

**College of Education Vision**

***“Learners and leaders of today and tomorrow”***

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**SECTION 1: Course Information**

1. **Course Information**

**MHS 6832** **Internship II**

**Fall 2011**

**CRN:** 81626

**Time and Location:** THURSDAYS- 5:00 pm - 7:45 pm -- Academic Building Three 203A

1. **Instructor Information**

**Professor:** Russell A. Sabella, Ph.D.

**Office:** AB3 #203A

**Office Hours:** Tuesday and 1-4pm**,** by Appointment**,** Anytime via SKYPE

Hotline: 239-471-4212

**Office Phone:** 239-590-7782

**Email:** [rsabella@fgcu.edu](mailto:rsabella@fgcu.edu)

SKYPE: Russell\_Sabella

Twitter: @rsabella

1. **Course Description**

This field experience will provide students a structured opportunity to observe principles from primary classes in the field. In addition, opportunity to conduct supervised practice in specific counseling skills and interventions will be provided.

* **Course Prerequisites:** *Identify as appropriate, or note none.*
* **Course Co-requisites:** *Identify as appropriate, or note none.*

1. **Textbooks and Instructional Materials**

**Required:**

**Recommended Resources:**

**Technology Resources:**

**Library Resources:**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://fgcu.libguides.com>

**SECTION 2: Outcomes, Objectives, Assessments**

1. **College of Education Proficiencies**

* *List appropriate Knowledge/Skills proficiencies (KSP) as noted on critical task(s).*
* *List appropriate Disposition proficiencies (DP) as noted on critical task(s).*

1. **Program Outcomes, State Competencies, and National Standards**
2. **University Outcomes**
   1. Excellence in critical thinking, problem-solving, analysis, and strategic planning
   2. Effective use of a variety of communication skills and modalities
   3. Professional and technical expertise consistent with discipline and/or content area specific accrediting or licensing bodies
   4. Preparation for leadership roles in professional and occupational areas and in communities in which they live and work
   5. The capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.
3. **Course Outcomes/Objectives/Assessments**

To actively engage students in practicing the process, procedures, skills, and knowledge related to comprehensive school counseling programs.

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice. |
|  | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
|  | Lecture | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
| x | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

1. **CACREP Standard**

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the PK - 12 context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in all of the School Counseling Knowledge, Skills and Practices specialty domains.

1. **Field/Clinical Activities and Assignments**

Course Rationale: Field experience is essential for the counselor-in-training to connect theory and practice. This course provides an opportunity for increased synthesis and hands-on practice of the inter-related skill sets identified as important for effective comprehensive school counseling programs. Field experience provides realistic hands-on experience with the daily activities and challenges facing counselors. Also, this course provides the necessary practice for partially fulfilling requirements for becoming a certified school counselor in the state of Florida. The design of this course is based on competencies established by:

1. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

a. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

(1) 5.A. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

(2) 5.D. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

(3) 5.E. a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

(4) 5.F. integration of technological strategies and applications within counseling and consultation processes; and

(5) 5.G. ethical and legal considerations.

b. 6.0: GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

(1) 6.E. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

c. 7.0. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following:

(1) 7.A. historical perspectives concerning the nature and meaning of assessment;

(2) 7.B. basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

(3) 7.C. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

(4) 7.D. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

(5) 7.E. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;

(6) 7.F. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

(7) 7.G. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

(8) 7.H. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

(9) 7.I. ethical and legal considerations.

d. Consultation

(1) 3.A. strategies to promote, develop, and enhance effective teamwork within the school and larger community;

(2) 3.B. theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate;

(3) 3.C. strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children; and

(4) 3.D. knowledge and skills in conducting programs that are designed to enhance students’ academic, social, emotional, career, and other developmental needs.

