

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will meet with the client regarding an academic, career, or personal/social concern for a minimum of five sessions. Summary notes are recorded to monitor client treatment and progress. The school counselor candidate submits a written case study description by following the Case Study format in the School Counseling Practicum/Internship packet.

### FEAP Standards:

FL-FAU-FEAP.1.2

Demonstrates ability to formulate short and long term treatment goals.

## COE SDS 6820 Internship in School Counseling: Case Study Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to formulate short and long term treatment goals.</b> (100%) FL-FAU-FEAP.1.2	Case study addresses and articulates all components of the treatment including: <ul style="list-style-type: none"><li>• Meets with client for at least five sessions,</li><li>• Sets two short and long term specific, behavioral, and measurable goals,</li><li>• Monitors student's progress and records case summary notes,</li><li>• Reflects on the experience is summarized and analyze to improve future practice</li></ul>	Case study addresses and articulates all components of the treatment including: <ul style="list-style-type: none"><li>• Meets with client for at least five sessions,</li><li>• Sets one short and long term specific, behavioral, and measurable goals,</li><li>• Monitors student's progress and records case summary notes,</li><li>• Reflects on the experience is summarized and analyze to improve future practice</li></ul>	Case study does not include all of the elements specified: <ul style="list-style-type: none"><li>• Meets with the client for less than five sessions</li><li>• Sets only one short or long-term goal</li><li>• Goal is not specific, behavioral or measurable.</li><li>• Client's progress not monitored</li><li>• Case notes are not available</li><li>• Does not reflect on their experience.</li></ul>	Failed to submit or failed to submit on time

## **SDS 6820 Case Study Format (1.2)**

### **Counseling Children and Adolescents in the School**

Choose one student you will be working with over a period of at least five to six sessions and provide the following information. In addition, you will also be asked to provide individual counseling summary notes for each session (see following page).

- I. Background information on student
  - a. Referral source
  - b. Description of student characteristics (age, sex, grade, cultural background, etc.)
  - c. Academic functioning
  - d. Social functioning (peers/family)
  - e. Description of family
  - f. Traumatic events/stressors (academic, personal, social)
  
- II. Description of the problem
  - a. Presenting problem
  - b. History – frequency, duration, intensity of presenting problem
  - c. What has been tried?
  - d. Previous experience with counselor
  
- III. Treatment Plan (1.2)
  - a. Goal(s)
  - b. Action Plan
  - c. Consultation with parent(s)/teacher(s)
  - d. Evaluation of effectiveness

**SDS 6820 Individual Counseling  
Summary Notes (1.2)**

Student \_\_\_\_\_

Date of Session \_\_\_\_\_

Counselor (graduate student): \_\_\_\_\_

Session # \_\_\_\_\_ of \_\_\_\_\_

Presenting concern: (1.2)

Use the following format as a guide to provide information about each of the individual sessions for the student described in your case study.

1. Mood of the student at start of session:

2. Major issues addressed in this session: (1.2)

3. Counseling techniques utilized:

4. Outcome of session (might include new perspective, ideas for change, plans for change, this to investigate/do before next session, change in affect, etc.):

5. Mood of student at conclusion of session:

6. Issues to come back to: (1.2)

- a.
- b.
- c.

7. Strengths of session:

8. Weaknesses of session:

9. Remarks:

10. I learned that:

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will record him/herself leading an individual counseling session following the FAU brief counseling model. The video recording demonstrates the school counselor candidate's ability to structure a session, establish core conditions, uses appropriate counselor responses and the problem-solving model.

### FEAP Standards:

FL-FAU-FEAP.2.2

Demonstrates ability to respond appropriately to the feelings and behaviors of clients.

