

**FLORIDA ATLANTIC UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION**

**SDS 6820.003/12913  
INTERNSHIP IN SCHOOL COUNSELING  
Spring 2009**

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Class: MacArthur Campus, Room EC 201, Thursday 7:10 – 10 pm

<b>COURSE DESCRIPTION</b>
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*Prerequisite: Permission of Instructor*

Supervised counseling practices and comprehensive guidance activities in an approved school setting.

<b>REQUIRED READINGS &amp; MATERIALS</b>
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School Counseling Practicum and Internship Packet  
Review of Counselor Education texts and appropriate professional journals.  
Student Success Skills Classroom and Group Manuals  
Group Counseling for School Counselors

<b>CONCEPTUAL FRAMEWORK</b>
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As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

<b>COURSE OBJECTIVES</b>
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*Upon completion of the course students will:*

1. Become familiar with the internship setting and guidance and counseling practices of the school as related to the school's mission and National Standards for School Counseling Programs.
2. Apply theoretical knowledge about counseling from an advocacy perspective to the actual practice of school counseling including developmental strategies as well as strategies for prevention and early intervention of issues that may effect the development and functioning of students.
3. Demonstrate individual, group, classroom guidance approaches aimed at improved academic, career, and personal/social outcomes for all students.
4. Apply theoretical knowledge about consultation and coordination to actual practice from an advocacy perspective through case consultation and partnerships/teamwork with teachers and parents while accessing community resources.
5. Demonstrate the many roles and functions of the school guidance counselor including the integration into the academic and student services programs.
6. Promote the use of guidance and counseling activities by the total school community to enhance a positive school climate by planning and presenting counseling related programs to administrators, teachers, and parents that support effective relationships with students/their children and empower them to act on their behalf.
7. Design and apply methods of program and action planning, implementation, and evaluation of a school counseling program integrated into the total school curriculum through the use of data and emerging technology.
8. Apply principles and models of needs assessment, program evaluations and use of findings to effect program modifications.
9. Apply knowledge of resources, including technology, available to students, parents, and teachers that promote informed academic, career, and personal/social development.
10. Demonstrate understanding of the role of diversity and equity issues in the particular school community including opportunities to enhance as well as barriers that may impede academic, career, and personal/social success and overall

development.

11. Develop a professional approach and conduct him and herself in an ethical and professional manner based on knowledge of professional codes; school based policies, laws, and legislation as well as personal characteristics that affect performance as a school counselor.
12. Assist in coordination and interpretation of individual and group assessments (standardized testing).
13. Participate in the complete guidance program to the extent feasible for the setting.

**Florida DOE Subject Area Competencies:** 1.3, 1.6, 2.1

**Florida Educators Accomplished Practices (FEAPs):** 1.2, 2.2, 3.1, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.2, 10.2, 11.2, and 12.2

**CACREP: General:** K.1.c, K1.d, K1.h, K.2.b, K.3.c, K.4.c, K.4.e, K.5.b, K.5.e, K.6.d, K.7.b, K.8.d

**School:** A.2, A.3, A.5-10, B.1-7, C.1.a-e; C.1.g; C.2.a, C.2.b, C.2.d, C.2.e, C.2.f, C.3.a, C.3.c, C.3.d

## EVALUATION CRITERIA & PROCEDURES

Internship requirements as described will be evaluated throughout the internship. Internship students will receive written and verbal feedback on tapes presented during the University supervision at the time of their presentation. Internship students will also receive ongoing feedback regarding their experiences from site and university supervisors on a weekly basis.

Comprehensive evaluation by Site Supervisor and University Supervisor regarding progression in counseling skills and other aspects of delivering guidance and counseling services in a school setting will occur at the end of the internship. The internship student is encouraged to have a midterm meeting with both supervisors to clarify whether or not adequate progress is being made. The two evaluation forms (internship packet) will be used for the final evaluation and can be used informally for the midterm progress review.

