

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

**SDS 6820.003  
INTERNSHIP IN SCHOOL COUNSELING  
Fall 2012/ 3 – 6 Credits**

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

### **COURSE DESCRIPTION**

*Prerequisites: Permission of Advisor*

This full-time field placement in a public school guidance program is required for all students in the school counseling track.

### **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, 3<sup>rd</sup> 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.d, 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:** 1.B.1, 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.2, N.3, N.4, N.5, P.1, P.2

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

**Subject Area Competencies and Skills (SAC&S):** 6.1, 10.4

### **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 that 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. Be prepared to share your first tape on: **9/13/12 (Group A) and 9/20/12 (Group B).**
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, classroom 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 and **must be uploaded to LiveText:**

- Table of Contents
- Semester 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 with reflections (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
  - Workshop format
- Peer facilitator 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 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	Points
Submission of FTCE and General Knowledge passing scores and Insurance		5
Semester Activity Plan	B.1.a	5
Preparation and taped demonstrations of FAU direct service counseling formats and models, include workshop delivery	A.1.b, A.2.c, A.2.d, A.2.e, A.2.g, A.3.b, A.3.d, A.3.f, A.3.h, A.3.j, A.4.d, A.4.e, B.1.c	20
Submission of a case study	A.1.d, A.4.b, A.4.c	10
Participation in online discussions		20
Submission of teacher evaluations and reflection papers	A.1.e, B.2	10
Completion of the Electronic Weekly Summary Log		10
Submission of all required course documentation		10
Satisfactory evaluations on all competency assessments		10
<b>TOTAL</b>		<b>100</b>

### 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 is being made. The two evaluation forms (internship packet) will be used for the final evaluation and can be used informally for the midterm progress review.

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.

### **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.

### **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.

## 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:

- (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\\_Code\\_of\\_Academic\\_Integrity.pdf](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](http://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 in on campus and online meetings using *Blackboard*. 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.
- Brigman, G., Campbell, C. & Webb, L. (2006). *Student Success Skills: Group Manual*. Boca Raton, FL: Atlantic Consultants.
- Brigman, G., & Webb, L. (2007). *Student Success Skills: Classroom manual* (2nd ed.). Boca Raton, FL: Atlantic Education Consultants.
- 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](#).

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	ACTIVITIES	Upload to Livetext
8-23	Course Overview Review Internship Packet Review Competency Assessment rubrics Explore Livetext	<b>Campus meeting</b> Submit Intern Profiles	Establish Livetext accounts
8-30	Review Policies and Procedures for Supervision Strategies for a successful internship Review ethical, legal, and professional issues: confidentiality, child abuse, and assessment of harm to self and others. Sharing and discussion of Proposed Activity Plans, strategies for implementation of plans, plans for assessment student outcomes, potential and existing concerns/issues, and on site resources	<b>Online Supervision</b>	Liability Insurance Copies of FTCE and General Knowledge passing scores Site Supervisor registration forms
9-6	<b>Role of the School Counselor</b> Case Notes, guidelines for development and implementation and evaluation of plans	<b>Campus meeting</b> Present draft proposal of Activity Plan	
9-13	Discuss progress/issues related to the four service areas: individual, small group, classroom, and consultation.	<b>Review Tapes</b>	Finalize activity plan Tape review self-evaluation Lesson plans or summary notes
9-20	Share successful site experiences and plan strategies to address current site issues/concerns.	<b>Online Supervision</b>	
9-27		<b>Review Tapes</b>	Tape review self-evaluation Lesson plans or summary notes
10-4	<b>Professional Development Activity</b>	<b>No campus meeting</b>	Professional Development Summary
10-11	Discuss progress/issues related to the four service areas: individual, small group, classroom, and consultation.	<b>Online Supervision</b>	
10-18	Share successful site experiences and plan strategies to address current site issues/concerns.	<b>Review Tapes</b>	Tape review self-evaluation Lesson plans or summary notes
10-25		<b>Online Supervision</b>	Case Study and Workshop
11-1	<b>Professional Development Activity</b>	<b>No campus meeting</b>	Professional Development Summary
11-8	Discuss progress/issues related to the four	<b>Review Tapes</b>	Tape review self-evaluation

	service areas: individual, small group, classroom, and consultation. Share successful site experiences and plan strategies to address current site issues/concerns.		Lesson plans or summary notes
11-15		<i>Online Supervision</i>	Technology and Ethical Guidelines reflection
11-22	<b>Thanksgiving</b>	<b>No Campus meeting</b>	
11-29	<b>Closing Cases &amp; Course Wrap Up</b> Sharing highlights from the field experience	<b>Campus meeting</b>	Accomplished Practice Form Classroom Teacher Evals Site Supervisor Eval Form Site Eval Form Weekly Summary Logs Semester Summary Log End of Semester Checklist All remaining field documentation

