

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

**MHS 6800
PRACTICUM IN SCHOOL COUNSELING
Fall 2012/ 3 credits**

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 on each required assignments available 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. (2012). *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

2009 CACREP: General: G.1.e, G.1.f, G.1.j, G.2.a, G.2.b, G.2.d, G.3, e, G.5.a, G.5.b, G.5.c, G.5.d, G.8.e

2009 CACREP: School: B.1, B.2, D.1, D.2, D.3, D.4, D.5, F.1, F.2, F.3, F.4, H.1, H.2, H.3, H.4, H.5, J.1, J.2, J.3, L.1, L.2, L.3, N.1, N.3, N.4, N.5, P.1, P.2

Florida Educators Accomplished Practices (FEAPs – Dec. 2010): A.1.a, A.1.c, A.1.e, A.1.f, A.2.a, A.2.b, A.2.f, A.2.h, A.2.i, A.3.a, A.3.c, A.3.e, A.3.g, A.3.i, A.4.a, A.4.f, B.1.b, B.1.d

Subject Area Competencies and Skills (SAC&S): 3.6, 9.1, 9.2, 9.3

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 practicum 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

1. The Practicum consists of a minimum of 150 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 90 (40%) of the hours. 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 Practicum 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: **Sept. 06, 2012.**
5. All SSS tape presentations must follow the classroom and small group lessons presented in the SSS *manuals*.
6. Whenever possible all course documentation (practicum 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 practicum experience. The following sections should be included in the portfolio:
 - Table of Contents
 - Practicum 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
 - Group session plan (see group counseling format in packet) for videotaped 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
 - 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).
- Technology and Ethical Guidelines reflection papers
- Site Supervisor and University Supervisor evaluation forms from:
 - Site Supervisor – FAU Counselor Education Dept. Practicum evaluation form
 - University Supervisor – FEAP evaluation form
 - Evaluation of Practicum Site experience
- Contact logs to document 150 total and 90 direct contact hours
 - Electronic Weekly Summary Log (each experience is documented)
 - Semester summary (printed from the electronic database)
 - End of Semester Checklist

Assignment	Standards	Points
Submission of registration to take FTCE and Insurance		5
Practicum Activity Plan		5
Video Tapes Presentations and Feedback	FEAPS: 3.1, 3.2, 5.2, 6.2, 9.2, 10.2, 11.2 DOE: 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

Practicum requirements as described will be evaluated throughout the practicum. Practicum students will receive written and verbal feedback on tapes presented during the University supervision at the time of their presentation. Practicum 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 practicum. The practicum 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 (practicum 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 practicum 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 one absence 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.

CLASSROOM ETIQUETTE

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

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.

CODE OF ACADEMIC INTEGRITY POLICY

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:

- 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.
- The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- 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_Code_of_Academic_Integrity.pdf

DEPARTMENT 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 Practicum 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

- 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
- 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. (1998). *The passport program: a journey through emotional, social and cognitive self-development*. Champaign, IL: Research 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
8/23/12	<ul style="list-style-type: none"> Course overview Review Practicum/Practicum Packet (download from department website, print and bring to first class) Review of competency assessment rubrics Develop tape presentation schedule 	<ul style="list-style-type: none"> Submit Liability Insurance Submit copies of FTCE passing scores Site supervisor registration form

8/30/12	<ul style="list-style-type: none"> Review policies and procedures for supervision; strategies for successful completion of all practicum/practicum 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> Present draft proposal for Activity Plan
9/6/12	Role of the School Counselor Case Notes Guidelines for the development, implementation, and evaluation of plans	<ul style="list-style-type: none"> Submit finalized practicum activity plan. Review Tapes (interns)
9/13/12	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. See FORMAT FOR INDIVIDUAL SUPERVISION on p.13 of syllabus . Also use this as an opportunity for on-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
9/20/12	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.)	Review Tapes
9/27/12	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. See FORMAT FOR INDIVIDUAL SUPERVISION on p.13 of syllabus . On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
10/4/12	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.)	Review Tapes
10/11/12	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. See FORMAT FOR INDIVIDUAL SUPERVISION on p.13 of syllabus . On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
10/18/12	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.)	Review Tapes
10/25/12	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. See FORMAT FOR INDIVIDUAL SUPERVISION on p.13 of syllabus On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i> <ul style="list-style-type: none"> Case study due

