University of Florida  
Department of Counselor Education  

SDS 7820 Group Supervision in School Counseling  
Fall 2013  

* Professor: Mary Ann Clark, Ph.D., NCC  

Class meets Mondays 4:00-6:45  
Class meets from August 26-December 2, 2013  

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Dr. Clark’s Office Hours:  
Monday 2:00-4:00 p.m.  
Wednesday 1:00-3:00 p.m.  
and by appointment  

Group Supervisor:  
Anquinetta Calhoun, Ph.D. Student  
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Required Readings:  

Handouts/Articles to be referenced in class (the ASCA Ethical Codes (http://www.schoolcounselor.org/files/EthicalStandards2010.pdf); the ASCA National Model for School Counseling Programs (3rd ed.) [http://www.ascanationalmodel.org], the ASCA National Standards for School Counseling, and the ASCA School Counselor Competencies, etc.)  

Highly Recommended:  
Professional School Counseling (ASCA journal)  
The School Counselor (ASCA magazine)  
Keeping up with Current Events through media  

Course Description  

Practica/Internships are designed to help students bridge theoretical learning from classroom experience to direct services with actual students in a K-12 school-educational institution. In order to assure that students have the opportunity to access and improve their school counseling skills, supervision is provided by on site supervisors as well as UF school counseling Ph.D. students. All fieldwork internship experiences are supervised in both small groups and with one on one individual instruction by both on site and assigned UF Ph.D. students. These requirements are in compliance with CACREP professional accreditation standards and University of Florida and Florida certification standards for school counselors.  

Registration in SDS 7820, Group Supervision in School Counseling, requires your co-registration in either SDS 7800, Practicum in School Counseling OR SDS 7830, Internship in School Counseling. Your placement in either practicum or internship requires that you receive a minimum of 1½ hours per week of group supervision from a qualified and (departmentally) approved supervisor at any time you are in a field (i.e., school-based) placement. Thus, completion of a practicum or internship in a semester means that you will receive approximately 22½ hours of group supervision. Similarly, if you complete an internship over two semesters (i.e., as a split-internship), you will receive approximately 45 hours of group supervision. Regarding your required individual supervision, dates, days, times, and locations of individual supervision are arranged collaboratively by you and your (assigned) individual supervisor. This course will consist of an hour of whole group instruction/discussion, a brief break, and 1 ½ hours of small group work.
In general, group supervision is conducted in a seminar format designed to allow students to discuss their practicum or internship experiences; view and process video tapes of their work; receive peer and supervisor feedback about their activities; share examples of individual, small and large group work; and problem solve K-12 student case situations. Students are expected to observe the schedule of the school practicum/internship site, including vacations and break schedules.

**Course Purpose & Objectives**

The general purposes of the SDS 7820 class/seminar/group supervision are to enable school counselors-in-training to:

a. Obtain the skills, knowledge, and attitudes essential to effective school guidance and counseling and develop and articulate their philosophy and/or theoretical approach to school counseling.

b. Demonstrate an appropriate level of school counseling skill development in individual and small groups counseling in schools AND become familiar with and comfortable in carrying out the practical considerations that are part of the daily work life of K-12 school counselors.

c. Apply the appropriate practices suggested in the ethical codes and guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).

d. Increase personal and professional self/other awareness and understanding, especially as they relate to the work of school counselors.

e. Critically evaluate their work as counselors-in-training.

f. Become increasingly comfortable with peers’ and group supervisors’ review of personal school counseling tapes & interventions.

g. Address the needs of a diverse student population.

h. Learn the details of developing a comprehensive competency-based counseling program for the appropriate K-12 student developmental level based on the ASCA National Model for School Counseling Programs (ASCA, 2005).

i. To begin to carry out research and accountability applications of their work in schools.

j. To share and contribute strategies, questions, concerns, and counseling issues with peers and supervisors.