Internship students are required to meet expectations on twelve Florida Educator Accomplished Practices (FEAP) and two DOE indicators. In order to assess competency, students are required to complete twelve assignments no later than **April 16, 2009**. Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment (CA) rubric for evaluation criteria on each required assignment.

Grading is based on input from the Site Supervisor, growth in counseling skills, participation in the internship group, presentation of counseling tapes to the University Supervisor and performance on the tasks listed in the syllabus. Students will also complete an evaluation of the university supervision experience as well as the site placement experience.

Standard	Indicator	Detailed description of assignment or activity	Instrument
1 Assessment	<b>1.2</b> Demonstrates ability to formulate short and long term treatment goals.	<b>Case Study:</b> 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 case study includes short and long term behavioral goals and an action plan to meet behavioral goals and objectives to be monitored during the treatment period. The school counselor candidate submits a written case study description by following the Case Study format in the School Counseling and Practicum/Internship packet.	Assignment Rubric
2 Communication	<b>2.2</b> Demonstrates ability to respond appropriately to the feelings and behaviors of clients.	<b>Individual Counseling Tape:</b> 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, respond appropriately to the behavior and feelings of clients, and the problem-solving model.	Observation Rubric

3 Continuous Improvement	<b>3.1</b> 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.	<b>Tape Recordings:</b> 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.	Assignment Rubric
	<b>3.2</b> Demonstrates ability to use data from audio/video recordings and feedback to evaluate effectiveness and improve performance.	<b>Peer Review of Tapes:</b> 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.	Assignment Rubric
4 Critical Thinking	<b>4.2</b> Demonstrates ability to help clients set realistic goals and develop specific and realistic action steps towards goals.	<b>Problem Solving Model:</b> 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.	Observation Rubric
5 Diversity	<b>5.2</b> Demonstrates knowledge of counseling techniques and methods to address the needs of students from diverse cultures and linguistic backgrounds.	<b>Classroom Guidance Tape:</b> 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.	Observation Rubric
6 Ethics	<b>6.2</b> Demonstrates the ability to respect and foster diverse points of view.	<b>Small Group Guidance Tape:</b> 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 that are encouraging and supportive of diverse points of view.	Observation Rubric
7 Human Development and Learning	<b>7.2</b> Demonstrates knowledge of activities to accommodate students learning styles, developmental levels, and cultural backgrounds and/or experiential backgrounds.	<b>Classroom Guidance Model:</b> The school counselor candidate will complete the classroom guidance format for the delivery of a developmentally age appropriate classroom lesson with consideration for cultural and experiential backgrounds. Students will identify the lesson topic and purpose; identify the related National standards development area(s), standards and competencies. Students will list materials needed, steps for lesson activities and closure.	Assignment Rubric
8 Content	<b>8.2</b> Increases and demonstrates knowledge of subject matter knowledge in order to integrate counseling strategies into practice.	<b>Parent or Teacher Workshop:</b> The school counselor candidate will deliver a workshop to parents or teachers. The workshop will include content knowledge and interventions appropriate for addressing at risk and developmental behaviors. The student will demonstrate knowledge of the workshop delivery format integrating both facilitation and processing skills.	Assignment Rubric
9 Learning Environment	<b>9.2</b> Demonstrates ability to involve students in learning	<b>Classroom Guidance Tape:</b> The school counselor candidate will record him or herself leading a large	Observation Rubric

