

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

**SDS 6820
INTERNSHIP IN SCHOOL COUNSELING**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

This full-time field placement in a public school guidance program is required for all students in the school counseling track. *Prerequisites: Permission of Instructor*

REQUIRED READINGS & MATERIALS

Competency Assessment (CA) rubrics for evaluation criteria for each required CA assignment is available for download at <http://www.coe.fau.edu/counsel/school.htm>

Brigman, G. & Early-Goodman, B. (2008). Group counseling for school counselors, 3rd ed. Portland, ME: J. Weston Walch, Publishers.

Brigman, G., Villares, E., & Webb, L. (2009). *School Counseling Practicum and Internship Manual*.

Review of Counselor Education texts and appropriate professional journals.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

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

CACREP: 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

2010 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

2010 Subject Area Competencies and Skills (SAC&S): 1.3, 1.6, and 2.1

CONCEPTUAL FRAMEWORK

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.

COURSE OBJECTIVES

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.

COURSE REQUIREMENTS

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 which must be uploaded into LiveText.com**

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.
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: **September 23, 2010.**
5. All SSS tape presentations must follow the classroom and small group lessons presented in the SSS ***manuals.***
6. Whenever possible all course documentation (internship activity plan, format sheets, tape review forms, case study, etc.) should be prepared electronically and not handwritten.
7. 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.
8. Students will provide peers with feedback* on each taped session presented during group supervision.
9. 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.
10. Satisfactory evaluations on all competency assessments.
11. 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

Assignment	FEAP Indicators	SAC&S Standards	Points
Submission of FTCE and General Knowledge passing scores and Insurance			5
Internship Activity Plan			5
Video Tapes Presentations and Feedback	3.1, 3.2, 5.2, 6.2, 9.2, 10.2, 11.2	1.3, 1.6, 2.1	20
Preparation and demonstration of FAU direct service counseling formats and models	1.2, 2.2, 4.2, 7.2, 8.2		20
Participation in online discussions	12.2		20
Completion of the Electronic Weekly Summary Log			10
Submission of all required course documentation			10
Satisfactory evaluations on all competency assessments			10
TOTAL			100

GRADING SCALE

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 if 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.

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.

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94 – 100	B+ = 89 – 87	C+ = 79 – 77	D+ = 69 – 67	F = 59 – 0
A - = 93 – 90	B = 86 – 83	C = 76 – 73	D = 66 – 63	
	B- = 82 – 80	C- = 72 – 70	D- = 62 – 60	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor 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.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

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.

REFERENCES

- Erford, B.T., Eaves, S.H., Bryant, E.M, & Young, K.A. (2010). *Thirty-five techniques every counselor should know*. Upper Saddle River, NJ: Pearson Education, Inc.
- Florida Department of Education (2009). Next Generation of Sunshine State Standards. Available at <http://www.floridastandards.org/index.aspx>
- Galassi, J.P., & Akos, P. (2007). *Strengths-based school counseling: Promoting student development and achievement*. New York: NY: Taylor & Francis Group.
- Shelton, C. & James, E. (2005). *Best Practices for Effective Secondary School Counseling*. Thousand Oaks, CA: Corwin Press.
- Sklare, G.B. (2005). *Brief counseling that works: A solution-focused approach for school counselors and administrators*. 2nd ed. Thousand Oaks, CA: Corwin Press.
- Vernon, A. & Kottman, T. (2009). *Counseling theories: Practical applications with children and adolescents in school settings*. Denver, Co: Love Publishing.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

DATE	TOPICS	ASSIGNMENTS
Week 1	<ul style="list-style-type: none"> Course overview Review Practicum/Internship Packet Review of competency assessment rubrics 	<ul style="list-style-type: none"> Submit Liability Insurance Submit copies of FTCE and General Knowledge passing scores Site supervisor registration form
Week 2	<ul style="list-style-type: none"> Review policies and procedures for supervision; strategies for successful completion of all practicum/internship requirements. Review ethical, legal, and professional issues including confidentiality, child abuse, and assessment of harm to self and others. 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 	<i>Individual Supervision</i>
Week 3	Role of the School Counselor <ul style="list-style-type: none"> Case Notes Guidelines for the development, implementation, and evaluation of plans. 	<ul style="list-style-type: none"> Present draft proposal for Activity Plan
Week 4	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> <ul style="list-style-type: none"> Submit finalized internship activity plan.
Week 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. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	Review Tapes
Week 6	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>
Week 7	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.)	Review Tapes
Week 8	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>
Week 9	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.)	Review Tapes Submit workshop assignments
Week 10	Discuss progress/issues related to the four service areas: individual and small group counseling, classroom guidance and consultation. Share	<i>Individual Supervision</i> <ul style="list-style-type: none"> Case study due