## COE SDS 6820 Internship in School Counseling: Individual Counseling Tape Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to respond appropriately to the feelings and behaviors of clients.</b> (100%) FL-FAU-FEAP.2.2	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none"><li>• Confidentiality is reviewed at the beginning of the session</li><li>• Establishes a comfortable environment</li><li>• Uses core facilitative conditions</li><li>• Responses uses four different counselor responses</li><li>• Demonstrates the problem-solving model</li></ul>	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none"><li>• Reviews confidentiality during the session</li><li>• Establishes a comfortable and safe environment</li><li>• Responds using at least three different counselor responses</li><li>• Demonstrates the problem solving model</li></ul>	Individual counseling session does not include the elements specified: <ul style="list-style-type: none"><li>• Does not review confidentiality</li><li>• Uses less than three counselor responses</li><li>• Does not use the problem-solving model</li></ul>	Failed to submit or failed to submit on time

**SDS 6820 Individual Counseling  
Tape Review Form (2.2, 3.1, 3.2)**

Graduate student name: \_\_\_\_\_

Date of Review \_\_\_\_\_

Rater's name: \_\_\_\_\_

Age/Grade of student \_\_\_\_\_

Please rate each of the following categories:

	<b>E</b>	<b>M</b>	<b>D</b>	<b>N.O.</b>
	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed

**Structuring (2.2)**

1. Time frame and topic reviewed	E	M	D	N.O.
2. Explanation of counseling process	E	M	D	N.O.

**Core Conditions (2.2)**

1. Warmth, respect, positive regard, and genuine caring communicated	E	M	D	N.O.
2. Creates a comfortable environment which accepts and fosters diversity	E	M	D	N.O.

**Counselor Responses (2.2)**

1. Attending skills utilized	E	M	D	N.O.
2. Content and feeling are reflected accurately	E	M	D	N.O.
3. Open vs. closed questions used	E	M	D	N.O.
4. Clarifying and summarizing	E	M	D	N.O.

**Problem Solving Model (2.2, 4.2)**

1. Explore problem	E	M	D	N.O.
2. Define concretely the problem and goal	E	M	D	N.O.
3. Explore alternatives and consequences	E	M	D	N.O.
4. Develop clear action plan	E	M	D	N.O.
5. Evaluation and follow-up	E	M	D	N.O.

I liked: (strengths, helpful behaviors, strategies) (3.1, 3.2)

You may want to consider: (recommended changes) (3.1, 3.2)

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will prepare four video recordings (DVD or VHS) of he/she leading an individual, small group, large group and consultation session. Each student will receive written feedback from the instructor and their peers.

### FEAP Standards:

FL-FAU-FEAP.3.1

Demonstrates the ability to use input from students, teachers, and supervisors to analyze effectiveness and improve performance of individual, small group, large group, and consultation.

## COE SDS 6820 Internship in School Counseling: Tape Recordings Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to use input from students, teachers, and supervisors to analyze effectiveness and improve performance of individual, small group, large group, and consultation.</b> (100%) FL-FAU-FEAP.3.1	Recorded counseling sessions address the all following components: <ul style="list-style-type: none"><li>• Prepares a high quality video recording for each direct service session</li><li>• Provides a session format and tape review form for the instructor and peers</li><li>• Prepares a self-evaluation for each tape</li><li>• Give a verbal background of the client and summary of sessions to the class</li></ul>	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none"><li>• Prepares a high quality video recording for each direct service session</li><li>• Provides a session format and tape review form for the instructor and peers</li></ul>	Recorded counseling sessions do not include the elements specified <ul style="list-style-type: none"><li>• Does not prepare four video recordings</li><li>• Recordings are not of high quality</li><li>• Session outline or format is not provided to the instructor or peers.</li></ul>	Failed to submit or failed to submit on time

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will review classmate's tapes of the four direct counseling interventions. Students will then provide their peer with verbal and written feedback.

### FEAP Standards:

FL-FAU-FEAP.3.2

Demonstrates the ability to use input from students, teachers, and supervisors to analyze effectiveness and improve performance of individual, small group, large group, and consultation.

