Course Description

This course is clearly focused on teaching students how to help others with “real life problems.” Students are placed in realistic settings where they actually learn how to do something of concrete value with others. The practicum provides an opportunity for students to implement and practice skills learned during academic coursework, while obtaining close supervision on and off site.

Experiential activities are required of each student, including role-playing of counseling theories and techniques. All students must complete videotapes of the helping model and must demonstrate knowledge of an application of specific counseling theories including rationale, basic assumptions, procedures used, and counselor’s role. An electronic portfolio must be developed that documents the professional growth and development of the student and all documentation must be tied directly to the Accomplished Professional Competencies.

Practicum Requirements: A minimum of 100 hours is required and placements are made through the University Supervisor. Students are expected to observe the schedule of the practicum site, including their vacation and break schedule.

Course Purpose

The practicum experiences are designed to facilitate the development of your professional identity through actual “hands-on” practice of counseling. You will find that this is a time when your coursework comes alive and hopefully becomes meaningful to you in a new way.
Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

![Diagram of the Exemplary Professional Conceptual Framework]

DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Understand diverse backgrounds of individuals</td>
<td>F: 5,6,7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Create and foster learning opportunities adapted to diverse learners</td>
<td>F: 5,6</td>
<td>I: 3,8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice responsive strategies that foster acculturation, mediation, and resolution.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate and improve instruction.</td>
<td>F: 1,4,10,12</td>
<td>I: 6,7</td>
</tr>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF: 2.7 (S)</td>
<td>Teach students to use various types of technology</td>
<td>F: 4,12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES

- CF 3
- Through this focal area, the FAMU professional education candidate will:
<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2.5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F:11,6</td>
<td>I: 9.10</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**
- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</td>
<td>F:4,7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F:2,7</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM**
- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
<tr>
<td>C.F: 5.8 (K,S)</td>
<td>Know and use student personnel services</td>
<td>F:5,10,12</td>
<td>I: 2,10</td>
</tr>
</tbody>
</table>

**URBAN/RURAL EDUCATION**
- CF6
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>II. F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
<tr>
<td>CF: 6.2 (S,D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>Assignment</td>
<td>Behavioral objectives</td>
<td>CACREP</td>
<td>FEAPs</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>D</td>
<td>Become familiar with the school setting, and community environment</td>
<td>2.a, 2d, 5.a,</td>
<td>FEAP 2 Communication ,2a,2c</td>
</tr>
<tr>
<td></td>
<td>Candidates will meet with the site supervisor to discuss their observations</td>
<td>1b, 2b, 5b</td>
<td>FEAP- 3 Continuous Improvement3c, 3f</td>
</tr>
<tr>
<td></td>
<td>Become familiar with the school setting, and community environment.</td>
<td>6e</td>
<td>FEAP- 5 Diversity 5a,5c,5g</td>
</tr>
<tr>
<td></td>
<td>Candidate will use appropriate techniques and strategies to promote and enhance critical, creative and evaluative thinking</td>
<td>2b, 3b, 5a</td>
<td>FEAP-4 Critical Thinking 4a, 4d, 4j</td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of the implementation and evaluation of counseling strategies that meet the goals and objectives of the school counseling program</td>
<td>3a, 3b, 8a</td>
<td>FEAP- 7 Human Development and Learning 7b,7f,</td>
</tr>
<tr>
<td></td>
<td>Become familiar with the school setting, and community environment</td>
<td>1b, 2a, 3c, 3e, 4c, 5a, 7g, 7i, 8a</td>
<td>FEAP 11 Role of The Teacher 11a, 11h</td>
</tr>
<tr>
<td></td>
<td>Participate as a counselor in training in an approved</td>
<td>3d, 3e, 5b</td>
<td>FSCA – Technology – 9.2</td>
</tr>
<tr>
<td>Behavioral objectives</td>
<td>CACREP</td>
<td>FEAPs</td>
<td>FTCE SAE</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
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<td>----------</td>
</tr>
<tr>
<td>Become familiar with the practicum/internship school setting and school counseling practices</td>
<td>7b, 7c, 7g, 7i</td>
<td>FEAP 1 Assessment</td>
<td>FSAC – Knowledge of Student Assessment</td>
</tr>
<tr>
<td>Become familiar with the school setting, and community environment</td>
<td>2.a, 2d, 5.a,</td>
<td>FEAP 2 Communication,2a,2c</td>
<td>FSCA - Knowledge of Consultation, 5.3</td>
</tr>
<tr>
<td>Candidates will meet with the site supervisor to discuss their observations</td>
<td>1b, 2b, 5b</td>
<td>FEAP- 3 Continuous Improvement 3c, 3f</td>
<td>FSAC – Knowledge of Counseling – 1.8</td>
</tr>
<tr>
<td>Become familiar with the school setting, and community environment.</td>
<td>6e</td>
<td>FEAP- 5 Diversity 5a,5c,5g</td>
<td>FSAC – Knowledge of social and cultural diversity</td>
</tr>
<tr>
<td>Candidate will use appropriate techniques and strategies to promote and enhance critical, creative and evaluative thinking</td>
<td>2b, 3b, 5a</td>
<td>FEAP-4 Critical Thinking 4a, 4d, 4j</td>
<td>FSAC – Knowledge of Counseling</td>
</tr>
<tr>
<td>Demonstrate an understanding of the implementation and</td>
<td>3a, 3b, 8a</td>
<td>FEAP- 7 Human Development</td>
<td>FSAC – Knowledge of Counseling</td>
</tr>
</tbody>
</table>
### Overall Goals of the Course