**Course Competencies**

As a result of completing this course and supervision experience, students should have acquired and be able to display skills, knowledge, and competencies in the following topics. There should be an increasing degree of skill level in these areas from students’ Practicum to Internship experiences.

a. Developmental school guidance and counseling interventions such as individual, small, and large group work, consultation with parents, teachers, administrators and others involved with students, and coordination of school counseling programs & services.

b. Working with student and school data and assessment strategies to help students with educational and career planning.

c. Developing guidance plans/lessons

d. Student case management, presentation, and peer-group consultation (case studies)

e. Learning and utilizing expectations, procedures, regulations and requirements at the practicum/internship site

f. Working with diverse school populations

g. Practicing ethical behavior as outlined by the ACA and ASCA counseling professional organizations

h. Classroom management during large group classroom guidance lesson delivery

i. Implementing accountability and action research strategies in your work with students and other stakeholders.

**Course Requirements**

Please refer to the following website for specific due dates for various recordkeeping requirements, dates and forms for pract-internship:


**Attendance and Participation:**

a. Successful completion and documentation of required hours at your school practicum OR internship site.

b. Successful participation in one hour per week of individual supervision.

c. Successful participation and attendance at weekly supervision class.

d. Successful participation and attendance in weekly group supervision seminar (1 ½ hours per week) with timely submission of the following products:

   - Site-based Clinical Activity Log documenting weekly time spent on activities (see form example on website)
   
   **Students’ logs will be submitted for review at end of the semester, December 4.**
To get an “S” grade you will need to:

1. Participation in SDS 7820 as your expected verbal exchange of ideas and thoughts.
2. Group supervisor’s assessment of your REQUIRED verbal presentation of issues at your school.
3. Not an “I” grade in this course.

Upon successful completion of the course, the student will earn an “S” grade.

Course Grading

1. Two student case presentations involving presenting a video for peer review during your small supervision groups during the semester. Typed tape critiques shall accompany each presentation (see page 9 of syllabus). Remember, parent/guardian permission is required before any recording can occur. Be sure to follow proper ethical and student assent/parental consent procedures for permission to video tape at your school site (see http://education.ufl.edu/counselor-education/files/2010/11/SCGTaping.pdf for form used by SBAC).

2. The Florida Department of Education (DOE) Educational Assessment System Accomplished Practice(s) assignments will be turned in to your small group supervisor (details of the assignment(s) are in this syllabus). These will involve specific types of counseling interventions and a written paper on the intervention you conduct in your school.

3. At least TWO informal verbal presentations of student/parental/teacher issues to your small supervision group throughout the semester for group discussion and feedback. (Examples of issues could include: legal/ethical concerns, your role as a school counselor, the course of change for student clients, resistant student clients or parents, theoretical orientation concerns, classroom guidance intervention concerns; small group counseling application concerns, and/or practical interventions and strategies for specific age groups/populations, etc.). Articles should be from within the last 5 years.

4. Presentation of a 21st century-related School Counseling issue and related literature/resources to the class. Share and discuss a strategy/activity that you have tried and found successful in your prac/internship (with related literature/resources for other members of our class to read). Students will sign up for presentation dates in class. Topics will be based on a needs assessment done in class at the beginning of the semester.

5. One 3-Page Typed Learning Reflection Paper: Counselors-in-training will be expected to submit ONE 3-page reflection paper articulating significant reactions to and reflections pertaining to personal and professional issues related to the process of becoming a professional school counselor. Due November 18.

6. Timely completion of all paperwork required (see website). Forms will be due to the Prac/Internship coordinator on December 4. If paperwork is not completed, student will receive a “U” for the course.

Accommodating Students with Special Needs

In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that their special needs may be accommodated.

Course Attendance

Class and weekly group supervision participation is CRITICAL and VITAL for acquiring the knowledge and skills necessary to achieve the course objectives. Additionally, students’ presence and participation contributes to the interchange of ideas and experiences. Attendance and participation are a component of your final grade in this course. Please ATTEND each class & group supervision meeting AND be on time! This is critical to your overall professionalism and professional identity development as a school counselor. These hours are required by CACREP as well as our program.

Course Grading

Upon successful completion of the course, the student will earn an “S” grade. Unsatisfactory performance will result in a “U.” There is not an “I” grade in this course. The final grade will be determined based on your school site host’s evaluation of your performance, your group supervisor’s assessment of your REQUIRED participation in weekly group meetings and your video presentations, your group supervisor’s assessment of your REQUIRED verbal presentation of issues at your school site throughout the semester as well as your expected verbal exchange of ideas and thoughts regarding your peers’ work, Dr. Clark’s assessment of your attendance and participation in SDS 7820 class activities, and satisfactory completion of all course requirements.

