

Course: COE MHS 6800 Practicum in 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 and Practicum/Internship packet.

FEAP Standards:

FL-FAU-FEAP.1.1

Demonstrates ability to form diagnosis, conceptualize client issues, and assess client strengths.

COE MHS 6800 Practicum in Counseling: Case Study Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates ability to form diagnosis, conceptualize client issues, and assess client strengths. (100%) FL-FAU-FEAP.1.1	Case study addresses and articulates all components of the treatment including: <ul style="list-style-type: none">• Meets with client for at least five sessions,• Sets two short and long term specific, behavioral, and measurable goals,• Monitors student's progress and records case summary notes,• Reflects on the experience is summarized and analyzed to improve future practice	Case study addresses and articulates all components of the treatment including: <ul style="list-style-type: none">• Meets with client for at least five sessions,• Sets one short and long term specific, behavioral, and measurable goals,• Monitors student's progress and records case summary notes,• Reflects on the experience is summarized and analyzed to improve future practice	Case study does not include all of the elements specified: <ul style="list-style-type: none">• Meets with the client for less than five sessions• Sets only one short or long-term goal• Goal is not specific, behavioral or measurable.• Client's progress not monitored• Case notes are not available• Does not reflect on their experience.	Failed to submit or failed to submit on time

MHS 6800 Case Study Format

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 (1.1)
 - 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 (1.1)
 - a. Presenting problem
 - b. History – frequency, duration, intensity of presenting problem
 - c. What has been tried?
 - d. Previous experience with counselor

- III. Treatment Plan
 - a. Goal(s)
 - b. Action Plan
 - c. Consultation with parent(s)/teacher(s)
 - d. Evaluation of effectiveness

MHS 6800 Individual Counseling
Summary Notes (1.1)

Student _____

Date of Session _____

Counselor (graduate student): _____

Session # _____ of _____

Presenting concern:

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: (1.1)

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.): (1.1)

5. Mood of student at conclusion of session:

6. Issues to come back to: (1.1)

- a.
- b.
- c.

7. Strengths of session: (1.1)

8. Weaknesses of session:

9. Remarks:

10. I learned that:

Course: COE MHS 6800 Practicum in 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.2.1

Demonstrates ability to relate to client with warmth and attend with appropriate eye contact, posture, and expression.

FL-FAU-FEAP.5.1

Demonstrates ability to establish a comfortable environment with accepts and fosters respect for students from diverse cultures and linguistic backgrounds.

COE MHS 6800 Practicum in Counseling: Individual Counseling Tape Assignment Rubric:

Components of the Assignment	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates ability to relate to client with warmth and attend with appropriate eye contact, posture, and expression. (1, 50%) FL-FAU-FEAP.2.1	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none">Confidentiality is reviewed at the beginning of the sessionEstablishes a comfortable environmentUses core facilitative conditionsResponses uses four different counselor responsesDemonstrates the problem-solving model	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none">Reviews confidentiality during the sessionEstablishes a comfortable and safe environmentResponds using at least three different counselor responsesDemonstrates the problem solving model	Individual counseling session does not include the elements specified: <ul style="list-style-type: none">Does not review confidentialityUses less than three counselor responsesDoes not use the problem-solving model	Student did not submit by the due date.

Components of the Assignment	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
<p>Demonstrates ability to establish a comfortable environment which accepts and fosters respect for students from diverse cultures and linguistic backgrounds.</p> <p>(1, 50%) FL-FAU-FEAP.5.1</p>	<p>Individual counseling session addresses components of the individual tape review form including:</p> <ul style="list-style-type: none"> Confidentiality is reviewed at the beginning of the session Establishes a comfortable environment Uses core facilitative conditions Responses uses four different counselor responses Demonstrates the problem-solving model 	<p>Individual counseling session addresses components of the individual tape review form including:</p> <ul style="list-style-type: none"> Reviews confidentiality during the session Establishes a comfortable and safe environment Responds using at least three different counselor responses Demonstrates the problem solving model 	<p>Individual counseling session does not include the elements specified:</p> <ul style="list-style-type: none"> Does not review confidentiality Uses less than three counselor responses Does not use the problem-solving model 	<p>Student did not submit by the due date</p>

**MHS 6800 Individual Counseling
Tape Review Form (2.1, 3.1, 5.1, 12.1)**

Graduate student name: _____

Date of Review _____

Rater's name: _____

Age/Grade of student _____

Please rate each of the following categories:

	E	M	D	N.O.
	Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed

Structuring (2.1)

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

Core Conditions (2.1, 5.1)

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 (2.1, 5.1)

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 (2.1, 4.1, 5.1)

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, 12.1)

You may want to consider: (recommended changes) (3.1, 3.2, 12.1)

Course: COE MHS 6800 Practicum in 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.