## COE SDS 6820 Internship in School Counseling: Peer Review of Tapes Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to use data from audio/video recordings and feedback to evaluate effectiveness and improve performance.</b> (100%) FL-FAU-FEAP.3.2	Students will address the following components: <ul style="list-style-type: none"><li>• Provides verbal and written feedback to peers for four tape presentations</li><li>• Verbal comments are both positive and specific about the presentation and skills demonstrated</li><li>• Provides a specific example(s) of what to consider in the future for improvement</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• Provides verbal and written feedback to peers for four tape presentations</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Does not provide either verbal or written feedback for at least three tape to peers for tape presentations.</li></ul>	Failed to submit or failed to submit on time

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will lead an individual counseling session. The counselor will use the problem-solving model to assist the client on setting realistic goals and action steps towards achieving desire goals.

### FEAP Standards:

FL-FAU-FEAP.4.2

Demonstrates ability to help clients set realistic goals and develop specific and realistic action steps towards goals.

## COE SDS 6820 Internship in School Counseling: Problem Solving Model Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to help clients set realistic goals and develop specific and realistic action steps towards goals.</b> (100%) FL-FAU-FEAP.4.2	Students will address the following components: <ul style="list-style-type: none"><li>Assists the client in exploring a academic, career, or personal/social concern</li><li>The problem and goal is defined concretely</li><li>Encourages the client to explore alternatives and consequences</li><li>Assists client is developing a clear action plan</li><li>Establishes a method of evaluation sets a future time and day to follow up</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>Assists the client in exploring a problem</li><li>The problem and goal is defined</li><li>Offers suggestions and alternatives to the problem</li><li>Client establishes an action plan.</li><li>Method of evaluation is defined in general terms</li><li>Plans a time to follow up in the future</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>Interprets the problem for the client</li><li>Does not explore alternatives or consequences</li><li>Established an action plan with little input from the client</li><li>Action plan does not include a method for evaluation or a time to follow up.</li></ul>	Failed to submit or failed to submit on time



## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will record him or herself leading a large group guidance lesson using the FAU model. The video recording demonstrates the school counselor candidate's ability to plan and facilitate a guidance lesson, utilizes appropriate group discussion and classroom management skills using materials, activities, and language that are developmentally appropriate and reflect the needs of students from diverse backgrounds.

### FEAP Standards:

FL-FAU-FEAP.5.2

Demonstrates knowledge of counseling techniques and methods to address the needs of students from diverse cultures and linguistic backgrounds.

FL-FAU-FEAP.9.2

Demonstrates ability to involve students in learning activities that involve social interaction and cooperative learning.

FL-FAU-FEAP.10.2

Demonstrates knowledge of strategies to re-engage students who are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities.

## COE SDS 6820 Internship in School Counseling: Classroom Guidance Tape Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates knowledge of counseling techniques and methods to address the needs of students from diverse cultures and linguistic backgrounds (1, 50%)</b> FL-FAU-FEAP.5.2	Students will address the following components: <ul style="list-style-type: none"><li>• The classroom guidance lesson is part of a guidance unit</li><li>• Follows the recommended format</li></ul> Demonstrates: <ul style="list-style-type: none"><li>• 4-5 planning skills</li><li>• 6-7 group discussion skills</li><li>• Two classroom management skills</li></ul>	Students addresses the following components: <ul style="list-style-type: none"><li>• The classroom guidance lesson is part of a guidance unit</li><li>• Follows the recommended format</li></ul> Demonstrates: <ul style="list-style-type: none"><li>• 3 planning skills</li><li>• 4-5 group discussion skills</li><li>• One-classroom management skills.</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Lesson is not part of a unit</li><li>• Does not follow the recommended format for classroom guidance</li><li>• Demonstrates:<ul style="list-style-type: none"><li>• Less than 3 planning skills</li><li>• Less than 4 group discussion skills</li></ul></li><li>• Zero classroom management</li></ul>	Failed to submit or failed to submit on time

## Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
			skills	
<b>Demonstrates the ability to involve students in learning activities that involve social interaction and cooperative learning (1, 50%)</b> FL-FAU-FEAP.9.2	Students will address the following components: <ul style="list-style-type: none"> <li>The classroom guidance lesson is part of a guidance unit</li> <li>Follows the recommended format</li> </ul> Demonstrates: <ul style="list-style-type: none"> <li>4-5 planning skills</li> <li>6-7 group discussion skills</li> </ul> two classroom management skills	Students addresses the following components: <ul style="list-style-type: none"> <li>The classroom guidance lesson is part of a guidance unit</li> <li>Follows the recommended format</li> </ul> Demonstrates: <ul style="list-style-type: none"> <li>3 planning skills</li> <li>4-5 group discussion skills</li> <li>one classroom management skill.</li> </ul>	Students do not address the elements as specified <ul style="list-style-type: none"> <li>Lesson is not part of a unit</li> <li>Does not follow the recommended format for classroom guidance</li> </ul> Demonstrates: <ul style="list-style-type: none"> <li>Less than 3 planning skills</li> <li>Less than 4 group discussion skills</li> <li>zero classroom management skills</li> </ul>	Failed to submit or failed to submit on time

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will record him or herself leading a large group guidance lesson using the FAU model. The video recording demonstrates the school counselor candidate's ability to plan and facilitate a guidance lesson that involves students in cooperative learning activities, utilizes appropriate group discussion and classroom management skills including the ability to re-engage students who are off task, and address unexpected problems.

### FEAP Standards:

FL-FAU-FEAP.10.2

Demonstrates knowledge of strategies to re-engage students who are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities.

## COE SDS 6820 Internship in School Counseling: Classroom Guidance Tape Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates knowledge of strategies to re-engage students who are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities.</b> (1, 100%) FL-FAU-FEAP.10.2	Students will address the following components: <ul style="list-style-type: none"><li>• The classroom guidance lesson is part of a guidance unit</li><li>• Follows the recommended format</li></ul> Demonstrates: <ul style="list-style-type: none"><li>• 4-5 planning skills</li><li>• 6-7 group discussion skills</li><li>• Two classroom management skills</li></ul>	Students addresses the following components: <ul style="list-style-type: none"><li>• The classroom guidance lesson is part of a guidance unit</li><li>• Follows the recommended format</li></ul> Demonstrates: <ul style="list-style-type: none"><li>• 3 planning skills</li><li>• 4-5 group discussion skills</li><li>• One-classroom management skills.</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Lesson is not part of a unit</li><li>• Does not follow the recommended format for classroom guidance</li></ul> Demonstrates: <ul style="list-style-type: none"><li>• Less than 3 planning skills</li><li>• Less than 4 group discussion skills</li><li>• Zero classroom management skills</li></ul>	Failed to submit or failed to submit on time

**SDS 6820 Classroom Guidance**  
**Tape Review Form (3.1, 3.2, 5.2, 9.2, 10.2)**

Graduate student name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Rater's name: \_\_\_\_\_

Grade level: \_\_\_\_\_

Session Topic \_\_\_\_\_

Lesson # \_\_\_\_\_ (5.2, 9.2, 10.2)

Please rate each of the following categories:

Please rate each of the following categories:		<b>E</b>	<b>M</b>	<b>D</b>	<b>N.O.</b>	
		Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed	
<b>Planning (5.2, 9.2, 10.2)</b>						
1.	Recommended format for classroom guidance followed (5.2, 10.2)		E	M	D	N.O.
2.	Variety and pacing of activities		E	M	D	N.O.
3.	Clearly focused plan & maintaining focus		E	M	D	N.O.
4.	Materials, activities, language were developmentally appropriate and reflect needs of students from diverse backgrounds (5.2)		E	M	D	N.O.
5.	Appropriate technology to support lesson was utilized		E	M	D	N.O.
<b>Group discussion skills (5.2, 9.2)</b>						
1.	Structuring (time, topic, rationale-WIIFM)		E	M	D	N.O.
2.	Active listening and empathic responding		E	M	D	N.O.
3.	Connecting/linking/universalizing (10.2)		E	M	D	N.O.
4.	Practice/application and small group discussion built into classroom lesson (9.2, 10.2)		E	M	D	N.O.
5.	Encouraging and supportive of students and diverse points of view (5.2)		E	M	D	N.O.
6.	Eyes, voice, posture, expressions, energy		E	M	D	N.O.
7.	Summarizing and goal setting		E	M	D	N.O.
<b>Classroom Management (5.2, 9.2, 10.2)</b>						
8.	Adapts plans while a classroom guidance is in progress to address unexpected problems		E	M	D	N.O.
9.	Employs strategies to re-engage students who are off task		E	M	D	N.O.