	activities that involve social interaction and cooperative learning.	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 involve students in cooperative learning activities, utilizes appropriate group discussion and classroom management skills, and establishes a positive learning environment.	
10 Planning	<b>10.2</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>Classroom Guidance Tape:</b> 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 involve 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.	Observation Rubric
11 Role of the Teacher	<b>11.2</b> Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.	<b>Consultation Tape:</b> 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.	Observation Rubric
12 Technology	<b>12.2</b> Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentation, publications).	<b>Online Discussion Group:</b> 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.	Assignment Rubric
<b>DOE 1. Knowledge of counseling</b>	1.3. Apply counseling theories and techniques appropriate to specific situations and populations.	<b>Classroom Guidance Tape:</b> 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 utilize counseling theories and techniques appropriate for the targeted population.	Observation Rubric
	1.6. Demonstrate knowledge of small and large group counseling and leadership skills.	<b>Classroom Guidance and Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a large group and small group guidance tape using the FAU model. The videos will demonstrate the student's ability to facilitate a lesson that involves all students in learning activities, utilizes appropriate group leadership skills, responds appropriately to student feelings and behaviors, re-engages students who are off task, and address unexpected problems.	Observation Rubric
<b>2. Knowledge of activities and programs</b>	2.1. Demonstrate knowledge of activities that teach communication skills, decision-	<b>Student Success Skills Guidance and Small Group Guidance Tapes:</b> The school counselor candidate will record him or herself leading a large group and	Observation Rubric

<b>for addressing current concerns</b>	making skills, social skills, and study skills.	small group guidance tape using the Student Success Skills Programs. The videos will demonstrate the student's ability to facilitate a SSS guidance and small group lesson that involves teaching communication skills, decision-making skills, social skills and study skills.	
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## ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

## INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. The OSD is apart of the Office of Diversity Student Services on the MacArthur Campus in Jupiter and is located in the Student Resource building in SR 117. The phone number is 561-799-8585, and the TTY number is 561-799-8565.

## METHODS OF INSTRUCTION

The Internship experience provides a field based opportunity for application of knowledge and skills learned throughout the program. University Supervisors will utilize group facilitation and feedback skills to support this supervised practical application. Site supervisors will meet weekly with interns to discuss implementation of their guidance plans and provide a forum for the exchange of ideas and resources.

## HAVING A SUCCESSFUL INTERNSHIP

The Internship is an opportunity for you to put into practice what you have been learning in your classes. That often means that you need to review theories and techniques and read about other approaches when working with different kinds of problems. Try various theories and styles until you find approaches that are comfortable for you and your client.

It is **your responsibility to ask for assistance** whenever you are in doubt or have a question about policies or procedures. Your Site Supervisor and University Supervisor are available to help you. If in doubt, **ASK! Revisit the ACA & ASCA Ethical Standards and abide by them. If you perceive a violation of any of the ethical standards you should consult with your Site and University Supervisor immediately. You are required to purchase professional liability insurance.\*\* You will become a professional counselor by conducting yourself in a professional and ethical manner. You are encouraged to affiliate with professional associations such as ACA, ASCA, FSCA, FCA, and other related associations, and to continue to learn by attending and presenting at professional conferences and subscribing to and reading professional journals.**

\*\*While we strongly encourage you to belong to your professional organizations, you do not have to be part of a professional organization in order to obtain this insurance. However, the American School Counseling Association (ASCA) <http://www.schoolcounselor.org> offers professional liability to student members at no additional cost.

The American Counseling Association (ACA) has a professional liability insurance program through Health Care Providers Service Organization (HPSO). To obtain Professional Liability Insurance through Health Care Providers Service Organization (HPSO) log onto <http://www.hpso.com> The phone number is 1-800-982-9491. To get the student rate, make sure you clarify that you are a student. The cost is \$20 for the year. You are not limited to these insurance carriers. We offer this information as one option to you. Other professional organizations and insurance providers offer professional liability.

## COURSE REQUIREMENTS AND EXPECTATIONS

Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. \* Indicates a Competency Assessment Assignment