The candidate must demonstrate mastery of knowledge, skills and dispositions of current trends and issues in the field, as well as current practices and research. Utilizing the conceptual framework, the candidate will gain exposure to and knowledge of the six themes found within the conceptual framework: multiculturalism, technology, values, problem solving, professionalism, and urban and rural education. All of these themes relate directly to the specific competencies of local, state, and national accrediting bodies and through the activities and themes identified, an exemplary professional will emerge to take on the task of leading a new generation of learners in Florida’s schools. Some of the themes which will be utilized more than others are: Professionalism, Diversity, Technology and Values.

### Specific Behavioral Objectives

The Counselor-in-training will be expected to:

1. Participate as a counselor in training in an approved school setting to develop individual and group counseling skills. (CACREP K1, 3, 5; FEAPs 2, 5, 6, 7, 9, 10, 11)

2. Become familiar with the school and community environment utilizing demographic studies. (CACREP K1, 2, 3, 5, 7, FEAPs 1, 2, 5, 6, 7, 8, 9, 10, 11)

3. Demonstrate an understanding of the implementation and evaluation of counseling strategies that meet the goals and objectives of the school counseling program. (CACREP K1b, 2a, 3a, 5b7b; FEAPs –All)
4. Demonstrate the basic components and procedures required in all stages of the therapeutic relationship, e.g., structuring the interview, facilitating client involvement and self-exploration, problem identification, goal setting, etc. (CACREP 3, 5; FEAPs 5, 6, 7, 8, 9)

5. Become familiar with the roles and responsibilities of a school counselor through weekly debriefings with site supervisor. (CACREP – K1b, 2a, 3b, 4c; FEAPs – 6, 8, 11)

6. Demonstrate the ability to research relevant counseling themes and develop media presentations (CACREP K 5., FEAPs 2 and 3)

7. Demonstrate knowledge of professional, ethical and legal considerations in working with clients. (CACREP K 1; FEAPs 6)

8. Participate in the school’s assessment program by assisting with the administration, scoring and interpretation of standardized and non-standardized tests. (CACREP - 7g, 7i; FEAPS 1)

9. Engage in individual, group and classroom guidance activities that deal with the developmental needs of students, career exploration, diversity issues, character education, test anxiety and other relevant topics of interest (CACREP – K2a, 5b, 4c, 6a, 7g; FEAPs – 1, 2, 6, 7)

