<table>
<thead>
<tr>
<th>Course Number: SDS 6820/6830</th>
<th>Course Title: Supervised School Guidance Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s): All Core Courses</td>
<td>Course Hours: 3</td>
</tr>
<tr>
<td><strong>College:</strong> Education</td>
<td><strong>Supplies:</strong> Taskstream</td>
</tr>
<tr>
<td><strong>Department:</strong> Educational Leadership and Human Services</td>
<td><strong>Term and Year:</strong> Fall Semester 2010</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong> Mary Moore, Ph.D.</td>
<td><strong>Place and Time:</strong></td>
</tr>
<tr>
<td><strong>Office Location:</strong> 200E GEC-B</td>
<td><strong>Telephone:</strong> 599-3705 (ofc) 386-2507 (hm)</td>
</tr>
<tr>
<td><strong>e-mail:</strong> <a href="mailto:mmoore1908@aol.com">mmoore1908@aol.com</a></td>
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**Course Description**

This supervised internship in school guidance provides a realistic setting for the demonstration and observation of those knowledge, skills, and abilities that are inherent in the training and eventual performance of a professional guidance counselor in the schools. It is the integration of practical and research knowledge of practicing students that allows them to operationalize many of the theories they have studied. It is through this type of experience that the student can understand the implications of training as it relates to other individuals, especially within the school environment.

Internship Requirements: A minimum of 300 hours is required for those students from an educational program and 600 hours are required for those from a non-educational program. Placements are made through the university internship supervisor. At times, a student’s work setting may be an appropriate work placement for the guidance internship. The university internship supervisor along with the internship student will make contact with various schools to ensure a proper placement.

**Course Purpose**

The internship is designed to facilitate the development of realistic professional experiences utilizing school placements under the guidance and leadership of an exemplary professional. Students are provided an opportunity to see what transpires in the day to day role and responsibilities of school counselors.

**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

### 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: 1.3 (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</td>
<td>12 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

• CF 4
• 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>CF: 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

• CF 6
• 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>
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</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>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>
</tbody>
</table>

Assignment | Behavioral objectives | CACREP | FEAPs | FTCE | SAE | Conceptual Framework
---|------------------------|--------|-------|------|-----|--------------------------|
<p>| <strong>Become familiar with the school setting, and community environment</strong> | 2.a, 2d, 5.a, | FEAP 2 Communication ,2a,2c | FSCA - Knowledge of Consultation,- 5.3 | CF 1.3, 3.2, 3.4 |
| <strong>Candidates will meet with the site supervisor to discuss their observations</strong> | 1b, 2b, 5b | FEAP- 3 Continuous Improvement3c, 3f | FSAC – Knowledge of Counseling – 1.8 | CF 1.4, 3.1, 3.2, 4.1 |
| <strong>Become familiar with the school setting, and community</strong> | 6e | FEAP- 5 Diversity 5a,5c,5g | FSAC – Knowledge of social and cultural | CF 1.3,1.4, 2.1, 3.2, 6.1 |</p>
<table>
<thead>
<tr>
<th>Environment.</th>
<th>Candidate will use appropriate techniques and strategies to promote and enhance critical, creative and evaluative thinking</th>
<th>2b, 3b, 5a</th>
<th>FEAP-4 Critical Thinking 4a, 4d, 4j</th>
<th>FSAC – Knowledge of Counseling - 1.3</th>
<th>CF 1.3, 2.1 5.2, 6.2</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>FSAC – Knowledge of Counseling – 1.</td>
<td>CF 1.4, 2.1, 3.4, 4.2</td>
<td></td>
</tr>
<tr>
<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>
<td>FSAC – Knowledge of Consultation 5.2</td>
<td>CF 1.3, 2.1, 5.1</td>
<td></td>
</tr>
<tr>
<td>Participate as a counselor in training in an approved school setting to develop individual and group counseling skills</td>
<td>3d, 3e, 5b</td>
<td>FSAC – Technology – 9.2</td>
<td>CF 1.3, 2.1 5.2, 6.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to research relevant counseling themes and develop media presentations</td>
<td>5f, 8e</td>
<td>FEAP 12 Technology 12e, 12f, 12k</td>
<td>FSAC – Technology-9.2</td>
<td>CF 2.2, 2.3</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Goals of the Course**

The goal of this course is to bridge the gap between academic coursework and the knowledge, skills, and emotional challenges that are found beyond the classroom.