1. The Internship consists of a minimum of 600 hours on site during the semester involving counseling and guidance related activities. Individual counseling, small group counseling, classroom guidance, and consultation with parents/teachers must account for at least 240 (40%) of the hours. The delivery of a ***parent/teacher workshop\* is required***. Guidance related activities will be determined by the cooperating counselor and the University Supervisor.
2. Students will meet with the University Supervisor weekly for individual/group supervision. You should not miss any of the meetings unless you are sick. However, if you cannot attend please call in advance.
3. Summarize your counseling contacts and other activities weekly. Complete the Electronic Weekly Summary Log located at <http://www.coe.fau.edu/counsel/interninfo.htm> Print the form then have it signed by your site supervisor and submit it to your University Supervisor. Keep a copy of each for your own records.
4. Students will present a minimum of **four** video tapes\* of counseling done at the Internship site during the semester. These tapes should include at least one individual, small group, consultation, and classroom guidance session. You should view your tape and complete a tape evaluation form\* prior to sharing the tape in class. If the quality of the tape is poor (can't hear/see or skills are not being adequately demonstrated) you will be expected to choose another experience to tape and share with the class. Be prepared to share your first tape on: **January 29, 2009..**
5. Students will participate in an online discussion group\*. This Internet group activity includes responding to tasks that evoke thought/evaluation of the counseling experience in schools, exchanging ideas and information about resources, and networking with other interns about case concerns.
6. Students will provide peers with feedback\* on each taped session presented during group supervision.
7. Students will follow the FAU Counseling format and models\* for the four direct counseling services: individual counseling (including the use of the problem solving model), small group counseling, large group guidance and consultation.
8. Satisfactory evaluations on all competency assessments.
9. Students will create a portfolio of the work completed during the internship experience. The following sections should be included in the portfolio:
  - Table of Contents
  - Internship Activity Plan\*
  - Permission letters from all parents/guardians of students you work with in small groups or individually
  - Individual counseling
    - Case study\* (case study format in packet) for one of our individual clients
    - Summary notes for all sessions for case study client
    - Videotape feedback forms\* completed by peers and University Supervisor for an individual counseling session
  - Group counseling
    - Structured session plans for one academic, one social skills and one career group
    - Group session plan (see group counseling format in packet) for video taped session for class presentations
    - Videotape feedback forms\* completed by peers and University Supervisor for the group counseling session
    - All small group counseling student feedback forms
  - Classroom guidance
    - Structured lesson plans for one career, one learning, and one social skills unit
    - Lesson summary form (see classroom guidance in packet) for videoed lesson
    - Videotape feedback forms\* completed by peers and University Supervisor for the classroom guidance session
    - Classroom guidance teacher evaluations (2 for practicum, 5 for internship)
  - Consultation
    - Consultation summary for videoed lesson (see consultation format in packet)
    - Videotape feedback forms\* completed by peers and University Supervisor for the consultation session
  - Peer facilitator self reflection (see packet).
  - Site Supervisor and University Supervisor evaluation forms from:
    - Site Supervisor – FAU Counselor Education Dept. Practicum evaluation form
    - University Supervisor – IPEP evaluation form
    - Evaluation of Practicum Site experience
  - Contact logs to document 600 total and 240 direct contact hours

- Electronic Weekly Summary Log (each experience is documented)
- Semester summary (printed from the electronic database)
- End of Semester Checklist

### ADDITIONAL NOTES

- *Graduate practicum/internship students will be expected to follow the policies and procedures of their host institutions and consult with the on-site counselor with regard to abuse/neglect referrals and suicide intervention.*
- Students will bring a copy of the session summary for each class member on the date of each videotape review.
- Students are responsible for the quality of their tapes.
- Students are responsible for filing electronic weekly logs with University Supervisor.
- The student will keep portfolios at the end of the semester. However, University Supervisors will keep the Site and University Supervisor Evaluation form (students should make their own copies), the University Supervisor Tape Evaluation forms for each of the four direct counseling areas, and the electronic weekly summary logs to document experiences and hours. Students will submit an End of Semester Checklist as a cover page to the documents provided to the University Supervisor.
- Students will complete a practicum course evaluation as well as an evaluation of the on site experience at the end of the semester.