2. The Florida Educational Accomplished Practices

a. ASSESSMENT: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

b. COMMUNICATION: Uses effective communication techniques with students and all other stakeholders.

c. CONTINUOUS IMPROVEMENT: Engages in continuous professional quality improvement for self and school.

d. CRITICAL THINKING: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

e. DIVERSITY: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio economic background.

f. ETHICS: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

g. HUMAN DEVELOPMENT & LEARNING: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

h. KNOWLEDGE OF SUBJECT MATTER: Demonstrates knowledge and understanding of the subject matter.

i. LEARNING ENVIRONMENTS: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

j. PLANNING: Plans, implements, and evaluates effective instruction in a variety of learning environments.

k. ROLE OF THE TEACHER: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

l. TECHNOLOGY: Uses appropriate technology in teaching and learning processes.

1. **Critical Task(s)**
2. **Coursework Activities:** You will be responsible for observing, participating in, co-leading and leading various aspects of a comprehensive school counseling program, including but not limited to: foundation, management, delivery, and accountability systems as described in the [ASCA National Model](http://www.ascanationalmodel.org) for school counseling programs. In general, you will be responsible for:
   1. Sharing with your classmates audio and/or video recordings of your work.
   2. Lead and participate in discussions pertaining to school counseling issues,

process, and procedures.

* 1. Completing all required paperwork.
  2. Maintain liability insurance and practice with utmost legal and ethical behavior (professionalism);
  3. Become oriented to the school (building, grounds, administration, secretarial, programs, etc.)
  4. Maintain a counseling schedule;
  5. Attend in-service training sessions, if available;
  6. Provide leadership in organizing and delivering developmental guidance experiences for all students within a school;
  7. Practice the four C’s of counseling (individual and small group counseling; consulting with others; coordinating resources; classroom guidance).
  8. Consult with child study teams (e.g., [RtI](http://www.florida-rti.org/), IEP, BIP, FBA, PBS;) and
  9. Demonstrate counselor effectiveness through accountability studies;

1. **Four Participating (Learning) Roles**

The school counseling intern’s role in the different field experiences will change as he/she gains more experience. In general, there are four different modes of participation. Each will be appropriate at different times and places and can be affected by your skill and progress.

* 1. **Observer**. This is the watch and learn approach. Look and take note for what you like and don't like in a situation. Decide how your own personality, skills, and style might be the same or different from those you are observing. Your participation is limited to observing and later discussing the situation.
  2. **Participant/Observer**. In this case, you are primarily an observer, but you might also participate some of the time. Your timely assistance could be appropriate. You follow the lead of the counselor and your active participation will depend upon your understanding of the situation, the host counselor's permission and encouragement to take an active part; skills; confidence; sensitivity; and professional judgment.
  3. **Co-leader**. In some cases you might share the equal responsibility with the host counselor. Typically, you and the counselor reach an agreement about who will initiate the process and provide primary leadership and support.
  4. **Taking the lead**. In this case you are fully responsible for the time and activity. You initiate and follow-up. You plan the intervention and carry it out.

1. ***Representative* Internship Experiences**

Perform all duties as a counselor. Develop a caseload and weekly schedule. Begin by outlining goals and expectations for the internship, discuss these with the host counselor and supervisors. Identify minimum desired experiences for the semester, including some in areas that were not included in practica and/or Internship I.

* 1. **Individual Counseling**. Attention given to those who cannot discuss their problems or function well in a group.
  2. **Group Counseling**. Try some new kinds of groups (e.g. relaxation, grief, loss, separation, assertiveness, study circles, problem-centered, career decision making, etc.)
  3. **Classroom Guidance**. Plan one or more guidance *unit*s with one grade level. Implement the plan. Each unit may include 3 or more lessons or session.
  4. **Peer Facilitators**. Assist in training. Plan and carry out a project, including evaluation.
  5. **Consultation**. Consult with parents and teachers.
  6. **Evaluation and Accountability**. Design and carry out one accountability study that involves an individual or group. Report your results (see Professional Seminar syllabus).
  7. **Data-driven decision making**. Be prepared to demonstrate how you used data to plan for your interventions and decide on your approach.
  8. **Other Possible Experiences**. Parent education group; help lead a teacher seminar or study group; PTA presentation; developmental play group; case conferences with community helpers; administer individual tests; complete an opinion survey or needs assessment; design some new guidance units; design a Web page which can be used with students or parents at the school.