**Specific Behavioral Objectives**

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.d, 3.f; FSAC-2.1, 2.5.)

2. Become familiar with the school and community environment via demographic studies.
3. Demonstrate an understanding of the implementation and evaluation of counseling strategies that meets the goals and objectives of the school counseling program. (CACREP K1b, 2a, 3a, 5b7b; FEAPs -1.a, 3.j, 4.d, 5.a 6.a; FSAC – 1.3, 2.2, 2.4, 3.5,5.7)

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 1.a,3.j, 4.d,5.b; FSAC – 1.3, 2.3, 3

5. Become familiar with the roles and responsibilities of a school counselor through weekly debriefings with site supervisor. (CACREP – K1b, 2a, 3b, 4c; FEAPs – 2.6,6.1,10.1; FSAC -2.b,3.e)

6. Demonstrate the ability to develop a counseling theoretical perspective. (CACREP K 5, FEAPs 8.b,8.c; FSAC – 1.3, 10.2

7. Demonstrate knowledge of professional, ethical and legal considerations in working with clients. (CACREP K 1; FEAPs 6.1,6.c; FSAC – 6.1,6.2,6.3,6.4)

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.e, 1.i, 1.j; FSAC –3.3,3.4,3.5)

9. Engage in individual, group and classroom guidance activities that deal with the developmental needs of students, career exploration, character education, test anxiety and other relevant topics of interest (CACREP – K2a, 5b, 4c, 6a, 7g; FEAPs – 2.g,4.d, 5.b9.d; FSAC - 1.5, 1.6, 2.3,4.2)

10. Participate in in-service workshops 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.j, 3.m,3.o; FSAC -5.3,10.1)

**Florida Subject Area Competencies:**

**Knowledge of Counseling**

1. Demonstrate understanding of basic concepts of major counseling theories.
2. Recognize the specific aspects of the relationship of personality, learning, and human development theories to counseling theories.
3. Select/ utilize counseling theories/techniques appropriate to specific situations.
4. Recognize the specific merits and limitations of individual and/ or group counseling.
5. Demonstrate knowledge of group dynamics.
6. Apply appropriate listening and responding skills.
7. Demonstrate knowledge and application of group procedures and individual counseling skills.
8. Plan/implement guidance activities (e.g. decision-making, test score interpretation, conflict mediation, employability skills, and interpersonal relationships.
9. Select appropriate procedures to communicate information to students.
10. Identify and evaluate materials and resources for implementing counseling activities.

**Knowledge of Student Appraisal**

1. Understand the basic measurement concepts (e.g. validity, reliability, error of measurement).
2. Identify conditions which may affect test results.
3. Differentiate the major functions, strengths, and limitations of standardized and non-standardized appraisal procedures.
4. Utilize the appropriate procedures for collecting, storing and safeguarding assessment/data.
5. Demonstrate methods to provide meaningful information based upon assessment data.
6. Demonstrate use of statistics essential for interpretation of test data.
7. Demonstrate procedures to interpret assessment data to professional personnel and parents in terms of growth and development of the students.
8. Demonstrate ability to interpret individual student data from records and professional reports.

Knowledge of Educational and Career Development

1. Demonstrate knowledge of similarities and differences of major career development theories.
2. Organize guidance activities related to career development.
3. Identify decision-making processes and how they can be used with students in career counseling.
4. Evaluate education and career materials.
5. Identify appropriate materials to use in educational and career development.
6. Interpret student appraisal data relevant to educational and career development.
7. Identify appropriate procedures to assist students in developing employability skills.
8. Assist students in exploring career and educational options.
9. Provide specific information about educational and vocational training opportunities.