FL-FAU-FEAP.12.1

Demonstrate the ability to use available technology to prepare and implement guidance related materials, programs, and activities.

COE MHS 6800 Practicum in Counseling: Tape Recordings Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates ability to use input from students, teachers, and supervisors to analyze effectiveness and improve performance of individual, small group, large group, and consultation. (1, 50%) FL-FAU-FEAP.3.1	Recorded counseling sessions address the all following components: <ul style="list-style-type: none">• Prepares a high quality video recording for each direct service session• Provides a session format and tape review form for the instructor and peers• Prepares a self-evaluation for each tape• Give a verbal background of the client and summary of sessions to the class	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none">• Prepares a high quality video recording for each direct service session• Provides a session format and tape review form for the instructor and peers	Recorded counseling sessions do not include the elements specified <ul style="list-style-type: none">• Does not prepare four video recordings• Recordings are not of high quality• Session outline or format is not provided to the instructor or peers.	Failed to submit or failed to submit on time

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates the ability to use available technology to prepare and implement guidance related materials, programs, and activities (1, 50%) FL-FAU-FEAP.12.1	Recorded counseling sessions address the all following components: <ul style="list-style-type: none"> • Prepares a high quality video recording for each direct service session • Provides a session format and tape review form for the instructor and peers • Prepares a self-evaluation for each tape • Give a verbal background of the client and summary of sessions to the class 	Individual counseling session addresses components of the individual tape review form including: <ul style="list-style-type: none"> • Prepares a high quality video recording for each direct service session • Provides a session format and tape review form for the instructor and peers 	Recorded counseling sessions do not include the elements specified <ul style="list-style-type: none"> • Does not prepare four video recordings • Recordings are not of high quality • Session outline or format is not provided to the instructor or peers. 	Failed to submit or failed to submit on time

MHS 6800 Group Counseling **Tape Review Form (3.1, 12.1)**

Graduate student name: _____

Date of Review: _____

Name of Group _____

Rater's name: _____

Session Topic _____

Session # _____

Grade level: _____

Please rate each of the following categories:

	E Exceeds Expectations	M Meets Expectations	D Does not meet Expectations	N.O. Not observed
Planning and recommended format				
3. Evidence of pre-group screening	E	M	D	N.O.
4. Recommended format for group sessions followed	E	M	D	N.O.
Group Leadership Skills				
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	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, 12.1)

You may want to consider: (recommended changes) (3.1, 3.2, 12.1)

Course: COE MHS 6800 Practicum in 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 MHS 6800 Practicum in Counseling: Peer Review of Tapes Assignment Rubric:

Components of the Assignment

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

Course: COE MHS 6800 Practicum in 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.4.1

Demonstrates knowledge and use of higher order thinking abilities

COE MHS 6800 Practicum in Counseling: Problem Solving Model Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates knowledge and use of higher order thinking abilities. (100%) FL-FAU-FEAP.4.1	Students will address the following components: <ul style="list-style-type: none">Assists the client in exploring a academic, career, or personal/social concernThe problem and goal is defined concretelyEncourages the client to explore alternatives and consequencesAssists client is developing a clear action planEstablishes a method of evaluation sets a future time and day to follow up	Students address the following components: <ul style="list-style-type: none">Assists the client in exploring a problemThe problem and goal is definedOffers suggestions and alternatives to the problemClient establishes an action plan.Method of evaluation is defined in general termsPlans a time to follow up in the future	Students do not address the elements as specified <ul style="list-style-type: none">Interprets the problem for the clientDoes not explore alternatives or consequencesEstablished an action plan with little input from the clientAction plan does not include a method for evaluation or a time to follow up.	Failed to submit or failed to submit on time

Course: COE MHS 6800 Practicum in 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, and establishes a positive learning environment.

FEAP Standards

FL-FAU-FEAP.8.1

Demonstrates knowledge of guidance and counseling materials and technology to deliver the guidance curriculum in a manner appropriate to the developmental stage of the learner.

FL-FAU-FEAP.9.1

Demonstrates ability to involve students in establishing standards of behavior to create and maintain a positive learning environment.