1. **What Site Supervisors Do ...**
   1. Orients the student to the mission, goals, and objectives of the site, as well as to internal operation procedures.
   2. Consistent with internship requirements, develops goals and objectives with the student for his/her experience early in the semester.
   3. Has been trained by the university and is familiar with the FGCU Graduate Candidate and [Site Supervisor's Manual](http://coe.fgcu.edu/mentalhealthma/files/counseling-internship-manual2011.pdf), and has appropriate supervisor's training (for school counseling candidates).
   4. Ensures that the student has appropriate experience(s) during the placement based on student's goals and objectives and requirements of the course.
   5. Meets at least one-hour each week with student for individual supervision.
   6. Provides a written evaluation of the student's performance at the end of the semester. Evaluations are to be submitted to the student's university supervisor. The two evaluations include the [FEAPS](http://coe.fgcu.edu/mentalhealthma/files/10CounselingFEAPS.doc) and student evaluation.
   7. Maintains contact with university supervisor for assistance and consultation relating to student's progress throughout the term.
   8. Engages in ongoing assessment of the student's performance and communicates with the university supervisor about any problems with the student's performance. If problems continue, the site supervisor, in consultation with the student and university supervisor, will develop a remediation plan.
   9. Is available to meet with the university supervisor at least once per semester.
   10. Maintains appropriate confidentiality (with the exception of the university supervisor) regarding information obtained during supervision with the student.
2. **What Your University Supervisor (I) Will Do**
   1. Provides guidance and assistance to the site supervisor as needed.
   2. Approves student's goals and objectives to be pursued at site.
   3. Explains the requirements of the experience and provides pertinent information.
   4. Consults with site supervisor about the student's progress and encourages site supervisors to contact the university supervisor for assistance and consultation during the semester.
   5. Provides supervision to the students in a group setting for weekly supervision.
   6. Reviews work samples (audio/video recordings) of the student's fieldwork.
   7. Appropriately maintains confidentiality about information obtained during supervision.
   8. Plans a follow-up conference with the site supervisor for final assessment of the student's progress.
   9. Collects logs and supervisor evaluations from each student.
   10. Completes a written evaluation for each student.
   11. Submits all evaluations and logs to Coordinator at the end of term.
   12. Assigns grades to students for the practicum and internship experience.
3. **Time Requirements**

School Counseling internship II spans 200 hours, 80 of which are in *direct* service to students and other stake holders (teachers, parents, administrators, staff, and community members). Experience must be focused and balanced among all roles/responsibilities of a school counselor who works in a comprehensive developmental guidance and counseling program and must not focus significantly on inappropriate, non-counseling related activities (see American School Counselor Association National Model for Comprehensive School Counseling Programs).

1. **Confidentiality**. Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by your ethical standards (ACA and AMHCA) and relevant laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. As the "counselor" you will not under any circumstances carry personal information shared by fellow students out of this class.
2. **Grading Policy**

*Include assignment points and or/percentages, grading scale, etc. as appropriate.*

1. **Attendance and General Policies**

**Class Attendance.** The classroom format is largely experiential. It is not possible to make up the experiences of demonstration, discussion, and feedback done in class. In order for maximum learning to occur, you must attend class regularly. Everyone is entitled to missing one group supervision meeting and only one individual supervision meeting without penalty. For each absence beyond this, you will be required to retake the internship. To be considered present you must be in class from beginning (within 15 minutes of the official class start time) to the end (within 15 minutes of the official end time) on a given day. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking in modeling are welcomed and encouraged.

All students will present one recording to the group and swap recordings with one classmate for peer supervision.

**Evaluation**. Evaluation of your performance is strictly on a Pass/No Pass basis. To successfully complete the course, you will need to meet minimum levels of competencies for all assignments as determined against a rubric of performance levels.