10. Participate in in-service workshops, interviews and/or training programs that address various issues in the school such as curricular frameworks, high stakes testing, crisis intervention, school safety, etc. (CACREP – K1e, 2c, 3b, 8a; FEAPs – 3, 7, 11)

**National, State, and PEU Standards Addressed in the Course**

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

**Topical Outline**

The Role of the Intern
The Code of Ethics
Ethical and Legal Issues
Informed Consent
Confidentiality
The Tarasoff Case
Liability Issues
Diversity Issues
Ethnic and Racial Minorities in the U.S.
Multicultural Counseling
Emotional Intelligence
FCAT Assessment
Attention Deficit Hyperactivity Disorders
Dyslexia
Behavioral Modification
Bullying and Cyberbullying

**Teaching Methods**

This course will include but not be limited to:

- Lectures/Presentation by professor
- Presentation by students
- Class discussions
- Case scenarios/Simulations
- PowerPoint Presentations
- Video taped presentations
- Internet Assignments

**Course Evaluation**

**Test Administration Project:**
Candidates will observe the administration, scoring and interpretation of a norm-referenced test.  
**Standard:** CF- 1.2, 1.3, 4.1; FEAP- Assessment – 1.b.1.e; FSAC – Knowledge of Student Assessment – 3.1, 3.4. CACREP – 7b, 7c, 7g, 7i

**Journal Log:**
Candidates will demonstrate their knowledge of the counseling program by daily chronicling their observation notes.  
**Standard:** CF – 1.3, 3.2, 3.4, FEAP - Continuous Improvement- 3.e; FSCA -Knowledge of Consultation,- 5.3; CACREP – 2.a, 2d, 5.a, 

**Observation/Reaction Weekly Reports:**
Candidates will meet with the site supervisor to discuss their observations and any queries they may have about the practicum.  
**Standard:** CF 3.1, 3.2, 4.1; FEAP- Continuous Improvement – 3.e;; FSAC – Knowledge of Counseling – 1.8- ; CACREP – 1b, 2b, 5b, 

**Internship Evaluation Form by Site Supervisor**
Site Supervisors will observe and evaluate candidates in terms of whether the counseling standards have been met in the school setting.  
**Standard:** CF 3.1, 3.4, 4.1, 5.1, 6.1 FEAP-Continuous Improvement – 3.o, FSAC – Knowledge of Counseling – 1.3 ; CACREP-1b, 2b, 5a, 7b. 

**Lesson Plans, Performance Guides and Evaluative Measures on current issues in the Counseling Profession for all ages:**
Candidate will use appropriate techniques and strategies to promote and enhance critical, creative and evaluative thinking capabilities in students via multi-media.  
**Standard:** CF- 1.1, 2.1 5.2, 6.2 – FEAP- Critical Thinking-4.b; FSAC – Knowledge of Counseling; CACREP -2b, 3b, 5a

**ACA Code of Ethics:**
Candidate will review the Code of Ethics with Site Supervisor and sign the Code indicating strict adherence to the guidelines.
Standards: CF 3.1, FEAP-; Ethics - 6.a.6.g; FSAC – Knowledge of Professional, ethical, and legal consideration-6.1.6.2;; CACREP - 1h

Demographic Study:
Candidates will design, develop and present a paper on the school population and the various social services found in the school community.
Standard: CF – 1.1, 2.1, 3.2, 6.1; FEAP- 5. Diversity; FSAC – Knowledge of social and cultural diversity; CACREP – 6e

Journal Critiques:
Candidates will research and critique journal articles that address the developmental needs of the students in the internship setting.
Standard: CF – 1.4, 2.1, 3.4, 4.2; FEAP- 7. Human Development; FSAC – Knowledge of Counseling CACREP – 3a, 3b, 8a

Shadowing/Interviews:
Candidates will shadow a counselor at the elementary, middle and high school levels and then interview each on all aspects of the counseling program. (see suggested questions)
Standard: CF – 1.2, 2.1, 5.1; FEAP – 11. Role of the Teacher; FSAC – Knowledge of Research, Evaluation, Follow-up; CACREP: 1b, 2a, 3c, 3e, 4c, 5a, 7g, 7i, 8a,