To get an “S” grade you will need to: (these are the course requirements as detailed previously)**

1. Attend all group supervisory sessions unless otherwise excused.
2. Keep progress case notes for both individual and group student clients. Please ask your site host if he/she has a structure to follow – You may wish to use the SOAP note format which can be found at http://education.ufl.edu/counselor-
Be prepared to present your progress case notes to your group supervisor at ANY time during the semester. They will be maintained in your department file.

3. Present TWO counseling tapes (video) for critique by your small weekly supervision group as scheduled with Anquinetta including TYPED Tape Critique Forms (see end of syllabus). TALK TO YOUR ON-SITE SCHOOL HOST REGARDING OBTAINING STUDENT ASSENT AND/OR PARENTAL PERMISSION TO VIDEOTAPE. THIS IS A REQUIREMENT OF THIS COURSE AND THE SCHOOL BOARD OF ALACHUA COUNTY.

4. Present at least TWO informal verbal presentations of student/parental/teacher issues to your small supervision group throughout the semester for group discussion and feedback. (to be documented by Small Group Supervisors).

5. One presentation/discussion of a 21st century-related School Counseling issue and related literature/resources to the entire class.

6. Complete one 3-page reflection learning paper.

7. Meet the tasks of the Accomplished Practices as required by the Florida DOE. These tasks will be monitored by group supervisors who will turn in feedback to Dr. Clark and to the Internship Coordinator.

8. Completion of all assignments made by Dr. Clark and Small Group Supervisor.

9. Successful completion of required hours at internship/prac site (600 for full internship; 300 for split internship; 225 for practicum)

** Please note that failing to do complete any of the above requirements satisfactorily can result in a U grade.

UF Honor Code: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” Therefore, the pledge that is expressed or implied on all work submitted for credit in this course is: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Working together on a team project and sharing responsibility for completion of a task and a final evaluation is acceptable under these guidelines.

Course Confidentiality

Given the nature of the course, sensitive material from school counselors’-in-training own lives, from students’/parents’ lives outside of the classroom, and from local organizations may be shared and discussed. Full commitment to protecting this confidential information is expected. Dr. Clark requests that when speaking about a specific student – please use his or her FIRST NAME ONLY.

Course Topics

Potential topics in this seminar and in group supervision will include (but are not limited to):

- 21st Century issues facing school counselors (can include issues faced through: individual counseling, small groups, large groups, coordination activities, consultation with stakeholders such as teachers, parents and administrators, peer facilitation programs, various diverse student and family groups, etc.)
- School Counselors’-in-Training Professional Identity Development
- The ASCA National Model for School Counseling Programs, the ASCA National Standards for School Counseling, and the ASCA School Counselor Competencies
- Giving and receiving feedback on your work as a counselor (from tapes and observations)
- Accountability
- Advocacy and Systemic Change
- Confidential progress case notes and Record-keeping (including student records)
- Legal and ethical issues
- Conferences (with teachers, parents, students)
- Special and Exceptional Education (paperwork and processes)
- Student assessment and appraisal
- Community and School Resources
- Other topics as determined by students’ needs and relevant school counseling National and State News
**Potential Learning Opportunities for School Counselors-in-Training to Seek Out:**

- Report or interpret standardized test scores (to students, teachers, parents)
- Conduct a formal student behavior assessment on two occasions with the same student
- Interview your school’s or Alachua County’s nurse regarding medications
- Provide support and skill training for academic assessments
- Interview your school’s social worker or school’s psychologist
- Give and interpret a career or personality inventory
- Co-lead a small group counseling experience
- Lead several Classroom Guidance Lessons
- Interview a special education or talented and gifted (TAG) teacher
- Research school district policies on reporting child abuse

**CACREP Standards: (2009)**

SDS 7820 meets the program objectives and curriculum guidelines for CACREP’s Section III (F), clinical instruction (Practicum Students).