**Technology**: Technological proficiency is a must for all counselors. All students must have competence to set up and use a word process, process email, search and navigate the web, and use other software such as PowerPoint and Excel. Technological support is available to you at the University’s Library (go to <http://library.fgcu.edu> and look at the Instruction and Training menu).

**Proficiency in the Use of Oral and Written Standard English** is expected of all students. All papers and projects are expected to reflect Standard English grammar, spelling, punctuation, and appropriate vocabulary and sentence structure.

**Professional Liability Insurance**: If you have not already, you will need to obtain and provide proof of professional liability insurance. You may obtain a policy through one of the professional associations such as ASCA. Or, you may contact your homeowner insurance provider for an appropriate rider. You will need a minimum of $1,000,000/$2,000,000 protection although more is recommended.

**Background Check:** some school systems require anyone who interacts with students to undergo a background check. You will need to do this right away if requested by your site supervisor.

1. **Course Schedule**

*Insert your course schedule here as a matrix that includes (e.g., content covered, class dates, assignments, assignment due dates, assessments, etc.*

**SECTION 3: College and University Policy Statements/Resources**

1. **College LiveText Policy – GRADUATE ONLY**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. As a degree-seeking student or as a student admitted to a state-approved program, you are responsible for purchasing a membership to LiveText during your first course in the College of Education. If you do not have a membership in LiveText, you will need to purchase it immediately from [www.livetext.com](http://www.livetext.com). **This is a one-time only purchase, and your LiveText account is available to you for five years.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

1. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at

<http://studentservices.fgcu.edu/judicialaffairs/new.html> or

<http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf>

1. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

1. **Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

1. **Academic Integrity**

All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

1. **Turnitin.com**

Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

1. **Important University Dates**

*Complete as desired with dates for holidays, drop/add, etc.*

**Summary Checklist of Internship 2 Requirements**

| **Description** | **Complete** |
| --- | --- |
| **Student Checklist for Final Documentation** | |
| **Submit Site data online** [**here**](https://spreadsheets.google.com/spreadsheet/viewform?formkey=dENwdEpXaGE1RGtUTWRWNktQNEc2bHc6MA)**.** |  |
| Minimum of **5** samples of audio or video recordings (class or submitted) no less than 30 minutes each (or the equivalent). **Tapes should be submitted every 3 weeks on average. Failure to do so may result in a NO PASS.** |  |
| Cumulative Log of Activity (in Excel) |  |
| COPY of Professional Liability Insurance |  |
| Counseling & Guidance Schedule |  |
| Site supervisor evaluation MID (Site Supervisor) |  |
| Site supervisor evaluation FINAL (Site Supervisor) |  |
| Site Supervisor completed FEAPS |  |
| Permission from Building Level Principal and School Counselor |  |
| Site evaluation form (see manual) |  |
| Submit Professional Development Plan to Livetext.com |  |
| Administrator-Counselor Agreement (use ASCA Form) |  |
| **Sabella’s Checklist for Final Documentation** | |
| Attendance |  |
| 200 total hours |  |
| 40% of hours (80) in direct contact with students |  |
| 40% of direct contact (32 hours) in group |  |
| Final intern evaluation from university supervisor |  |
| One recording presented in class |  |
| One peer supervision feedback sheet |  |



**Internship 2**

**Letter of Explanation and Intent**

Internship 2 provides Florida Gulf Coast University school counseling students with a structured opportunity to observe principles from primary classes in the field as well as practice specific counseling skills and interventions. As you may already realize, supervised field experiences are essential for the counselor-in-training to connect theory and practice. This course provides an opportunity for increased synthesis and hands-on practice of the inter-related skill sets of appraisal procedures and consultation. Field experience provides realistic hands-on experience with the daily activities and challenges facing counselors.

Also, this course provides the necessary practice for partially fulfilling requirements for becoming a certified school counselor in the state of Florida. Your assistance is vital in allowing this experience and making it a truly meaningful part of the student’s training.

The nature of the experience includes observations, job-shadowing, supervised consultation/counseling/appraisal, and controlled interaction with specific students. In specific, we are asking that you allow the counseling student to work with the school counselor to participate as fully as possible and appropriate within a comprehensive school counseling program.