11/01/12	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.)	Review Tapes
11/8/12	“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. See FORMAT FOR INDIVIDUAL SUPERVISION on p.13 of syllabus On-line networking (resource sharing, consultation regarding site needs/cases etc.)	<i>Individual Supervision</i>
11/15/12	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.)	Review Tapes
11/22/12	THANKSGIVING HOLIDAY	NO CLASS
11/29/12	“Lessons Learned” Reflection on the semester: Discuss lessons learned 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. Share highlights from teacher, student and site supervisor evaluations.	<i>Individual Supervision</i> <ul style="list-style-type: none"> • Course evaluations
12/6/11	Course Wrap Up Sharing of highlights from practicum experiences, Practicum course, site evaluations, and portfolio. Bring end of semester checklist. FAU exit survey	<ul style="list-style-type: none"> • Submit all required field experience documentation

COMPETENCIES

Practicum 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 all assignments no later than **Nov. 14, 2012**. 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 available at <http://www.coe.fau.edu/counsel/school.htm>

Standard	Indicator	Detailed description of assignment or activity	Instrument
A. Quality Instruction 1. Instructional Design and Lesson Planning. Applying concepts from human development and	A.1.a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	Classroom Guidance Model: 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. Students will list materials needed, steps for multiple lesson activities and closure, and the opportunity for students to demonstrate mastery of the material.	Assignment Rubric

learning theories, the effective educator consistently:	A.1.c. Designs instruction for students to achieve mastery;	Classroom Guidance Model: 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. Students will list materials needed, steps for multiple lesson activities and closure, and the opportunity for students to demonstrate mastery of the material.	Assignment Rubric
	A.1.e. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	Teacher evaluations: The school counselor candidate will invite at least two educators to evaluate their classroom guidance implementation. Afterwards, the school counselor candidate will discuss the evaluation with the reviewer and prepare a one-page reflection describing how to adjust planning and improve lesson implementation.	Assignment Rubric
	A.1.f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	Classroom Guidance Model: 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. Students will list materials needed, steps for multiple lesson activities and closure, including the opportunity for students to practice and demonstrate skills mastery.	Assignment Rubric
A. Quality Instruction 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	A.2.a. Organizes, allocates, and manages the resources of time, space, and attention;	Activity Plan: 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.	Assignment Rubric
	A.2.b. Manages individual and class behaviors through a well-planned management system;	Classroom Guidance Tape: The school counselor candidate will record him or herself leading a large group guidance lesson in a manner appropriate to the developmental stage of the learner. 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 as well as the use of appropriate technology to increase student participation and communication.	Observation Rubric
	A.2.f. Maintains a climate of openness, inquiry, fairness, and support;	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 including relating to the client with warmth and attending with appropriate eye contact, posture and expression, and uses appropriate counselor responses to maintain a climate of openness, inquiry, fairness, and support; and the problem-solving model.	Observation Rubric
	A.2.h. Adapts the learning environment to accommodate the differing needs and	Classroom Guidance Tape: The school counselor candidate will record him or herself leading a large group guidance lesson in a manner appropriate to the developmental stage of the learner. The video recording	Observation Rubric