**F.** Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following: (Note: UF’s program requires 225 hours)

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. (Note: CACREP requires 40% of field experience to be direct service; 90 direct hours for Practicum students)

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate video recordings for use in supervision or live supervision of the student’s interactions with clients.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

SDS 7820 meets the program objectives and curriculum guidelines for CACREP’s Section III (G), clinical instruction (Internship students).

**G.** The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least **240 clock hours of direct service, including experience leading groups.**

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

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**Florida Department of Education Educational Assessment System:**

**Accomplished Practices of SDS 7820 Students (specific assignments to follow)**

There are competencies that are to be met in your prac/internship experiences that are required by the Florida DOE. You will be given a separate document that explains the competencies and rating scale. Your progress will be evaluated by your professor, various supervisors and site hosts.

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**SDS 7820-P Practicum in Counseling**

Prerequisites: MHS 5005, MHS 6401, MHS 6720, MHS 6421, SDS 6411, SDS 6413

Indicator: 5.c

Uses a variety of data independently and in collaboration with colleagues, to evaluate outcomes.

Assignment description:

*(To be completed during Practicum in a school counseling placement)*

The candidate will describe how s/he collaborated with a teacher (or other educational professional in the school, such as a school psychologist, occupational specialist, school nurse, occupational therapist, or school social worker) to develop and implement developmentally appropriate action plan for work with a student, or group of students, to facilitate and enhance the student’s(s’) in-school functioning.

Assignment directions:

Write a brief paper that describes your work with a teacher (or other educational professional in the school) to facilitate a school counseling intervention with a student or small group of students in a classroom setting. Describe the nature of your work with the teacher (e.g., number of consultations and durations of those interactions) and your counseling intervention. Specifically, describe (a) the counseling goal(s) for the student(s) that were established, (b) how you came to identify the particular goal(s) to be achieved for the student(s) (e.g., factors reflected upon to determine the suitability of various possible goals), (c) the role(s) you and the teacher played in achievement of the student’s(s’) goals (i.e., how you and the teacher actually collaborated to maximize the effectiveness of the intervention), and (d) the method of and criteria for evaluation of level of achievement of the student’s(s’) goals. *(due October 14)*

Rating guide for Indicator 5.b:

**Met** -

The candidate will present a paper that includes:

(a) counseling goals evaluated to be appropriate for the school student(s),
(b) description (evaluated to be appropriate for the situation) of the reflective process used to establish the counseling intervention goals,
(c) description (evaluated to be appropriate for the situation) of the roles played by the candidate and teacher in the intervention process, and
(d) specification (evaluated to be appropriate for the situation) of the method of and criteria for evaluation of the outcomes of the intervention (accountability).

**Met with Weakness** -

The candidate will achieve only three of the criteria for met, as above, or will present a description of the reflective process that is evaluated to be inappropriate and/or insufficient for the situation described.

**Not Met** -

The candidate will achieve fewer than three of the criteria for met, as above, including a description of the reflective process that is evaluated to be inappropriate and/or insufficient for the situation described.
Indicator: 1.a (Skill) Instructional design and planning
Develops engaging student service(s) activities and practices that contribute to the student’s achievement of local, state, and national educational standards.

Assignment description:
(To be completed during Practicum in a school counseling placement)
The candidate will present a case study of a school counseling intervention intended to facilitate and enhance a student’s academic performance. (part 1)

Assignment directions:
Write a “case study” paper that describes your work with an individual student in the school, the purpose of which was to enhance the student’s academic performance in school. Describe the nature of your work with the student, including (a) how you became involved in working with the student (e.g., by teacher or parent request, or student self-referral), (b) your counseling goal(s) for the student, (c) how your counseling goals aligned with local, state, and/or national goals for school counseling interventions, (d) resources used to establish counseling goals and activities to achieve the pertinent educational standards, and (e) the method of and criteria for evaluation of level of achievement of your counseling goals with the student. (The case study will be presented to your small group and handed in to your individual supervisor: written paper due December 2).