Video-Tape of an Individual or Group Counseling Session:
Candidate will demonstrate his counseling skills by videotaping counseling sessions held on campus with students.
Standard: CF – 2.1, 2.4, 3.1, 3.3, 4.1, 5.1 FEAP-6, 9, Ethics, Learning Environment; FSAC – Subject Matter and Technology, CACREP – 3d, 3e, 5b,

Lesson Plans Evaluative Measures:
Candidates will plan, implement and evaluate effective counseling sessions with students.
Standard: CF- 1.1, 2.1 5.2, 6.2 - FEAP-4. Critical Thinking; FSAC – Knowledge of Counseling;
CACREP -2b, 3b, 5a

University Supervisor’s Rating Scale:
Candidate will be evaluated on all of the counseling outcomes appropriate to the discipline.
Standard: CF 3.1, 3.4, 4.1, 5.1, 6.1 FEAP- 3-Continuous Improvement, 8-Subject Matter and 11 Role of Counselor; FSAC – Knowledge of Counseling to Knowledge of Diversity; CACREP-1b, 2b, 5a, 7b.

PowerPoint Presentation/Weekly Email Updates/ Uploading data on Electronic Portfolio:
Candidate will research a topic of interest and develop a PPP. Weekly updates will be transmitted electronically. CF: 2.2, 2.3, FEAP 12: Technology: FSAC – Knowledge of Activities and Knowledge of Technology; CACREP 5f, 8e

Students will be required to do the following:

• 100 hours of Practicum observation hours - These hours must include

Three sessions of group counseling – either as leader or co-leader
Three group guidance activities with a written report
A minimum of two (2) teacher conferences with different teachers and a brief written report for each.
A minimum of two (2) parent conferences including a brief written report.
A minimum of two (2) classroom observations and a brief written report.

- **Shadowing Activities** - Interview and shadow a counselor from the elementary, middle, and high school level. Practicum students should expect to spend at least a day with each counselor during the shadowing activity. **Some questions you might include in your interview:**

  1. Describe the pupil personnel service policies and practices of the school.
  2. How are they developed?
  3. How are they administered and implemented? Include the following items.
     a. pupil attendance
     b. admission
     c. promotion
     d. recording
     e. reporting to pupils and parents
     f. pupil unrest or severe misbehavior
  4. How is the standardized testing program handled and by whom?
  5. Have you encountered any moral or ethical dilemmas as a counselor?
  6. What counseling activities utilize most of your time?
  7. Examine and provide a copy of a student handbook.

- **Two Videotapes (Individual or group)** – Videotapes should be of counseling sessions with a student or students you have developed rapport with at the school setting. A transcript should accompany the videotapes and should include information such as demographic data, diagnosis, treatment plan, and prognosis. If you are able to get assessment data, use that information in your student profile. (see scoring rubric)

All client names should be confidential and first names may be used for recording. Do not identify names of teachers, parents, or other personnel by name.
• **Demographic Report** – Get to know the community your school serves. You do not have to interview anyone necessarily, but you need to describe the following (see scoring rubric)

The resources available (healthcare-public and private, mental health resources, social services, community agencies, etc.)

Demographic information (socioeconomic level, nationalities, overall diversity, etc.)

Community Organizations (clubs, churches, civic groups, etc.)

From which areas are students bused into the school?