COE MHS 6800 Practicum in Counseling: Classroom Guidance Tape Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates knowledge of guidance and counseling materials and technology to deliver the guidance curriculum in a manner appropriate to the developmental stage of the learner. (1, 50%) FL-FAU-FEAP.8.1	Students will address the following components: <ul style="list-style-type: none">• The classroom guidance lesson is part of a guidance unit• Follows the recommended format Demonstrates: <ul style="list-style-type: none">• 4-5 planning skills• 6-7 group discussion skills• Two classroom management skills	Students addresses the following components: <ul style="list-style-type: none">• The classroom guidance lesson is part of a guidance unit• Follows the recommended format Demonstrates: <ul style="list-style-type: none">• 3 planning skills• 4-5 group discussion skills• One classroom management skills.	Students do not address the elements as specified <ul style="list-style-type: none">• Lesson is not part of a unit• Does not follow the recommended format for classroom guidance• Demonstrates:<ul style="list-style-type: none">• Less than 3 planning skills• Less than 4 group discussion skills• Zero classroom management skills	Failed to submit or failed to submit on time

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates the ability to involve students in establishing standards of behavior to create and maintain a positive learning environment (1, 50%) FL-FAU-FEAP.9.1	Students will address the following components: <ul style="list-style-type: none"> The classroom guidance lesson is part of a guidance unit Follows the recommended format Demonstrates: <ul style="list-style-type: none"> 4-5 planning skills 6-7 group discussion skills two classroom management skills	Students addresses the following components: <ul style="list-style-type: none"> The classroom guidance lesson is part of a guidance unit Follows the recommended format Demonstrates: <ul style="list-style-type: none"> 3 planning skills 4-5 group discussion skills one classroom management skill. 	Students do not address the elements as specified <ul style="list-style-type: none"> Lesson is not part of a unit Does not follow the recommended format for classroom guidance Demonstrates: <ul style="list-style-type: none"> Less than 3 planning skills Less than 4 group discussion skills zero classroom management skills 	Failed to submit or failed to submit on time

MHS 6800 Classroom Guidance
Tape Review Form (3.1, 12.1)

Graduate student name: _____

Date of Review: _____

Rater's name: _____

Grade level: _____

Session Topic _____

Lesson # _____ (8.1,9.1)

Please rate each of the following categories:

Please rate each of the following categories:		E	M	D	N.O.
		Exceeds Expectations	Meets Expectations	Does not meet Expectations	Not observed
Planning (8.1,9.1)					
1.	Recommended format for classroom guidance followed (8.1,9.1)	E	M	D	N.O.
2.	Variety and pacing of activities	E	M	D	N.O.
3.	Clearly focused plan & maintaining focus (9.1)	E	M	D	N.O.
4.	Materials, activities, language were developmentally appropriate and reflect needs of students from diverse backgrounds (8.1)	E	M	D	N.O.
5.	Appropriate technology to support lesson was utilized (8.1, 12.1)	E	M	D	N.O.
Group discussion skills (8.1,9.1)					
1.	Structuring (time, topic, rationale-WIIFM) (9.1)	E	M	D	N.O.
2.	Active listening and empathic responding	E	M	D	N.O.
3.	Connecting/linking/universalizing	E	M	D	N.O.
4.	Practice/application and small group discussion built into classroom lesson	E	M	D	N.O.
5.	Encouraging and supportive of students and diverse points of view	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.
Classroom Management (5.1, 8.1, 9.1)					
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, 12.1)

You may want to consider: (recommended changes) (3.1, 3.2, 12.1)

Course: COE MHS 6800 Practicum in Counseling:

Assignment:

The school counselor candidate will complete the small group counseling 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.11.1.

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

COE MHS 6800 Practicum in Counseling: Small Group Counseling Model Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates the ability to re-engage students who are off task, address unexpected programs, or to benefit from unexpected opportunities during small and large group activities. (100%) FL-FAU-FEAP.11.1	Students will address the following components: <ul style="list-style-type: none">• Completes the small group format sheet• Includes steps for two activities and closure• Participants are encouraged to connect the lesson to their personal life	Students address the following components: <ul style="list-style-type: none">• Completes the small group format sheet• Provides steps for at least one activity and closure	Students do not address the elements as specified <ul style="list-style-type: none">• Does not complete the small group format sheet• Does not identify national standards or competencies• Neglects steps for activities and closure	Failed to submit or failed to submit on time

MHS 6800 Small Group Counseling Format (11.1)

Counselor (graduate student): _____

Small Group Topic _____

Date _____

Session Topic:

Session # _____

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

National Standard(s): A B C

National Standard(s) Competencies:

Sunshine State Standard(s):

Purpose Should be related to the identified competencies.

Resources What will you need to complete the activities/session?

