of three) – address one in each of the following:
   a. Cognitive Domain
   b. Affective Domain
   c. Psychomotor-Behavioral Domain

5. Developmental/Grade Level

6. Integration Suggestion (how can you integrate the activity into the classroom academic curriculum)

7. Inclusion/Diversity/Advocacy (how did you give attention to students with special needs?)

8. Development Learning Activity (identify the diversity/advocacy and inclusion issues)
   a. Introduction
   b. Activity
   c. Conclusion

9. Evaluation (demonstrate the goals/objectives stated above)

10. Resources Needed (include a copy of any materials needed)

11. Pre/Post Test used (should address the learning objectives stated above)

12. Time Needed

13. Analysis of Results
   a. Include Charts
   b. Must include a reflection on the changes you could make to improve the results.

12. Summary

   Information to include on the Pre and Post Tests
   1. grade level
   2. age
   3. gender
   4. ethnicity
Case Study Presentation Format

Instructions
You will write one case study. For your case study, you may focus on one that addresses a career issue or one that addresses a personal/social issue with each issue being directly related or linked to the student’s academic development and/or success. The following information will be submitted in writing to the course instructor and presented to the class in a PowerPoint presentation.

Please note that the career case study must include a career transition plan for the student.

1. Session Plan
2. Career Transition Plan (if applicable)
3. Pretest information and Results
4. Identifying Data
   a. age
   b. grade
   c. gender
5. Presenting Problem (including who referred the child)
6. Relevant History
   a. family/friends
   b. school/academic (including grades)
   c. assessment/testing
   d. summary of previous counseling (if applicable)
7. Sources of Support
8. Student’s Strengths
9. Brief Summary of the Interventions Utilized including the steps taken using an appropriate counseling theory (Reality, Solution Focus Brief, Adlerian, etc)
   a. issues worked on
   b. goals for the session(s)
   c. whether goals were achieved
   d. goals for next session
10. Post-test Results
11. Describe the supervision you have sought for this case and what do you see as additional points/questions you would like to address in future supervision on this case (minimum of three questions).
12. Under what circumstances do you believe it would be necessary to refer this client for other services?
13. Personal thoughts, feelings you have about the experience (about yourself as a counselor, student, presenting issue, etc.)
14. Feedback from class

Note
All students will provide feedback on the case.
The case study MUST be uploaded in to Portfolio prior to your class presentation.

Information to include on the Pre and Post Tests
1. grade level
2. age
3. gender
4. ethnicity