	successful site experiences and plan strategies to address current site issues/concerns. On-line networking (resource sharing, consultation regarding site needs/cases etc.)	
Week 11	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.)	Review Tapes
Week 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>
Week 13	“Closing Cases” 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.)	Review Tapes Course evaluations
Week 14	Happy Thanksgiving	No class
Week 15	Course Wrap Up Sharing of highlights from practicum experiences, planning for Internship course and site evaluations, portfolio FAU exit survey	<ul style="list-style-type: none"> Submit all required field experience documentation

BIBLIOGRAPHY

American School Counselor Association (2004). *Ethical Standards for School Counselors*. Alexandria, VA: Author.

American School Counselor Association. (2004). *ASCA National Standards for Students*. Alexandria, VA: Author.
Available at www.ade.az.gov/CTE/Counselors/NationalStandards.pdf

Vernon, A. (1998). *The passport program: a journey through emotional, social and cognitive self-development*.
Champaign, IL: Research Press.

COMPETENCIES

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 rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity
1 Assessment	1.2 Demonstrates ability to formulate short and long term treatment goals.	Case Study: 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.
2 Communication	2.2 Demonstrates ability to respond appropriately to the feelings and behaviors of clients.	Individual Counseling Tape: 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.
3 Continuous Improvement	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.	Tape Recordings: 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.
	3.2 Demonstrates ability to use data from audio/video recordings and feedback to evaluate effectiveness and improve performance.	Peer Review of Tapes: 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.
4 Critical Thinking	4.2 Demonstrates ability to help clients set realistic goals and develop specific and realistic action steps towards goals.	Problem Solving Model: 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.
5 Diversity	5.2 Demonstrates knowledge of counseling techniques and methods to address the needs of students from diverse cultures and linguistic backgrounds.	Classroom Guidance Tape: 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.
6 Ethics	6.2 Demonstrates the ability to respect and foster diverse points of view.	Small Group Guidance Tape: 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.
7 Human Development and Learning	7.2 Demonstrates knowledge of activities to accommodate students learning styles, developmental levels, and cultural backgrounds and/or experiential backgrounds.	Classroom Guidance Model: 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.
8 Content	8.2 Increases and demonstrates knowledge of subject matter knowledge in order to integrate counseling strategies into practice.	Parent or Teacher Workshop: 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.
9 Learning Environment	9.2 Demonstrates ability to involve students in learning activities that involve social interaction and cooperative learning.	Classroom Guidance Tape: 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, and establishes a positive learning environment.
10 Planning	10.2 Demonstrates knowledge of strategies to re-engage students who	Classroom Guidance Tape: The school counselor candidate will record him or herself leading a large group guidance

	are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities	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.
11 Role of the Teacher	11.2 Demonstrates ability to consult and plan activities with parents and teachers on a variety of student related issues.	Consultation Tape: 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.
12 Technology	12.2 Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentation, publications).	Online Discussion Group: 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.
DOE 1. Knowledge of counseling	1.3. Apply counseling theories and techniques appropriate to specific situations and populations.	Classroom Guidance Tape: 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.
	1.6. Demonstrate knowledge of small and large group counseling and leadership skills.	Classroom Guidance and Small Group Guidance Tape: 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.
2. Knowledge of activities and programs for addressing current concerns	2.1. Demonstrate knowledge of activities that teach communication skills, decision-making skills, social skills, and study skills.	Student Success Skills Guidance and Small Group Guidance Tapes: The school counselor candidate will record him or herself leading a large group and 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.