Local industry

Day care facilities

Educational facilities in the community

Implications this description has for your guidance program

• **Design a PowerPoint Presentation** – Create a presentation on some aspect of your practicum experience. You have the flexibility and latitude to choose any area, yet approval must be ascertained from the professor. All presentations whether on diskettes or CDs should include a hard copy. Presentations should not be sent via computer as attachments. (see scoring rubric)

• **Weekly Updates of Practicum Experiences** - Students are expected to present weekly updates of their experiences via email or one-on-one conferences with professor. Weekly updates must be submitted by the following Monday of each week. Two week submissions will not be accepted – weekly updates are a requirement. (see scoring rubric)

• **Journal Critiques** - Students will review five journal articles and write a brief synopsis of the article and how it applies to the practicum experience. Be sure to critique articles that deal with contemporary issues in the practicum setting. A copy of the article should be attached to each synopsis. (see scoring rubric)
• **Electronic Portfolio** – The student will create a PORTFOLIO containing all of the artifacts in keeping with the 12 Florida Educator Accomplished Practices (FEAP). Within the portfolio, the student is the expected to provide evidence of having completed work relative to the FEAPS. Each of the items will contain the following (a) reflection upon what has been observed; (b) evidence of having examined the item; and (c) what you would change in the future. The portfolio should also include a resume, any licensure or certification information, a compilation of materials used at your practicum site, all learning goals and objectives, counseling plans and activities executed journal log, journal critiques, and other relevant materials. (see scoring rubric)

NOTE: Most internship supervisors give their time to supervise you without reimbursement. One way to repay them is to offer to give something back to the Internship site—to offer to do some project for them that would help you grow and be helpful to them or their school. This project should be in the range of 10 to 20 extra hours. It may involve conducting research and developing an annotated bibliography on a counseling topic, designing a student record system, developing a peer counseling program, developing a career education program, or anything else that would help you grow and be of service to them. The hours spent on this project will count as part of your Internship hours. **Routine clerical tasks or "busy work" are not deemed appropriate for the project.**

Final grades will be based on the quality and completeness of the student’s performance on each of the measures specified above. A grade of “I” or Incomplete will be assigned only in the case of student who is making satisfactory progress toward completion of the course and who, for some unforeseen circumstances, is unable to complete the class assignments and the final exam/project by the end of the semester.

**Quality of Work:**

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

“A” work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects.

“B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.

“C” work is average; completed as requested, on time, and in appropriate format.

“D” work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.

The following will each be causes for a lower grade:

- ✓ Showing up late to supervision more than once
- ✓ Failing to turn in assignments on time
- ✓ Missing any class meetings without notification
- ✓ Unsatisfactory work performance or ethical practices

**Grading**
Weekly Updates via Email 10%
Counselor Interviews 10%
Journal Critiques 10%
Videotape Sessions 20%
e-Portfolio 30%
Supervisor’s Evaluation 20%

The maximum number of points combined is 100. The grade distribution is as follows.

- 100-90 A
- 89-80 B
- 79-70 C
- 69-60 D
- 59-Below F

**Course Policies**

**Attendance**

There will be one group supervision meeting per week, usually 1½ hours in length. If you do not complete your required Internship hours in one semester, you would continue your individual and group supervision on a weekly basis as long as you are working in the school. Missing more than two class sessions per semester without a priori approved absence, may result in reduction of one letter grade. Two tardies are counted as one absence.

It is the student’s responsibility to familiarize himself/herself with this course syllabus and schedule. The student is expected to read the assigned materials and turn in assignments promptly. I will answer email almost every night of the week, so please email me when you have questions or requests. If you do not receive a reply within 24 hours, you should recheck the address and send the message again. Individual office appointments may be requested by email if desired. Please do not attempt to contact me by phone, except as a last resort. I will not return long distance calls. Finally, it is the student’s responsibility to drop the course, should he/she wish to do so.

**Academic Honesty**

Much of your internship work will be documented using an honor system (i.e., your university supervisor will assume that the hours you record in your logs and the Counseling Notes you write reflect counseling work that you actually performed). In the professional world of counseling, fabricating reports of work carries severe civil and ethical penalties. While we do not expect FAMU students would ever be involved in such fabrication, if it were to occur during one's internship and were detected, it could result in the possibility of failing the course and possible dismissal from the program.