I liked: (strengths, helpful behaviors, strategies) (3.1, 3.2)

You may want to consider: (recommended changes) (3.1, 3.2)

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to plan, structure a small group lesson and utilize appropriate group leadership skills.

### FEAP Standards:

FL-FAU-FEAP.6.2

Demonstrates the ability to respect and foster diverse points of view.

## COE SDS 6820 Internship in School Counseling: Small Group Counseling Tape Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates the ability to respect and foster diverse points of view.</b> (100%) FL-FAU-FEAP.6.2	Students will address the following components: <ul style="list-style-type: none"><li>• Evidence of pre-group screening is presented</li><li>• Follows the recommended group format Uses 9 – 12 of the group leadership skills listed on the tape review form.</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• Evidence of pre-group screening is presented</li><li>• Follows the recommended group format Uses 6 - 8 of the group leadership skills listed on the tape review form</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Lacks of evidence of pre-screening</li><li>• Uses less than 6 group leadership skills</li></ul>	Failed to submit or failed to submit on time

**SDS 6820 Group Counseling  
Tape Review Form (3.1, 3.2, 6.2)**

Graduate student name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Name of Group \_\_\_\_\_

Rater's name: \_\_\_\_\_

Session Topic \_\_\_\_\_

Session # \_\_\_\_\_

Grade level: \_\_\_\_\_

Please rate each of the following categories:

	<b>E</b> Exceeds Expectations	<b>M</b> Meets Expectations	<b>D</b> Does not meet Expectations	<b>N.O.</b> Not observed
<b>Planning and recommended format (6.2)</b>				
3. Evidence of pre-group screening	E	M	D	N.O.
4. Recommended format for group sessions followed	E	M	D	N.O.
<b>Group Leadership Skills (6.2)</b>				
1. Personalizing and structuring	E	M	D	N.O.
2. Temperature check and goal reporting	E	M	D	N.O.
3. Active listening and empathic responding	E	M	D	N.O.
4. Clarifying, questioning, drawing out, and cutting off	E	M	D	N.O.
5. Connecting, linking, universalizing	E	M	D	N.O.
6. Focus: Establish, maintain, shift, deepen	E	M	D	N.O.
7. Involve everyone, rounds, dyads	E	M	D	N.O.
8. Practice/application of skill/information	E	M	D	N.O.
9. Modeling and coaching	E	M	D	N.O.
10. Encouraging and supportive of students and diverse points of view (6.2)	E	M	D	N.O.
11. Voice, eyes, posture, energy	E	M	D	N.O.
12. Summarizing and goal setting	E	M	D	N.O.

I liked: (strengths, helpful behaviors, strategies) (3.1, 3.2)

You may want to consider: (recommended changes) (3.1, 3.2)

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will complete the classroom guidance format. Students will identify the lesson topic and purpose, identify the related National standards development area(s), standards and competencies and Florida Sunshine State Standards. Students will list materials needed, steps for lesson activities and closure.

### FEAP Standards:

FL-FAU-FEAP.7.2

Demonstrate knowledge of activities to accommodate students learning styles, developmental levels, and cultural backgrounds and/or experiential backgrounds.

## COE SDS 6820 Internship in School Counseling: Classroom Guidance Model Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates knowledge of activities to accommodate students learning styles, developmental levels, and cultural backgrounds and/or experiential backgrounds.</b> (100%) FL-FAU-FEAP.7.2	Students will address the following components: <ul style="list-style-type: none"><li>• Completes the classroom format sheet</li><li>• Includes steps for two activities and closure</li><li>• Participants are encouraged to connect the lesson to their personal life</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• Completes the classroom format sheet</li><li>• Provides steps for at least one activity and closure</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Does not complete the classroom format sheet</li><li>• Does not identify national standards or competencies</li><li>• Neglects steps for activities and closure</li></ul>	Failed to submit or failed to submit on time