Rating guide for Indicator 1.a:
Met -
The candidate will present a case-study paper that includes:
(a) appropriate description of how the counseling was initiated.
(b) counseling goals (evaluated to be appropriate) for the school student,
(c) specification (evaluated to be appropriate for the situation) of the relationships between counseling goals and those of other resources (e.g., local, state, or national standards) for school counseling,
(d) specification (evaluated to be appropriate for the situation) of the resources used to establish the counseling intervention goals and activities, and
(e) specification (evaluated to be appropriate for the situation) of the method of and criteria for evaluation of the outcomes of the intervention.

Met with Weakness -
The candidate will achieve only four of the criteria for met, as above.

Not Met -
The candidate will achieve fewer than four of the criteria for met, as above.

Indicator: 1.e
Uses diagnostic student data to plan lessons.

Indicator: 1.e and 3.g
Designs instruction for students to achieve mastery. Applies varied instructional and resources including technology, to provide comprehensible instruction and to teach for understanding.

Indicator: 5.c
Uses a variety of data independently and in collaboration with colleagues, to evaluate outcomes.

Assignment description:
(To be completed during Practicum in a school counseling placement)
The candidate will present a case study of school counseling interventions intended to facilitate and enhance a student’s academic performance. The intervention will include a description of the student’s developmental status, consideration of assessment data available about the student, and collaboration with others concerned about the student’s level of academic performance. (part 2)

Assignment directions:
In collaboration with your host (i.e., onsite) school counselor, identify a student whose performance on the FCAT (or some other standardized measure of academic performance) was below average. Note that the student need not necessarily be an “underachieving student,” but simply one whose performance on the FCAT is below average for the student’s grade level. Next, develop a developmentally appropriate school counseling intervention intended to enhance the (target) student’s
academic performance. Your intervention must include collaborative activity(ies) with others (e.g., teachers, parents, Administrators, or other school professionals) in the target student’s life who have concern about the target student’s academic performance. Then, write a ‘case study’ paper that describes your work with this student and which describes in detail (a) your interpretation and consideration of available assessment information for the student, including the target student’s developmental status, (b) your counseling goal(s) for the student, (c) how your counseling goals relate to the assessment data available about the student, (d) the specific activities you used to attempt to facilitate improvement of the student’s academic performance, (e) how you collaborated with others in the student’s life who had reason to be concerned about the student’s academic performance (e.g., teachers, parents, administrators, or other school personnel), and (f) how you evaluated the effectiveness of your intervention(s) with the student. (due December 2).

Rating guide 1.e
Met - The candidate will present a case-study paper that includes (evaluated to be appropriate and effective) description and summary of the available assessment information about the target student.
Met with Weakness - The candidate will present some (evaluated to be appropriate and effective) information about the available assessment data for the target student, but will not provide an integrated (as evaluated) summary of those data.
Not Met - The candidate will not provide assessment information about the student.

Rating guide for Indicator 1.c
Met - The candidate will present (evaluated to be appropriate and effective) description and summary of the relationship(s) between the available assessment information about the target student and the counseling goals presented.
Met with Weakness - The candidate will present some information (evaluated to be appropriate) about the relationship of available assessment data and counseling goals for the target student, but will not provide an integrated (as evaluated) summary of that relationship.
Not Met - The candidate will not provide description of the relationship between available assessment information about the student and the presented counseling goals.

Rating guide for Indicator 5.c
Met - The candidate will present a case-study paper that includes (evaluated to be appropriate and effective) description and summary of the developmental status of the target student, including a description of how this information was used to formulate a developmentally appropriate intervention.
Met with Weakness - The candidate will present some (evaluated to be appropriate and effective) information about the developmental status of the target student, but will not provide a description of how this information was used to formulate a developmentally appropriate intervention.
Not Met - The candidate will not provide assessment information about the student.

Rating guide for Indicator 3.g:
Met - The candidate will present:
(a) counseling goals (evaluated to be appropriate) for the target student,
(b) specification (evaluated to be appropriate) of the school counseling interventions for the target student, and
(c) specification (evaluated to be appropriate) of the method of and criteria for evaluation of the outcomes of the intervention.
Met with Weakness - The candidate will achieve only two of the criteria for met, as above.
Not Met - The candidate will achieve only one of the criteria for met, as above.