Before beginning, each student understands and agrees that he/she will:

1. Have already presented to the university professor evidence of owning professional liability insurance.
2. Secure proper confidentiality release forms from school administrators and/or parents/guardians (see attached sample)
3. Maintain confidentiality as prescribed by counseling ethical standards to the extent limited by law.
4. Only interact with school students when the school counselor or appropriate designate is on the premises.
5. Will attend any pre-requisite orientation or training specified by the school.

I will be keeping in contact with students throughout the semester and meeting with them periodically to review their progress and learning experiences. Please contact me about questions or concerns that you may have at any time. My office number is 239-590-7782 and my email address is rsabella@fgcu.edu.

With warm regard,



|  |  |
| --- | --- |
| Russell A. Sabella, Ph.D.  Professor  Counseling Program  239-590-7782  [rsabella@fgcu.edu](mailto:rsabella@fgcu.edu) | 10501 FGCU BLVD SOUTH  College of Education  Florida Gulf Coast University  Fort Myers, FL 33965-6565 |



**Permission from Building Level Principal**

**and School Counselor**

**Internship II**

**Student Name: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**To the Principal and Counselor:** I have read this Letter of Explanation and Intent and will allow the student named above to participate as fully and as appropriate in the school’s comprehensive school counseling program.

|  |  |
| --- | --- |
|  |  |
| **Principal** | **Date** |
|  |  |
| **Counselor** | **Date** |

Please allow the student to return this form. Or, you can fax this signed form to me at **239-590-7801** or send to:

**Russell A. Sabella, Ph.D.**

10501 FGCU BLVD SOUTH

College of Education

Florida Gulf Coast University

Fort Myers, FL 33965-6565

239-590-7782

rsabella@fgcu.edu

**Parent Permission Form**

Dear Parent(s),

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am currently an internship student in the Counseling program at Florida Gulf Coast University. This course is a requirement for the masters degree with an emphasis in school counseling. The internship experience is designed to help students learn, understand, and gain experience in various counseling and guidance approaches. The internship is conducted under strict conditions and will be supervised by a school counselor and by my university professor.

I would like to work with your child in the following ways:

Here are several other things that I would like for you to know:

1. Although counseling activities are designed to enhance the outcome of your child’s progress in school, there are ***no*** penalties for denying permission. Your child’s participation or non-participation will in **no** way affect his/her academic standing or progress. It will be explained to your child before participating that he/she may elect to withdraw from participating at any time.
2. The internship is designed to be a comprehensive educational experience which closely assimilates the job of school counselor. The results of my work will be shared only with my site supervisor (the school counselor), my professor, and the classmates in my supervision course. Feedback that is provided to parents or teachers may be limited by counseling ethics and Florida law. Relatedly, I am required by law to report any suspicion of child abuse and/or neglect.
3. To get the best experience possible, it is important to record my work to present to my professor for feedback and supervision. All recordings are secured and destroyed immediately after processing. In addition, I will only use your child’s first name to further protect his or her identity.

If you have any questions or concerns, please call me at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . You may also call my professor, **Dr. Russell Sabella** at 239-590-7782 or via e-mail at [rsabella@fgcu.edu](mailto:rsabella@fgcu.edu) at any time.

**Thank you very much for your help!**

I have read and I understand the above. I agree to allow my child, ,

to participate in the above described counseling/guidance activities and for me to record our meeting (which, again, will be destroyed immediately after processing; only your child’s first name will be used while recording).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

**STUDENT INTERNSHIP AGREEMENT**

Directions: Student is to complete this form in duplicate and submit a copy of this agreement to the university practicum supervisor or internship coordinator.