Knowledge of Coordination

1. Identify components essential to a consultation model.
2. Identify appropriate procedures for assisting individual staff members and groups to develop strategies and processes which will be effective in problem solving.
3. Communicate the needs of students through the consultation process.
4. Conduct meetings with parents to communicate the needs of their child.
5. Assist individuals and groups to identify, collect, and utilize appropriate data and resources.
6. Identify appropriate procedures for transition and follow-up of special needs students.

Knowledge of Professional, Ethical, and Legal Considerations

1. Demonstrate knowledge of legal mandates and ethical standards concerning assessment.
2. Demonstrate knowledge of ASCA and ACA professional standards.
3. Demonstrate knowledge of legislation concerning special needs students.
4. Demonstrate knowledge of legal rights of students/parents regarding student records.
5. Demonstrate knowledge of law regarding abuse and neglect.

Knowledge of Placement

1. Demonstrate knowledge of learning styles/individual differences.
2. Assist students in locating and securing post secondary education opportunities.
3. Assist students in locating and securing financial assistance for further education.

Knowledge of Research, Evaluation and Follow-up

1. Demonstrate knowledge of the purposes, types, steps in research, evaluation, and follow-up.
2. Utilize needs assessment and program evaluation techniques.
3. Develop program objective and determine appropriate outcomes.
4. Analyze and interpret the results of research, evaluation, and follow-up

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

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Florida Educator Accomplished Practices (FEAPs)

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

**Topical Outline**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Internship</th>
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<tbody>
<tr>
<td>Week 2 -</td>
<td>The Role of the School Counselor</td>
</tr>
<tr>
<td>Week 3 -</td>
<td>Code of Ethics and Legal and Ethical Concerns</td>
</tr>
<tr>
<td>Week 4 -</td>
<td>Electronic Portfolio – College Taskstream</td>
</tr>
<tr>
<td>Week 5-</td>
<td>Florida’s High-Stakes Testing Program</td>
</tr>
<tr>
<td>Week 6 -</td>
<td>Exceptional Student Education</td>
</tr>
<tr>
<td>Week 7 -</td>
<td>Diversity in the Schools</td>
</tr>
<tr>
<td>Week 8 -</td>
<td>Conflict Resolution: Bullying and Cyberbullying</td>
</tr>
<tr>
<td>Week 9 -</td>
<td>Counseling Elementary Students</td>
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<tr>
<td>Week 10 -</td>
<td>Counseling Adolescents</td>
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<tr>
<td>Week 11-</td>
<td>Anger Management</td>
</tr>
<tr>
<td>Week 12 -</td>
<td>Current Trends and Issues in Schools</td>
</tr>
<tr>
<td>Week 13-</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>Week 14 -</td>
<td>Electronic Portfolio</td>
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</tbody>
</table>

**Teaching Methods**

This course will include but not be limited to:

- Lectures/Presentation by professor
- Discussions
- Role-Playing
- Case scenarios/Simulations

**Course Evaluation**

**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; FSCA – Subject Matter and Technology, CACREP – 3d.3e, 5b

**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 – K3a, 3b, 8a.

**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 – K6e.

**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- 2 Communication; FSAC – Knowledge of Consultation, collaboration and coordination; CACREP – K2a, 2d, 5b.

**Observation/Reaction Weekly Reports:**
Candidates will meet with the site supervisor to discuss their observations and any queries they may have about the internship.  
**Standard:** CF 3.1, 3.4, 4.1, 5.1, 6.1; FEAP – 3 Continuous Improvement and 8 Subject Matter; CACREP – K1b, 2b, 5a.

**Lesson Plans, Performance Guides and Evaluative Measures/ Journal Critiques 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; FEAPs – 4 Critical Thinking; FSAC – Knowledge of Counseling; CACREP – K2b, 3b, 5a.