## SDS 6820 Classroom Guidance Format (7.2)

Title of Unit \_\_\_\_\_

Grade level \_\_\_\_\_

Focus of lesson \_\_\_\_\_

Lesson # \_\_\_\_\_

National standard development area(s): Academic Career Personal/Social

National Standard(s): A B C

National Standards Competencies:

Sunshine State Standard(s):

**Purpose** Should be related to the identified competencies.

**Materials** Describe any materials necessary for completion of the activities.

**Introduction** Provide rationale from student perspective to generate interest. Typically involves attention getters such as “how many of you” questions, quotes, props, music, puppets, pictures, poem, etc.

**Activity I**  
(7.2) Large Group – provide information, concepts, models. Typically involves asking what students already know before providing new information, discussion, brainstorming, defining, clarifying, and modeling.

Step 1

Step 2

Step 3

**Activity II**  
(7.2) Small Group (2 – 6) Opportunity to apply learning to student development (academic, career, personal/social). Typically involves skill practice through role play, problem solving, brainstorming, and prioritizing.

Step 1

Step 2

Step 3

**Closure:**  
(7.2) Opportunity to process lesson and set goals for apply learning outside of class. Typically involves the following questions: What was it like to participate in this activity? What did you learn? How can you use what you learned?



## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will deliver a workshop to parents or teachers. The student will follow the FAU workshop format.

### FEAP Standards:

FL-FAU-FEAP.8.2

Increases and demonstrates knowledge of subject matter knowledge in order to integrate counseling strategies into practice.

## COE SDS 6820 Internship in School Counseling: Workshop Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Increases and demonstrates knowledge of subject matter knowledge in order to integrate counseling strategies into practice.</b> (100%) FL-FAU-FEAP.8.2	Students will address the following components: <ul style="list-style-type: none"><li>• Prepares and delivers a workshop using the workshop format sheet</li><li>• Submits the evaluations completed by participants and a video taped recording of the presentation</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• Prepares and delivers a workshop using the workshop format sheet.</li><li>• Provides samples of evaluation forms completed by participants.</li></ul>	Students do not address the elements as specified <ul style="list-style-type: none"><li>• Does not deliver a workshop using the FAU workshop format</li></ul>	Failed to submit or failed to submit on time

## SDS 6820 Workshop Format (8.2)

Graduate student's name: \_\_\_\_\_

Workshop title: \_\_\_\_\_

Date: \_\_\_\_\_

Description of workshop participants: \_\_\_\_\_

Workshop format: \_\_\_\_\_

National standard development area(s): Academic Career Personal/Social

Standard(s): A B C

Sunshine State Standard (s):

### **Warm Up**

The "warm up" activity should help participants get into the topic and get ready to become involved.

### **Ask before telling**

Participants should be asked to share some of their own ideas before information is given. How will you accomplish this? What questions might you ask?

### **Workshop content** (8.2)

What information will you be sharing/facilitating during their workshop? You might attach handouts, outlines, resources that you will be providing the participants.

### **Personalize/Practice** (8.2)

This would include asking participants to think about, write, or share some of their own experiences as related to the topic. It is also a chance to engage participants in an activity that will allow them to practice/apply the skills and information they have learned in the workshop. Describe the activities/process you will use to accomplish this.

### **Process/summarize** (8.2)

Allow participants to process what they have learned or relearned. Some questions might include: What was it like to participate in the workshop experience? What did you learn or relearn? How can you use what you learned? Describe key questions you will pose.

### **Evaluation** (8.2)

Allow participants an opportunity to evaluate their experience. This might include the level of helpfulness of the workshop, what participants liked, what participants might change, as well as an opportunity to provide other comments related to the workshop.

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will record him or herself leading a parent and/or teacher consultation session following the FAU model. Students will identify problems and concerns, background information, summary of the consultation and method for follow-up. Students will demonstrate knowledge of professional and ethical standards by addressing methods of maintaining student confidentiality and developing a plan of consultation that takes into account parent and teacher's perspective and concerns.

### FEAP Standards:

FL-FAU-FEAP.11.2

Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.