Rating guide for Indicator 5.c:
Met -
The candidate will present (evaluated to be appropriate) description and summary of collaborations with others in the target student’s life who are concerned about the target student’s academic performance.

Met with Weakness -
The candidate will present some (evaluated to be appropriate) information about collaborative activities for the target student, but will not provide an integrated (as evaluated) summary of those activities.

Not Met -
The candidate will not provide information about collaborative activities for the target student.

Note: If an assignment is “met with weakness” or “not met” it must be redone and resubmitted to receive an S in the course.

SDS 7820-1 Internship in School Counseling
Prerequisites: MHS 5005, MHS 6401, MHS 6720, MHS 6421, SDS 6411, SDS 6413, SDS 7800

Indicator: 2.3 (Disposition)
Communicates high learning and academic performance expectations for all Pre-K through 12 students.

Indicator 6.2 (Skill and Disposition)
Demonstrates professional behavior consistent with applicable Codes of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.

Indicator: 8.3 (Skill)
Connects student service(s) practices to knowledge of students’ backgrounds and students’ academic performance and adjustment.

Indicator: 9.2 (Skill and Disposition)
Establishes learning environments characterized by equity and mutual respect and democratic values that include and engage all students.

Indicator: 10.3 (Skill and Disposition)
Includes multiple resources and strategies in planning student service(s) practices that contribute to student’s achievement of local, state, and national educational achievement standards.

Indicator: 12.2 (Skill and Disposition)
Uses a variety of technologies to enhance student service(s) practices and improve development and learning for all Pre-K through 12 students.

Assignment description:
(To be completed during Internship in a school counseling placement)
The candidate will develop and present a small-group or large-group guidance activity intended to facilitate and enhance all participating students’ academic performance and which includes integration of technology into the activity.

Assignment directions:
Develop and present either a small-group or a large-group counseling (guidance) activity intended to facilitate and enhance students’ academic achievement and performance. A major goal of the activity is to communicate appropriately high educational expectations for the target students. The activity developed and presented must take into account the backgrounds, characteristics, and contextual (e.g., parental and/or familial) circumstances of the targeted students. It also must involve the use of some type of technology resource (e.g., PowerPoint or the Internet). Written paper due to Group Supervisor on December 2.

Upon completion of the activity, you should present a paper that includes:
(a) the goals of the activity,
(b) how the activity used was specifically appropriate to the targeted students in regard to their backgrounds, characteristics, and circumstances,
(c) description of how the activity was implemented,
(d) description of the resources used to develop the activity,
(e) description of methods, strategies, activities, techniques, and/or skills used to involve as many students as possible in the small- or large-group activity, and
(f) description of how technology was integrated into the activity.
(g) description of the how the ACA and ASCA Codes of Ethics and the Principles of Professional Conduct of the Education Profession in Florida informed the your decisions regarding items (a) – (f) above.

Please note that this one comprehensive paper with the various components will meet the requirements of the indicators below. If the assignment is “met with weakness” or “not met” it must be redone and resubmitted to receive an S in the course.

Rating guide for Indicator 2.3:
Met –
The candidate will present a paper that includes (evaluated to be appropriate and effective) description and summary of the goals of the activity, including the communication of the expectation of high educational and learning goals for all students.

Met with Weakness -
The candidate will present (evaluated to be appropriate) information about the goals for the activity, but will not provide an integrated (evaluated to be effective) summary of how the goals relate to high academic and learning expectations for all students.

Not Met -
The candidate will not present goals for the activity.

Rating guide for Indicator 6.2:
Met -
The candidate will present a paper that includes (evaluated to be appropriate and effective) description and summary of how the ACA and ASCA Codes of Ethics and the Principles of Professional Conduct of the Education Profession in Florida informed their decisions regarding the activity/intervention so that it promoted the ethical treatment of the targeted students.

Met with Weakness -
The candidate will present (evaluated to be appropriate) information about how appropriate ethical codes and principles of professional conduct informed the design, development, implementation and evaluation of the activity/intervention, but will not provide an integrated (evaluated to be effective) summary of how the activity/intervention promoted the ethical treatment of the target students.

Not Met -
The candidate will not present goals for the activity.