1. *I hereby attest that I have read, understood, and promise to abide by the* [*American School Counselor Association ethical standards*](http://www.schoolcounselor.org/content.asp?contentid=136) *and will practice my counseling/guidance in accordance with these standards. Any breach of these ethics or any unethical behavior on my part may result in my removal from practicum/internship and a failing grade, and documentation of such behavior will become part of my permanent record.*
2. *I hereby attest that I have read, understood, and promise to abide by the* [*College of Education Ethical Standards*](http://coe.fgcu.edu/certificates/files/COECodeofEthics-2008.pdf)*.*
3. *I have read the* [*Counseling Program Internship Manual.*](http://coe.fgcu.edu/mentalhealthma/counseling-internship-manual.pdf)
4. *I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.*
5. *I understand that my responsibilities include keeping my internship supervisor(s) informed regarding my internship experiences.*
6. *I understand that I will not be issued a passing grade in internship unless I demonstrate the specified minimal level of counseling skill, knowledge, and competence and complete all course requirements as required.*

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**General Summary of Weekly Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wed** | **Thurs** | **Friday** |
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**UNIVERSITY SUPERVISOR’S (SABELLA)**

**END OF THE SEMESTER EVALUATIONS OF COUNSELING CANDIDATE**

**COMPLETED BY FGCU INSTRUCTOR**

Student’s Name:

Site Supervisor’s Name:

University Supervisor’s Name: **Russell A. Sabella, Ph.D.**

Supervisor’s Relationship with Student:

On Site \_\_\_\_ University: \_\_\_\_\_\_\_\_ Individual \_\_\_\_\_\_ University Group \_\_\_\_\_\_

**Rating Scale: 1 = Unsatisfactory 2= Below Average 3= Average 4= Above Average X= Not Applicable**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Areas of Performance | **X** | **1** | **2** | **3** | **4** |
| Receptive to constructive feedback |  |  |  |  |  |
| Dependable and reliable |  |  |  |  |  |
| Able to function without close supervision |  |  |  |  |  |
| Demonstrates professionalism in attire and appearance |  |  |  |  |  |
| Develops positive relationships with other staff members |  |  |  |  |  |
| Exhibits developmentally appropriate counseling skills |  |  |  |  |  |
| Is flexible and able to meet the needs of the worksite |  |  |  |  |  |
| Shows growth and increasing independence |  |  |  |  |  |
| Strives to gain increasing skills and knowledge of counseling |  |  |  |  |  |
| Functions in an ethical manner |  |  |  |  |  |

Checking only one box, rate the overall performance of the student on the following scale. Comments may be added by attaching an additional sheet.

\_\_\_\_ Performance was *well beyond* that expected of a student at this level, ***outstanding***

\_\_\_\_ Performance was *beyond* that expected of a student at this level, ***excellent***

\_\_\_\_ Performance was *beyond* that expected of a student at this level***, very good***

\_\_\_\_ Performance was *on par* with expected of a student at this level, ***good***

\_\_\_\_ Performance was *on par* with expected of a student at this level, ***fair to good***

\_\_\_\_ Performance was *on par* with expected of a student at this level, ***fair***

\_\_\_\_ Performance was *below* that expected of a student at this level, ***unsatisfactory***

\_\_\_\_ Performance was *below* that expected of a student at this level, ***unacceptable for continuing in the degree program***

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Signature of Supervisor Date

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**SITE SUPERVISOR’S EVALUATION**

**of Candidate at the End of the Semester**

This form is to be used to evaluate candidate performances in counseling internship. The should be completed at the end of the semester.

Name of FGCU graduate student counselor

Directions: The supervisor circles a number that best evaluates the student counselor on each performance at the end of the semester.