### Internship Recommended Weekly Schedule for the 240 required Direct Contact Hours

**Individual counseling:** Brief counseling model. *Usually 1-3 sessions per week* that are goal focused and involve the problem solving model. Referral, if needed, is then made in conjunction with site supervisor. = 60

**Small group counseling:** *Approximately 5 groups per week.* Students will plan for academic skills groups (eight SSS sessions/required), personal/social (loss, divorces, social problem solving) and career focused groups as needed. You will most likely not be able to run all these groups but you are expected to facilitate several types of groups prior to completing the *internship*. = 60

**Classroom guidance:** *Approximately 5 lessons x 12 weeks.* Students will plan for academic (SSS six sessions/required), personal/social, and career focused classroom experiences. As with group, you will most likely not be able to run all of these but are expected to facilitate several types of classroom sessions prior to completing the *internship*. = 60

**Consultation:** *Approximately 5 per week x 12 weeks & includes parent or teacher education workshop.* Students will plan to provide consultation to parents, teachers and conduct at least one teacher workshop. Students will also be involved in other types of consultative services such as conferences, peer facilitation and child study teams meetings. = 60

**Total Hours = 240**

### Spring 2009 INTERNSHIP CONTENT OUTLINE

DATE	TOPICS	ASSIGNMENTS DUE
Jan. 8	Course overview <ul style="list-style-type: none"> <li>• Review Practicum Packet</li> </ul>	<i>Email Class a Welcome Message</i>
Jan. 15	<ul style="list-style-type: none"> <li>• Review policies and procedures for supervision; strategies for successful completion of all practicum/internship requirements.</li> <li>• Review ethical, legal, and professional issues including confidentiality, child abuse, and assessment of harm to self and others.</li> <li>• Sharing and discussion of <i>Proposed Activity Plans</i>, strategies for implementation of plans, plans for assessing student outcomes, potential and existing concerns/issues, and on site resources</li> </ul>	Submit Liability Insurance Submit copies of FTCE passing scores
Jan. 22	Role of the School Counselor <ul style="list-style-type: none"> <li>• Case Notes</li> <li>• Guidelines for the development, implementation, and evaluation of plans.</li> </ul>	<i>Individual Supervision</i> Present proposal for Activity Plan

Jan. 29	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	Submit finalized internship activity plan. <b>Review Tape 1</b>
Feb. 5	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. Review videotapes with peer and University Supervisor for feedback.	<i>Individual Supervision</i>
Feb. 12	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<b>Review Tape 2</b>
Feb. 19	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. Review videotapes with peer and University Supervisor for feedback.	<i>Individual Supervision</i>
Feb. 26	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. Review videotapes with peer and University Supervisor for feedback.	<b>Review Tape 3</b> <b>Case study due</b>
Mar. 5	FAU Spring Break - No Class	
Mar. 12	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
Mar. 19	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<b>Review Tape 4</b>
Mar. 26	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
April 2	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<b>Review Tapes</b> Submit workshop assignments
April 9	<b>“Closing Cases”</b> Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
April 16	<b>“Lessons Learned”</b> Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.) reviews/evaluations.	<b>Review Tapes</b>
April 23	<b>Course Wrap Up</b> Sharing of highlights from practicum experiences, planning for Internship course and site evaluations, portfolio FAU exit survey	Submit all required field experience documentation Course evaluations



## SCHOOL COUNSELING ELECTRONIC WEEKLY SUMMARY LOG

Internship students with a userID and password should access the Electronic Weekly Summary Log on a weekly basis and enter your Individual, Small Group, Large Group, Consultation and Indirect Guidance activities. Students must complete an intern profile form (available online) before being issued a userID and password.

Once the activities have been entered into the database, print the page and meet with your site supervisor to discuss your activities and sign off on your form. **The form needs to be printed at the end of each login session!**

Bring your signed form to class and give it to your university supervisor. Use this log to show site supervisor how your time is being spent each week and as evidence that your weekly signed log is accurate.

### **Important tips to remember:**

The userID and password should be entered with no spaces and is case sensitive. If you get a blank page after entering your data you have entered incorrect information. Check your userID and password and try it again.