Rating guide for Indicator 8.3:
Met -
The candidate will present (evaluated to be appropriate and effective) description of the backgrounds, characteristics, and contextual circumstances of the targeted students and describe (evaluated to be effective) how those factors relate to the goals of the activity.

Met with Weakness -
The candidate will present (evaluated to be appropriate) description of the backgrounds, characteristics, and contextual circumstances of the student, but will not provide (evaluated to be effective) description of the relationships between those factors and the goals presented.

Not Met -
The candidate will not present (evaluated to be appropriate or effective) description of the backgrounds, characteristics, or contextual circumstances of the targeted students.

Rating guide for Indicator 9.2:
Met -
The candidate will present (evaluated to be appropriate and effective) description and summary of the various methods, strategies, activities, techniques and/or skills used to involve as many students as possible in the small- or large-group activity.

Met with Weakness -
The candidate will present description and summary of the various methods, strategies, activities, techniques and/or skills used to involve as many students as possible in the small- or large-group activity, but will fail to describe effectively how they actually lead to student involvement.

Not Met -
The candidate will not present description and summary of the various methods, strategies, activities, techniques and/or skills used to involve as many students as possible in the small- or large-group activity.
Rating guide for Indicator 10.3:

**Met** - The candidate will present (evaluated to be appropriate and effective) description and summary of the various resources used for development and implementation of the activity and specify how they were appropriate to the goals of the activity.

**Met with Weakness** - The candidate will present information (evaluated to be appropriate) the resources used for the activity, but will fail to describe effectively how the resources used related to the goals of the activity.

**Not Met** - The candidate will not provide information about the resources used for the activity.

Rating guide for Indicator 12.2:

**Met** - The candidate will present (evaluated to be appropriate and effective) description of the use of one or more technologies in the activity, including description of how the technology used was intended to enhance the activity.

**Met with Weakness** - The candidate will present (evaluated to be appropriate) description of the technologies used, but will not describe how they were intended to enhance the activity.

**Not Met** - The candidate will fail to present description of the technologies used in the activity.

**Important Paperwork Dates throughout the Fall 2011 Semester**

- The following are DUE by August 23, 2013 Internship Coordinator; Please SEE website: http://education.ufl.edu/counselor-education/practicum-internship/clinical-documentation-and-due-dates-2011-academic-year/
  - Copy of Current Professional Liability Insurance Policy
  - Site Agreement Form
  - HIPPA Certification

The following are due by August 23 to the Internship Coordinator

- Individual Supervision Confirmation Form
- Prospectus

- Site Host Mid-Semester Report Form DUE 10/4
- Reflection paper due November 18 to Dr. Clark

- The following are ALL DUE by December 4, 2013 to Internship Coordinator; Please SEE website:
  - Site Host End-of-Term Report Form
  - Group Supervisor End-of-Term Report Form
  - Individual Supervisor End-of-Term Report Form
  - Optional Feedback Forms completed by students for sites, site hosts, & supervisors (see website)

- 21st century-related School Counseling issue and related literature/resources Presentations, assigned in class
- EAS Accomplished Practice case study papers due to Small Group Supervisors December 2
TAPE CRITIQUE—must be typed (use this format for your write-up to be distributed to your small group supervision members—bring enough copies for all members and your supervisor)

Your Name:________________________________ Date:___________________________

Tape #: 1 2 3 4 5 6 7

Student Initials:___________

Session Length: __________

Session Number with Student:_______

1. **Background Information** (student description, demographics [age, grade, race, gender; Family information/background; presenting issue or concern):

2. **Session Notes** (What was your goal for the session? How were you attempting to accomplish this goal? Behavioral observations. What happened?)

3. **Conceptualization** (School Counselor’s interpretation of what was happening with the student, hypotheses concerning possible action plans/approaches)

4. **School Counselor’s reaction to session** (Thoughts and Feelings)

5. **Future Plans and Goals with this Student:**

6. What you, as the school counselor, felt went well in the session and why:

7. What school counselor would have done differently and why:

8. **Rate Your Performance in this Session:** 1 2 3 4 5 6 7 8 9 10
Please explain your reason for this ranking.

9. Questions for feedback from your peers and supervisor…