|  | **Poor** | **Adequate** | **Good** |
| --- | --- | --- | --- |
| 1. Demonstrates a personal commitment in developing professional competencies | 1 2 | 3 4 | 5 6 |
| 2. Invests time and energy in becoming a school counselor | 1 2 | 3 4 | 5 6 |
| 3. Accepts and uses constructive criticism to enhance self-development and counseling skills | 1 2 | 3 4 | 5 6 |
| 4. Engages in open, comfortable, and clear communication with peers and supervisors | 1 2 | 3 4 | 5 6 |
| 5. Recognizes own competencies and skills and shares these with peers and supervisors | 1 2 | 3 4 | 5 6 |
| 6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors | 1 2 | 3 4 | 5 6 |
| 7. Completes case reports and records punctually and conscientiously | 1 2 | 3 4 | 5 6 |
| 8. Researches the referral prior to the first interview | 1 2 | 3 4 | 5 6 |
| 9. Keeps appointments on time | 1 2 | 3 4 | 5 6 |
| 10. Begins the interview smoothly | 1 2 | 3 4 | 5 6 |
| 11. Explains the nature and objectives of counseling when appropriate | 1 2 | 3 4 | 5 6 |
| 12. Is relaxed and comfortable in the interview | 1 2 | 3 4 | 5 6 |
| 13. Communicates interest in and acceptance of the student | 1 2 | 3 4 | 5 6 |
| 14. Facilitates student expression of concerns and feelings | 1 2 | 3 4 | 5 6 |
| 15. Focuses on the content of the student’s problem | 1 2 | 3 4 | 5 6 |
| 16. Recognizes and resists manipulation by the student | 1 2 | 3 4 | 5 6 |
| 17. Recognizes and deals with positive affect of the student | 1 2 | 3 4 | 5 6 |
| 18. Recognizes and deals with negative affect of the student | 1 2 | 3 4 | 5 6 |
| 19. Is spontaneous in the interview | 1 2 | 3 4 | 5 6 |
| 20. Uses silence effectively in the interview | 1 2 | 3 4 | 5 6 |
| 21. Is aware of own feelings in the counseling session | 1 2 | 3 4 | 5 6 |
| 22. Communicates own feelings to the student when appropriate | 1 2 | 3 4 | 5 6 |
| 23. Recognizes and skillfully interprets the student’s covert messages | 1 2 | 3 4 | 5 6 |
| 24. Facilitates realistic goal setting with the student | 1 2 | 3 4 | 5 6 |
| 25. Encourages appropriate action-step planning with the student | 1 2 | 3 4 | 5 6 |
| 26. Employs judgment in the timing and use of different techniques | 1 2 | 3 4 | 5 6 |
| 27. Initiates periodic evaluation of goals, action-steps, and process during counseling | 1 2 | 3 4 | 5 6 |
| 28. Explains, administers, and interprets tests correctly | 1 2 | 3 4 | 5 6 |
| 29. Terminates the interview smoothly | 1 2 | 3 4 | 5 6 |
| 30. Focuses on specific behaviors and their consequences, implications, and contingencies | 1 2 | 3 4 | 5 6 |
| 31. Recognizes and pursues discrepancies and meaning of inconsistent information | 1 2 | 3 4 | 5 6 |
| 32. Uses relevant case data in planning both immediate and long-range goals | 1 2 | 3 4 | 5 6 |
| 33. Uses relevant case data in considering various strategies and their implications | 1 2 | 3 4 | 5 6 |
| 34. Bases decisions on a theoretically sound and consistent rationale of human behavior | 1 2 | 3 4 | 5 6 |
| 35. Is perceptive in evaluating the effects of own counseling techniques | 1 2 | 3 4 | 5 6 |
| 36. Demonstrates ethical behavior in the counseling activity and case management | 1 2 | 3 4 | 5 6 |

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| --- | --- | --- |
| **Date** | **Supervisor Signature** | **Candidate Signature** |
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SITE SUPERVISOR’S MID-SEMESTER EVALUATION

OF COUNSELING CANDIDATE

Florida Gulf Coast University

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor’s Name: Russell A. Sabella, Ph.D.