Interventions should be recorded once a week. **Print the page at the end of each login session.** Your site supervisor must verify and sign the form. The signed form is to be given to your university supervisor in your supervision class.

When entering your activities you will need to include a numerical value for both hours and minutes. For instance, if you met with a small group for 45 minutes you would still need to include a 0 (zero) for the hours. Leaving the hours or minutes space blank prohibits the program from totaling your semester hours. This will prevent you from saving logging your interventions.

## COUNSELING PRACTICUM SEMESTER SUMMARY LOG

At the end of the semester, students will log onto the electronic database and print out a semester summary log. Students can do this by clicking “print out” on the website. Students, site supervisors and university supervisors must sign the form to verify total semester hours.

### FORMAT FOR INDIVIDUAL SUPERVISION

Use the following format to share experience regarding case and questions relation to your field experience.

- Share a success from the previous week
- Share obstacles, stumbling blocks, etc...regarding implementation of your planned program
  - Briefly describe the experience
  - What steps you have taken to overcome them
  - Brainstorming of other ideas
  - Plan
- Share a case (classroom, group, individual, or consultation) that you have a question about
  - Brief background
  - Your question
  - What you have tried
  - What else you might try
  - Other suggestions
  - What you plan to do with the case this next week
- Share something you are looking forward to this next week with regard to your practicum experience

### Proposed Internship Activity Plan

Type of Activity	Description of Activity	Evaluation of Outcomes
<b>Individual Counseling</b> Topics include academic, career, personal/social concerns. Brief, goal focused - usually 1-3 sessions followed by referral if necessary.		
<b>Small Group Counseling</b> Specify identified topics, grade levels and projected start and end dates.		
<b>Classroom Guidance</b> Specify identified topics, grade levels and projected start and end dates.		
<b>Consultation</b> Describe plans for being available to parents and teachers. Identify particular groups you might target (such as teachers/parents of students you will serve in groups).		
<b>Other Related Guidance Activities</b> These are to be arranged with your site supervisor. Examples include observing classrooms, child study team meetings, peer helper and DOP programs, helping with program planning & evaluation, community relations, learning about test interpretation/ESE procedures.		
<b>Site Supervisor Meetings</b> Minimum is once per week for one hour. Specify date and time set aside for meetings.		

***I have read the proposed activity plan and agree that the practicum student will be permitted to complete these activities under my supervision.***

Site Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

Practicum student signature \_\_\_\_\_ Date \_\_\_\_\_

### End of Semester Practicum/Intern Checklist

**This page will serve as a checklist and as a cover page for the documents you are required to submit at the conclusion of your practicum/internship.**

Practicum/Intern name \_\_\_\_\_

Name and address of school site \_\_\_\_\_

\_\_\_\_\_

Site supervisor \_\_\_\_\_

Site Supervisor Contact Info \_\_\_\_\_

University Supervisor \_\_\_\_\_

Date of completion of Practicum/Internship \_\_\_\_\_

Date of submission of certification exam grades to 1.) Dept. of Counselor Ed. \_\_\_\_\_

2.) Dept. of Student Services \_\_\_\_\_

**The following documents will be turned in to your University Supervisor at the end of your practicum/internship. If you would like to keep copies please make them ahead of the final meeting.**

- Semester summary log of hours signed by Student, Site and University Supervisors (print final electronic summary)
- Florida Educator Accomplished Practices evaluation (University Supervisor)
- Site supervisor evaluation (Site Supervisor)
- Site evaluation
- Proposed activity plan for semester
- Case study and supporting individual summary notes for case study sessions
- University supervisor tape evaluation forms for four direct services
- Evaluations of prac/intern classroom guidance (Classroom Teacher- 2 for practicum, 5 for internship)
- Sample written classroom lesson using classroom format provided
- Sample written group counseling session using format provided
- Sample written parent/teacher consultation using format provided
- Written workshop outline and evaluations (internship only)

All requirements have been met by the above named student.

Student \_\_\_\_\_ Date \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date \_\_\_\_\_