## COE SDS 6820 Internship in School Counseling: Consultation Tape Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.</b> (100%) FL-FAU-FEAP.11.2	Students will address the following components: <ul style="list-style-type: none"><li>• The student follows the recommended consultation format.</li><li>• Uses 11 – 14 of the consultation skills listed on the tape review form.</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• The student follows the recommended consultation format.</li><li>• Uses 7 – 10 of the consultation skills listed on the tape review form.</li></ul>	Students do not address the elements as specified: <ul style="list-style-type: none"><li>• Client goal of misbehavior is not identified</li><li>• Client is not placed in the expert role</li><li>• Little or no commitment to the plan is obtain</li><li>• Uses less than 7 consultation skills listed on the tape review form</li></ul>	Failed to submit or failed to submit on time

**SDS 6820 Consultation Tape  
Review Form (3.1, 3.2, 11.2)**

Graduate student name: \_\_\_\_\_

Rater's name: \_\_\_\_\_

Focus of Consultation \_\_\_\_\_

Date of Review: \_\_\_\_\_

Please rate each of the following categories:

	<b>E</b> Exceeds Expectations	<b>M</b> Meets Expectations	<b>D</b> Does not meet Expectations	<b>N.O.</b> Not observed
<b>Before consultation</b>				
1. PR review, information from parents, teachers			E M D	N.O.
<b>During consultation (11.2)</b>				
2. Structure meeting – time, topic, process			E M D	N.O.
3. Start with positives/strengths			E M D	N.O.
4. Clarify problem in concrete behavioral terms including <i>duration</i> and <i>frequency</i>			E M D	N.O.
5. Clarify goal of consultation in behavioral terms			E M D	N.O.
6. Clarify everything that has been tried and results – include examples and child's reaction to intervention and adult's emotional reaction			E M D	N.O.
7. Goal of student behavior identified			E M D	N.O.
8. Clarify what client thinks might work			E M D	N.O.
9. Gather missing information: peer relations, academic strengths/weakness, academic and peer performance of siblings, relationship to parents and siblings			E M D	N.O.
10. Recommendations/suggestions offered as additional alternatives for client to consider – put client in role of expert to evaluation suggestion (11.2)			E M D	N.O.
11. Encouragement for student and parent/teacher built in			E M D	N.O.
12. Commitment to implement plan obtained			E M D	N.O.
13. Follow-up meeting/phone conference set			E M D	N.O.
14. Maintained professional integrity and honesty			E M D	N.O.

I liked: (strengths, helpful behaviors, strategies) (3.1, 3.2)

You may want to consider: (recommended changes) (3.1, 3.2)

## Course: COE SDS 6820 Internship in School Counseling:

### Assignment:

The school counselor candidate will demonstrate their ability to use available technology to enhance their field experience by engaging in an online discussion group. Students will upload internship documents, start discussions and provide feedback to their peer's posted discussions.

### FEAP Standards:

FL-FAU-FEAP.12.2

Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentations, publications).

## COE SDS 6820 Internship in School Counseling: Online Discussion Group Assignment Rubric:

### Components of the Assignment

	<b>Exceeds Expectations</b> (3 pts)	<b>Meets Expectations</b> (2 pts)	<b>Does Not Meet Expectations</b> (1 pt)	<b>No Attempt</b>
<b>Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentations, publications)</b> (100%) FL-FAU-FEAP.12.2	Students will address the following components: <ul style="list-style-type: none"><li>• Uploads three or more internship documents (peer facilitation feedback, workshop format and presentation materials, proposed activity plan)</li><li>• When not meeting on campus for group supervision, posts a description of their weekly activities and responds to at least two peer messages</li></ul>	Students address the following components: <ul style="list-style-type: none"><li>• Uploads at least two documents</li><li>• When not meeting on campus for group supervision, posts a description of their weekly activities and responds to at least two peer messages</li></ul>	Students do not address the elements as specified: <ul style="list-style-type: none"><li>• Does not uploaded documents</li><li>• Does not post at least 7 description of weekly activities or respond to peers on a regular basis</li></ul>	Failed to submit or failed to submit on time