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Performance** | Not Observed | Needs Improvement | On or Above Target |
| Receptive to constructive feedback |  |  |  |
| Dependable and reliable |  |  |  |
| Able to function without close supervision |  |  |  |
| Demonstrates professionalism in attire and appearance |  |  |  |
| Develops positive relationships with other staff members |  |  |  |
| Exhibits developmentally appropriate counseling skills |  |  |  |
| Is flexible and able to meet the needs of the worksite |  |  |  |
| Shows growth and increasing independence |  |  |  |
| Strives to gain increasing skills and knowledge of counseling |  |  |  |
| Functions in an ethical manner |  |  |  |
| Training Activities |  |  |  |
| Intake interviewing |  |  |  |
| Individual counseling/psychotherapy |  |  |  |
| Group counseling/psychotherapy |  |  |  |
| Testing: Administration and interpretation |  |  |  |
| Report writing |  |  |  |
| Consultation |  |  |  |
| Psychoeducational activities |  |  |  |
| Career counseling |  |  |  |
| Family/Couple counseling |  |  |  |
| Case conference or staff presentation |  |  |  |
| Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Supervisor Date

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**Schedule of Supervision\***

**\* Subject to change**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date** | **4:10- 5:00pm** | | | **5pm - 5:45p** | | | **5:45-6:30** | | | **6:30-7:15** | | |
| ***1*** | ***2*** | ***3*** | ***1*** | ***2*** | ***3*** | ***1*** | ***2*** | ***3*** | ***1*** | ***2*** | ***3*** |
| **25-Aug** | ***ALL GROUP MEETING*** | | | | | | | | | | | |
| **1-Sep** | ***ALL GROUP MEETING*** | | | | | | | | | | | |
| **8-Sep** | ***2*** | ***4*** | ***5*** | ***1*** | ***6*** | ***7*** | ***8*** | ***9*** | ***11*** | ***3*** | ***10*** | ***12/13*** |
| **15-Sep** | ***7*** | ***9*** | ***11*** | ***6*** | ***8*** | ***12*** | ***1/13*** | ***2*** | ***4*** | ***3*** | ***10*** | ***5*** |
| **22-Sep** | ***ALL GROUP MEETING*** | | | | | | | | | | | |
| **29-Sep** | ***2*** | ***4*** | ***5*** | ***9*** | ***11/13*** | ***12*** | ***6*** | ***7*** | ***8*** | ***3*** | ***10*** | ***1*** |
| **6-Oct** | ***CLASS DOES NOT MEET - SUPERVISION AS NEEDED*** | | | | | | | | |  | | |
| **13-Oct** | ***CLASS DOES NOT MEET - SUPERVISION AS NEEDED*** | | | | | | | | |  | | |
| **20-Oct** | ***7*** | ***9*** | ***11*** | ***6*** | ***8*** | ***12*** | ***1/13*** | ***2*** | ***4*** | ***3*** | ***10*** | ***5*** |
| **27-Oct** | ***ALL GROUP MEETING*** | | | | | | | | | | | |
| **3-Nov** | ***2*** | ***4*** | ***5*** | ***1*** | ***6*** | ***7*** | ***8*** | ***9*** | ***11*** | ***3*** | ***10*** | ***12/13*** |
| **10-Nov** | ***CLASS DOES NOT MEET - SUPERVISION AS NEEDED*** | | | | | | | | | | | |
| **17-Nov** | ***CLASS DOES NOT MEET - SUPERVISION AS NEEDED*** | | | | | | | | | | | |
| **24-Nov** | ***CLASS DOES NOT MEET - HOLIDAY*** | | | | | | | | | | | |
| **1-Dec** | ***ALL GROUP MEETING*** | | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Number** | **Student Name** | **Email** |
| 1 | Avila, Nestor | navila@eagle.fgcu.edu |
| 2 | Bickett, Leslie J. | ljbicket@eagle.fgcu.edu |
| 3 | Dahl, Samantha L. | sldahl@eagle.fgcu.edu |
| 4 | Hensley, Terry | tphensle@eagle.fgcu.edu |
| 5 | Hillis, Chelsea D. | cdhillis@eagle.fgcu.edu |
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| 8 | Klemme, Betsy | eklemme@eagle.fgcu.edu |
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| 10 | Morin, Holeigh | hmorin@eagle.fgcu.edu |
| 11 | Nestler, Kristin D. | kdnestle@eagle.fgcu.edu |
| 12 | Svoboda, Laura E. | lesvobod@eagle.fgcu.edu |
| 13 | Tutterrow, Keri A. | katutter@eagle.fgcu.edu |