### COMPETENCIES

Students are required to meet expectations on all Florida Educator Accomplished Practices (FEAP) indicators. In order to assess competency, students are required to complete all assignments no later than **Nov. 15, 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
Quality Instruction 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	A.1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge	<b>Student Success Skills Guidance and Small Group Guidance Tapes:</b> The school counselor candidate will record him or herself leading a large group and 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.	<b>Observation Rubric</b>
	A.1.d. Selects appropriate formative assessments to monitor learning;	<b>Case Study:</b> The school counselor candidate will meet with the client regarding an academic, career, or personal/social concern for a minimum of five sessions. Summary notes are recorded to monitor client treatment, progress and include descriptions of the presenting problem/issues, background, client strengths, action plan, goals, and appropriate formative and summative assessments to monitor academic, personal/social, and/or career gains. The school counselor candidate submits a written case study description by following the Case Study format in the School Counseling and Practicum/Internship packet.	<b>Assignment Rubric</b>
	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;	<b>Teacher evaluations:</b> The school counselor candidate will invite at least five 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.	<b>Assignment Rubric</b>
Quality Instruction 2. The Learning Environment. To	A.2.c. Conveys high expectations to all students;	<b>Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a small group counseling session following the FAU model.	<b>Observation Rubric</b>



maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:		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 and conveys high expectations to all students.	
	A.2.d. Respects students' cultural, linguistic, and family background;	<b>Consultation Tape:</b> The school counselor candidate will record him or herself leading a parent and/or teacher consultation session following the FAU model. Students will identify problems and concerns, background information, summary of the consultation and method for follow-up. Students will demonstrate knowledge of professional and ethical standards by addressing methods of maintaining student confidentiality and developing a plan of consultation that takes into account parent and teacher's perspective and concerns; and shows respect for students cultural, linguistic, and family background.	<b>Observation Rubric</b>
	A.2.e. Models clear, acceptable, oral and written communication skills;	<b>Parent or Teacher Workshop:</b> The school counselor candidate will prepare and deliver a workshop for parents or teachers. The workshop will include current 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, demonstrate their ability to create a Microsoft PowerPoint to enhance the workshop presentation, and collect feedback from participants using a workshop evaluation form to improve future presentations.	<b>Assignment Rubric</b>
Quality Instruction 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:	A.2.g. Integrates current information and communication technologies	<b>Parent or Teacher Workshop:</b> The school counselor candidate will prepare and deliver a workshop for parents or teachers. The workshop will include current 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, demonstrate their ability to create a Microsoft PowerPoint to enhance the workshop presentation, and collect feedback from participants using a workshop evaluation form to improve future presentations.	<b>Assignment Rubric</b>
	A.3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	<b>Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to plan, structure a small group lesson and utilize appropriate group leadership skills, including responding to preconceptions or misconceptions.	
	A.3.d. Modify instruction to respond to preconceptions or misconceptions;	<b>Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to plan, structure a small group lesson and utilize appropriate group leadership skills, including responding to preconceptions or misconceptions.	<b>Observation Rubric</b>



	A.3.f. Employ higher-order questioning techniques	<b>Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to plan, structure a small group lesson and utilize appropriate group leadership skills, including responding to preconceptions or misconceptions.	
	A.3.h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	<b>Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to plan, structure a small group lesson and utilize appropriate group leadership skills to differentiate instruction based on an assessment of student learning needs and individual differences.	<b>Observation Rubric</b>
	A.3.j. Utilize student feedback to monitor instructional needs and to adjust instruction.	<b>Small Group Guidance Tape:</b> The school counselor candidate will record him or herself leading a small group counseling session following the FAU model. The video recording demonstrates the school counselor candidate's ability to plan, structure a small group lesson, utilize appropriate group leadership skills, and use student feedback to monitor instructional needs and to adjust instruction.	<b>Observation Rubric</b>
Quality Instruction 4. Assessment. The effective educator consistently:	A.4.b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	<b>Case Study:</b> The school counselor candidate will meet with the client regarding an academic, career, or personal/social concern for a minimum of five sessions. Summary notes are recorded to monitor client treatment 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.	<b>Assignment Rubric</b>
	A.4.c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	<b>Case Study:</b> The school counselor candidate will meet with the client regarding an academic, career, or personal/social concern for a minimum of five sessions. Summary notes are recorded to monitor client treatment 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.	<b>Assignment Rubric</b>
	A.4.d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	<b>Consultation Tape:</b> The school counselor candidate will record him or herself leading a parent and/or teacher consultation session following the FAU model. Students will identify problems and concerns, background information, summary of the consultation and method for follow-up. Students will demonstrate knowledge of professional and ethical standards by addressing methods of maintaining student confidentiality and developing a plan of consultation	<b>Observation Rubric</b>