**Dispositions:** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).
Advanced Level
Candidate’s Name: ___________________ Student ID: ____________ Program Area: __________________

### Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior

- **Outcome**
  - F (4)
  - A (3)
  - M (2)
  - U (1)

- **Criteria for rating**
  - is punctual and regularly attends class
  - has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
  - presents oneself in a professional manner both in demeanor and appearance.
  - handles feelings appropriately (emotional management)
  - maintains integrity and high professional standards.
  - works in a reliable, dependable manner, utilizing initiative.
  - seeks opportunities for professional development and actively participates in professional organizations.
  - demonstrates the appropriate use of personal technology during class.
  - demonstrates academic honesty.

#### Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills

- **Outcome**
  - F (4)
  - A (3)
  - M (2)
  - U (1)

- **Criteria for rating**
  - communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
  - is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
  - is willing to share information and ideas in a mutually respectful manner.
  - utilizes and models active listening and appropriate feedback skills.
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<thead>
<tr>
<th>Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is curious, willing to experiment with new ideas and techniques, and is receptive to change.</td>
<td></td>
</tr>
<tr>
<td>• analyzes and evaluates concepts and clinical practices.</td>
<td></td>
</tr>
<tr>
<td>• experiments, evaluates, and initiates innovative practices.</td>
<td></td>
</tr>
<tr>
<td>• demonstrates a willingness to review and analyze research and/or conduct research on his/her own.</td>
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<tr>
<td>• recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.</td>
<td></td>
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<tr>
<td>• is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.</td>
<td></td>
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<tr>
<td>• continually deepens knowledge of practice and student learning.</td>
<td></td>
</tr>
<tr>
<td>• understands the roles of assessment, including the roles of standards and outcomes in assessment.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate usually and extensively demonstrates indicators of performance. (89-80%)</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
</tr>
</tbody>
</table>

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<th>Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)</th>
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<tbody>
<tr>
<td>• critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.</td>
<td></td>
</tr>
<tr>
<td>• thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.</td>
<td></td>
</tr>
<tr>
<td>• thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.</td>
<td></td>
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<tr>
<td>• conducts self assessment through reflection in problem solving.</td>
<td></td>
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</tbody>
</table>
Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. Presents oneself in a professional manner both in demeanor and appearance.
   d. Handles feelings appropriately (emotional management).
   e. Maintains integrity and high professional standards.
   f. Works in a reliable, dependable manner, utilizing initiative.
   g. Seeks opportunities for professional development and actively participates in professional organizations.
   h. Demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. Is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. Analyzes and evaluates concepts and clinical practices.
   c. Experiments, evaluates, and initiates innovative practices.
   d. Demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. Recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
   f. Is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
   g. Continually deepens knowledge of practice and student learning.
   h. Understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication
   a. Communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. Is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. Is willing to share information and ideas in a mutually respectful manner.
   d. Utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking
   a. Critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. Thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. Thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.

Academic Honor Policy

An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application,
residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

**Non-Discrimination Statement**

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

<table>
<thead>
<tr>
<th><strong>Tentative Course Calendar</strong></th>
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<tbody>
<tr>
<td><em>(Please see Blackboard for a detailed description of each week’s activities)</em></td>
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<tr>
<td>Week 1 - Introduction to Practicum</td>
</tr>
<tr>
<td>Week 2 - The Role of the Intern</td>
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<tr>
<td>Week 3 - Shadowing Activities</td>
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<tr>
<td>Week 4 - Practicum Experiences Implemented</td>
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<tr>
<td>Week 5 - Observation of Supervisor(s)</td>
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<td>Week 6 - Electronic Portfolio</td>
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<tr>
<td>Week 7 - Diversity Issues</td>
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<tr>
<td>Week 8 - Mid-Term Evaluation</td>
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<tr>
<td>Week 9 - Classroom Management Strategies</td>
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<tr>
<td>Week 10 - Counseling Trends and Issues</td>
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<tr>
<td>Week 11 - Tests and Assessment</td>
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<tr>
<td>Week 12 - School Counselors</td>
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<tr>
<td>Week 13 - Formulation of Portfolio</td>
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<td>Week 14 - Concluding the Internship</td>
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**References**