	diversity of students;	demonstrates the school counselor candidate's ability to plan and facilitate a guidance lesson, utilizes appropriate group discussion and classroom management skills as well as the use of appropriate technology to increase student participation and communication.	
	A.2.i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	Classroom Guidance Tape: The school counselor candidate will record him or herself leading a large group guidance lesson in a manner appropriate to the developmental stage of the learner. 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 as well as the use of appropriate technology to increase student participation and communication.	Observation Rubric
A. Quality Instruction 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	A.3.a. Deliver engaging and challenging lessons;	Classroom Guidance Tape: The school counselor candidate will record him or herself leading a large group guidance lesson in a manner appropriate to the developmental stage of the learner. 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 as well as the use of appropriate technology to increase student participation and communication.	Observation Rubric
	A.3.c. Identify gaps in students' subject matter knowledge;	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 identifies gaps in students' subject matter knowledge, involves students in cooperative learning activities, utilizes appropriate group discussion and classroom management skills, including the ability to re-engage students who are off task, address unexpected problems, and modifies instruction to respond to preconceptions or misconceptions.	Observation Rubric
	A.3.e. Relate and integrate the subject matter with other disciplines and life experiences	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, utilize appropriate group leadership skills, and use student feedback to monitor instructional needs and to adjust instruction. The school counseling candidate submits a copy of the "A Question of Balance Form" along with their Small Group Counseling Format.	Observation Rubric
	A.3.g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding	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 through a variety of instructional strategies, resources, and technology that identifies gaps in students' subject matter knowledge, involves students in cooperative learning activities, utilizes appropriate group discussion and classroom management skills, including the ability to re-	Observation Rubric

		engage students who are off task, address unexpected problems, and modifies instruction to respond to preconceptions or misconceptions.	
	A.3.i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	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 including relating to the client with warmth and attending with appropriate eye contact, posture and expression; uses appropriate counselor responses which support, encourage, and provide immediate and specific feedback to promote student academic, personal/social, and career needs; and the problem-solving model.	Observation Rubric
A. Quality Instruction 4. Assessment. The effective educator consistently:	A.4.a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	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 based on multiple assessments, progress towards goals, includes descriptions of the presenting problem/issues and client strengths that informs instruction based on those needs, and drives the learning process. 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
	A.4.f. Applies technology to organize and integrate assessment information.	Technology Reflection Paper: The school counselor candidate will prepare a one-page reflection paper describing how the technology was used to facilitate their role as a school counselor, a description of how technology was applied to organize and integrate assessment information, and specific technology skills or training needed for continuous improvement.	Assignment Rubric
B. Continuous Improvement, Responsibility, and Ethics 1. Continuous Professional Improvement. The effective educator consistently:	B.1.b. Examines and uses data-informed research to improve instruction and student achievement;	Classroom Guidance Tape: The school candidate will record him or herself leading a Student Success Skills large group guidance lesson using the FAU model. The video recording demonstrates the school counselor candidate's ability to implement specific interventions to help students improve academic achievement and behavior and relate and integrate the subject matter with other disciplines and life experiences through the Student Success Skills program (test taking strategies, managing anxiety, positive self-talk, cognitive re-framing, goal setting, progress monitoring, etc.).	Observation Rubric
	B.1.d. Engages in targeted professional growth opportunities and reflective practices, and	Semester Goals: 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. In addition, students will develop at least one specific and behavioral professional goal for each of the direct service areas designed to strengthen the effectiveness of instructions based on students' needs.	Assignment Rubric

HAVING A SUCCESSFUL PRACTICUM

The Practicum 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.**

Professional Liability insurance is required

**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.

ADDITIONAL NOTES

- *Graduate practicum/practicum 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 course evaluation as well as an evaluation of the on site experience at the end of the semester.

Practicum Recommended Weekly Schedule for the 60 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. = 15

Small group counseling: *Average 2 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 during your *practicum* but will be expected to facilitate several types of classroom session prior to completing the *internship*. = 15

Classroom guidance: *Average 2 lessons per week.* 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 during your *practicum* but will be expected to facilitate several types of classroom sessions prior to completing the *internship*. = 15

Consultation: *Average 1-2 hours per week x 10 weeks.* Students will plan to provide consultation to parents and teachers. Students will also be involved in other types of consultative services such as conferences, peer facilitation and child study teams meetings. = 15

Total Hours = 60

SCHOOL COUNSELING ELECTRONIC WEEKLY SUMMARY LOG

Practicum 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