		that takes into account parent and teacher's perspective and concerns; shows respect for students cultural, linguistic, and family background; and recommends appropriate accommodations to assessment and testing conditions based on the student's learning styles and varying levels of knowledge.	
	A.4.e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	<b>Consultation Tape:</b> The school counselor candidate will record him or herself leading a parent and/or teacher consultation session following the FAU model. Students will identify problems and concerns, background information, summary of the consultation and method for follow-up. Students will demonstrate knowledge of professional and ethical standards by addressing methods of maintaining student confidentiality and developing a plan of consultation that takes into account parent and teacher's perspective and concerns; shares important outcome data with parents/caregiver; shows respect for students cultural, linguistic, and family background; and recommends appropriate accommodations to assessment and testing conditions based on the student's learning styles and varying levels of knowledge.	<b>Observation Rubric</b>
Continuous Improvement, Responsibility, and Ethics 1. Continuous Professional Improvement. The effective educator consistently:	B.1.a Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	<b>Semester Goals:</b> 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.	<b>Assignment Rubric</b>
	B.1.c. Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement;	<b>Consultation Tape:</b> The school counselor candidate will record him or herself leading a parent and/or teacher consultation session following the FAU model. Students will identify problems and concerns, background information, summary of the consultation and method for follow-up. Students will demonstrate knowledge of professional and ethical standards by addressing methods of maintaining student confidentiality and developing a plan of consultation that takes into account parent and teacher's perspective and concerns; shares important outcome data with parents/caregiver; shows respect for students cultural, linguistic, and family background; and recommends appropriate accommodations to assessment and testing conditions based on the student's learning styles and varying levels of knowledge.	<b>Observation Rubric</b>
	B.1.e. Implements knowledge and skills learned in professional development in the teaching and learning process	<b>Semester Goals:</b> 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	<b>Assignment Rubric</b>

		of instructions based on students' needs.	
2. Professional Responsibility, and Ethical Conduct.	B.2. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.	<b>Ethical Guidelines Reflection:</b> The school counselor candidate will prepare a one-page reflection paper describing steps taken throughout the semester to adhere to the school, district, and professional guidelines (i.e., informed consent, confidentiality, dual relationships, duty to warn).	<b>Assignment Rubric</b>

### HAVING A SUCCESSFUL INTERNSHIP

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

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

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

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

### ADDITIONAL NOTES

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

### Internship Recommended Weekly Schedule for the Required Direct Contact Hours

	<b>Full Internship</b>	<b>Split Internship</b>
<b>Individual counseling:</b> Brief counseling model. <i>Usually 1-3 sessions per week</i> that are goal focused and involve the problem solving model. Referral, if needed, is then made in conjunction with site supervisor.	<b>= 60</b>	<b>= 30</b>
<b>Small group counseling:</b> <i>Approximately 5 groups per week.</i> Students will plan for academic skills groups (eight SSS sessions/required), personal/social (loss, divorces, social problem solving) and career focused groups as needed. You will most likely not be able to run all these groups but you are expected to facilitate several types of groups prior to completing the <i>internship</i> .	<b>= 60</b>	<b>= 30</b>
<b>Classroom guidance:</b> <i>Approximately 5 lessons x 12 weeks.</i> Students will plan for academic (SSS six sessions/required), personal/social, and career focused classroom experiences. As with group, you will most likely not be able to run all of these but are expected to facilitate several types of classroom sessions prior to completing the <i>internship</i> .	<b>= 60</b>	<b>= 30</b>
<b>Consultation:</b> <i>Approximately 5 per week x 12 weeks</i> & includes parent or teacher education workshop. Students will plan to provide consultation to parents, teachers and conduct at least one teacher workshop. Students will also be involved in other types of consultative services such as conferences, peer facilitation and child study teams meetings.	<b>= 60</b>	<b>= 30</b>
<b>Total Required Direct Service Hours</b>	<b>240 (Full)</b>	<b>120 (Split)</b>

## SCHOOL COUNSELING ELECTRONIC WEEKLY SUMMARY LOG

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

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

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

### Important tips to remember:

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

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

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

## COUNSELING PRACTICUM SEMESTER SUMMARY LOG

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

### FORMAT FOR INDIVIDUAL SUPERVISION

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

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