Beginning Review last session. Check on student goals – applying lessons to their life. Check on overall functioning – scaling – grades, home, peers, teachers, parents, fun, rest, exercise, and diet. Preview today (11.1)

Middle Involve student in pair discussions, - ask before telling – related to today's topic. Provide some new information and ask student to personalize – which ideas would be most helpful/useful to them. Apply ideas in role-play, drama, multiple endings and coaching, art, music, games and bibliotherapy. (11.1)

End Discuss what thoughts and feelings they experienced during the activity/session. Ask them to commit to trying/applying some idea from today. (11.1)

Course: COE MHS 6800 Practicum in Counseling:

Assignment:

The school counselor candidate will complete the classroom guidance format. Students will identify a developmentally appropriate 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.7.1

Uses multiple activities to engage and motivate students at appropriate developmental levels.

COE MHS 6800 Practicum in Counseling: Classroom Guidance Model Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Uses multiple activities to engage and motivate students at appropriate developmental levels. (100%) FL-FAU-FEAP.7.1	Students will address the following components: <ul style="list-style-type: none">• Completes the classroom format sheet• Includes steps for two activities and closure• Participants are encouraged to connect the lesson to their personal life	Students address the following components: <ul style="list-style-type: none">• Completes the classroom format sheet• Provides steps for at least one activity and closure	Students do not address the elements as specified <ul style="list-style-type: none">• Does not complete the classroom format sheet• Does not identify national standards or competencies• Neglects steps for activities and closure	Failed to submit or failed to submit on time

MHS 6800 Classroom Guidance Format (7.1)

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
(7.1)

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
(7.1)

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:
(7.1)

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 MHS 6800 Practicum in Counseling:

Assignment:

The school counselor candidate will complete an Activity Plan in conjunction with site and university supervisors. The proposed activity plan will include dates for the four direct counseling services, as well as classroom and group topics that meet developmental needs of the students.

FEAP Standards:

FL-FAU-FEAP.10.1.

Demonstrates the ability to plan classroom guidance and group counseling topics that meet developmental needs of students.

COE MHS 6800 Practicum in Counseling: Proposed Activity Plan Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates the ability to plan classroom guidance and group counseling topics that meet developmental needs of students. (100%) FL-FAU-FEAP.10.1	Students will address the following components: <ul style="list-style-type: none">Plans 3 counseling units for target group studentsGoals and outcomes are clear and measurableActivities are varied and developmentally age appropriate	Students address the following components: <ul style="list-style-type: none">Plans for at least two counseling units for target group studentsGoals and outcomes are clear and measurableActivities are varied and developmentally age appropriate	Students do not address the elements as specified <ul style="list-style-type: none">The student does not plan units to address student concernsOutcomes are not measurable.	Failed to submit or failed to submit on time

MHS 6800 Proposed Activity Plan

Type of Activity	Description of Activity (10.1)	Evaluation of Outcomes (10.1)
Individual Counseling (10.1) Topics include academic, career, personal/social concerns. Brief, goal focused - usually 1-3 sessions followed by referral if necessary.		
Small Group Counseling (10.1) Specify identified topics, grade levels and projected start and end dates.		
Classroom Guidance (10.1) Specify identified topics, grade levels and projected start and end dates.		
Consultation (10.1) 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).		
Other Related Guidance Activities 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.		
Site Supervisor Meetings 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 _____

Student signature _____ Date _____

Course: COE MHS 6800 Practicum in 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.6.1

Demonstrates knowledge of professional and ethical issues needed to maintain professional integrity and honesty.

COE MHS 6800 Practicum in Counseling: Consultation Tape Assignment Rubric:

Components of the Assignment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Does Not Meet Expectations (1 pt)	No Attempt
Demonstrates knowledge of professional and ethical issues needed to maintain professional integrity and honesty. (100%) FL-FAU-FEAP.6.1	Students will address the following components: <ul style="list-style-type: none">• The student follows the recommended consultation format.• Uses 11 – 14 of the consultation skills listed on the tape review form.	Students address the following components: <ul style="list-style-type: none">• The student follows the recommended consultation format.• Uses 7 – 10 of the consultation skills listed on the tape review form.	Students do not address the elements as specified: <ul style="list-style-type: none">• Client goal of misbehavior is not identified• Client is not placed in the expert role• Little or no commitment to the plan is obtained• Uses less than 7 consultation skills listed on the tape review form	Failed to submit or failed to submit on time

**MHS 6800 Consultation
Tape Review Form (3.1, 6.1, 12.1)**

Graduate student name: _____

Rater's name: _____

Focus of Consultation _____

Date of Review: _____

Please rate each of the following categories:

	E Exceeds Expectations	M Meets Expectations	D Does not meet Expectations	N.O. Not observed
Before consultation				
1. PR review, information from parents, teachers			E M D	N.O.
During consultation (6.1)				
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			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 (6.1)			E M D	N.O.

I liked: (strengths, helpful behaviors, strategies) (3.1, 3.2, 12.1)

You may want to consider: (recommended changes) (3.1, 3.2, 12.1)