**Counseling Theoretical Perspective Paper:**
Candidate will develop a 4-6 page paper on a Counseling Theory that s/he prefers, citing the pros and cons and current research on the theory.  
**Standard:** CF – 4.2, 5.1, 6.2; FEAP – 8 Knowledge of Subject Matter; FSAC – Knowledge of Counseling; CACREP – K1b, 5a.

**Site 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; FSAC – Knowledge of Counseling; 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:** 2.3 FEAP 12 Technology; FSAC – Knowledge of Technology; CACREP – K5f, 8e.
Additional Information on Course Requirements

• **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.

  **Remember that parental consent must be obtained prior to taping. You are responsible for making sure that your videotape is functionally properly.**

• **Community Profile** – 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 internship 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 Internship 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 internship experience. Be sure to critique articles that deal with contemporary issues in the practicum setting
○ For your posted article, the reference (use APA style, 5th ed.) should be placed at the top of the paper.

○ The first heading should read “Summary.” In your own words, indicate the purpose of the study, the subjects used, the methods employed and major findings. The text of the writing should be in narrative form and in your own words (knowledge).

○ Under the next heading, “Implications for Counseling,” discuss the implications of the reported findings for counselors. This section includes the following in your own words: describe what you learned (comprehension), how the information relates to the FAMU Conceptual Framework and the FEAP’s (analysis), how you would apply the information in a counseling setting (application), what ideas you can add or how you would re-design this study to improve it (synthesis) and finally, what the most significant findings of the article are and why (evaluation).

A copy of the article should be attached to each critique. (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 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 internship site, all learning goals and objectives, counseling plans and activities executed journal log, journal critiques, and other relevant materials. (see scoring rubric)

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.
Group Meetings and Weekly Updates 10 Points

- Attends regularly and punctually
- Engages in counseling activities
- Initiates discussion and gives feedback
- Participates in role playing situations

Evaluations 20 Points

- Site Supervisor’s Evaluation
- University Supervisor’s Evaluation
- Compilation of Internship Form and Materials

Journal Articles 10 Points

- Understanding of the helping process
- Knowledge of theory and technique
- Through research and documentation
- Written summary

Electric Portfolio 20 Points

- Resume, licensure and certificates
- Florida Educator Accomplished Practices
- Compilation of Internship Form and Materials
- Learning goal and objectives
- Evaluation Forms
- Creative Presentation

Video Tape Recordings 10 Points

- Consent Forms understanding of the problems/concern
- Knowledge of theory and techniques
- Clear and audible recording
- Written transcript

Counseling Theory 10 Points

- Clear conceptualization
- Basic rational
- Basic assumptions
- Procedures used
- Counselor’s role
- Strengths and weaknesses

PowerPoint Presentation 10 Points

- Contemporary issues and concerns
• Understanding of the situation
• Through research of issue/concern
• Proper documentation
• Written synopsis

**Grading**

Final grades will be based on student’s performance on each of the measures specified above. A grade of “I” or Incomplete will be assigned only in the case of a student who is making satisfactory progress toward completion if 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.

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-Below</td>
<td>F</td>
</tr>
</tbody>
</table>

**The following will each be causes for a lower grade:**

1. showing up late to supervision more than two times.
2. failure to turn in assignments on time
3. missing more than one class meeting without notification
4. unsatisfactory work by the site supervisor
5. failure to progress in your counseling work on-site
6. failure to conform to professional decorum and attire
7. lateness or excessive absenteeism at work on-site.

**Course Policies**

**Attendance**

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:** ____________

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<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance. (89-80%)</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance. (79-70%)</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
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**Professional Behavior:** The Other Professional Educator Candidate demonstrates professional behavior (Please use a ✓ to indicate level of performance.)

- 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.

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**Effective Communication:** The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)

- 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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### Professional Practice: The Other Professional Educator Candidate demonstrates professional practice

(Please use a ✓ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

### Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking

(Please use a ✓ to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.
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.
   d. conducts self assessment through reflection in problem solving.

Academic Honor Policy

An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its 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. 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. 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. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 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/EOA 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.
References


