

**George Mason University
College of Education and Human Development
Graduate School of Education
Counseling & Development**

**EDCD 791: Internship in School Counseling
Spring 2011**

Day/Time: Wednesdays 4:30-7:10 PM

Location: Science Technology Building 2 (242)

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Course Description:

Catalog: *Prerequisites: Completion of C & D program coursework except for electives [total credits cannot exceed three credit hours] and internship; permission of advisor; overall GPA of 3.0; no grade lower than B in skills courses EDCD 603, 606, 608, 609; no more than two grades of C in any other graduate course work required by C & D program.* Provides supervised practice for minimum of 200 hours [for school counseling students] and 300 hours [for community agency students] in counseling setting similar to setting in which student may work. Skills and practice build on previous practicum experiences. Weekly graduate class emphasizes site processing.

Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs-CACREP]:

EDCD 791 is the culminating course for master's degree students in the Counseling & Development [C&D] program. The internship experience is designed to enhance those skills acquired in practicum. This semester will provide opportunities to refine basic skills, acquire advanced skills, and reflect on ways to improve understanding and conceptual ability. Additional emphasis will be on C&D's basic mission statement, stressing the need for counselors to demonstrate *Advocacy, Leadership, Social Justice, and Multicultural Counseling Competencies*.

EDCD 791 fulfills the requirements for the following professional organizations:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.

CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and CACREP-Section SCP.D: Clinical instruction.

American Counseling Association (ACA) Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Weekly class seminars will focus on presenting, discussing, and conceptualizing cases. Students will have opportunities to discuss specific site-related issues and to strategize about

techniques and interventions. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. It is essential to maintain confidentiality. Violations of this principle in *any* form will be treated as a serious ethical/legal infraction. Please do discuss cases in class. Processing is the primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

Student Outcomes:

- Perform duties expected in a specific school counseling setting, to include working collaboratively with colleagues and supervisors;
- Select and apply appropriate counseling theories and interventions with a diverse student population;
- Demonstrate basic knowledge and skill competencies per Practicum/Internship contract agreement and criteria for mid-semester and final evaluations
- Demonstrate multicultural counseling competencies;
- Respond appropriately to GMU and C&D's professional dispositions, C&D's dress code guidelines, and ethical/legal issues ;
- Implement practices conducive to social justice and human rights;
- More effectively understand the nature of the changing role of the professional counselor that includes advocacy and leadership;
- Develop a professional school counselor electronic portfolio.

College Of Education and Human Development

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call (703) 993-2474 to access the DRC.

Course Materials:

All practicum and internship materials are located on the **Blackboard Community website** <http://gmucommunity.blackboard.com>. You can access this website by using your GMU id and password. You should print out copies of the CA Practicum/Internship Sheet, site contract, and your mid-semester and final evaluation forms for your site experience.

Required Texts:

American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.

Virginia School Counselor Association (2008). *Virginia professional school counselor program manual*. Yorktown, VA: Author. [Available on CD.]

Recommended Text:

Young, A., & Kaffenberger, C. (2009) *Making Data Work*. Alexandria, VA: American School Counselor Association.

GMU's Professional Dispositions

GMU students are expected to exhibit professional behavior and dispositions as stated:

“The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

- *Commitment to the profession*
- *Commitment to honoring professional ethical standards*
- *Commitment to key elements of professional practice*
- *Commitment to being a member of a learning community*
- *Commitment to democratic values and social justice.”*

C&D’s Professional Performance Criteria

As counselor trainees, Student Counselors have additional professional performance standards. The codes of conduct for the American Counseling Association and the American School Counselors Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D’s Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

C&D’s Dress Code for On-Site Field Work

Student Counselors *must* adhere to the C&D’s dress code while at their practicum and internship sites. Any student who does not meet the standards of this policy may be asked to leave the premises. Repeated violations of this policy may result in disciplinary action up to, and including, dismissal from the C&D program.

January and May GRADUATION – Reminder

The GMU Graduation website is: <http://gse.gmu.edu/graduation/index.htm>

There are several requirements included in the graduation process. **All students graduating in January *and* May, of this school year, must file the graduation on-line intent form.** Contact Dean Rodger’s office with any/all questions regarding graduation: Office: Robinson A307 Phone: (703) 993-2076

Graduation Exit Survey

The C&D faculty will send all graduating students the link to the online program exit survey. Graduating students are encouraged to complete this survey to provide the C&D program with feedback regarding their experience in the program.

Grading

EDCD 791 is graded on a Pass/Fail basis. The following must be met to receive a PASSING grade:

I Basic Requirements

- All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
- Register for the correct internship course and section.
- Attendance at each class. As a graduate student, you are expected to arrive on time and stay for the entire class period. **Missing two classes (two unexcused absences) or not regularly following your site placement schedule will result in failing this course.**
- Active class participation, including providing constructive feedback and suggestions for classmates.
- Completion of all assignments of acceptable quality, turned in by date due.
- Satisfactory mid-semester and final evaluations from On-Site Supervisor.

II. General Course Requirements

***Professional Counseling Liability Insurance.* Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.**

- *A minimum of 200 hours in the field placement.* Hours spent on off-site training experiences may be counted if prior approval from instructor has been granted. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours.
- *Log of hours and activities.* Log of Activities should be reviewed during weekly supervision sessions with the site supervisor. Log is to be included in the portfolio. Remember to keep a copy for your files. While the actual daily schedule of the Student Counselor will be determined by the University Supervisor, the On-Site Supervisor, and the GMU student, **the minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time.**
- *School Counseling Practicum/Internship Contract.* Contracts will be signed at the first meeting with the On-Site Supervisor, University Supervisor, and Student Counselor. The original copy of the contract goes to the University Supervisor. Student's copy of the contract is to be included in the portfolio.
- *School Counselor Portfolio* [see below for Specific Assignments]
- **Technology**
 - GMU students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
 - WEB SITE: Use Blackboard as the primary web link to access course instruction, documents, and to view announcements. Blackboard address is: www.courses.gmu.edu
 - **GMU students must use/check their official GMU email address on a regular/daily basis.**
 - Technology Resources: What Internet counseling resources have you found to be helpful? Is your On-Site supervisor using technology in his/her practice? Please share resource information during weekly meetings.

- Students will be expected to create an electronic portfolio.

III. Specific Assignments

- Cover Letter. Write a cover letter applying for a job as a professional school counselor.
- Introductory Letter. Skip ahead a few months from now.... You have just graduated and are newly hired as a professional school counselor! Write a letter of introduction to use at your new school to the parent community or the staff.
 - Remember to use the correct terminology: Professional School Counselor, Counseling Staff/Department, etc. [not “Guidance Counselors” Guidance Department,” etc.] The only time that term is appropriate is when you are referring to “Classroom guidance lessons.”]
- Two individual tape presentations. Must have written custodial/parental permission prior to taping with a minor. Original copy is kept with On-Site Supervisor. Student counselor keeps a copy. Tapes must be audible, so check for clarity prior to appointment. If the tape is not audible, then you will need to re-tape another session.
 - First tape:
Student will make an individual appointment [approx. 30-45 minutes] with instructor to review counseling tape. Bring tape and tape recorder to this meeting along with a 1-2 page brief summary that addresses the following: student descriptive data, reason for referral, goals of session, intervention strategies, strengths and areas for growth for the session and goals for the next session. Be prepared to identify and critique counseling interventions, including areas of strengths and areas for growth.
 - Second tape must include:
Remember to bring tape #2, tape recorder, and the Peer Evaluation form [found on Blackboard] to this meeting along with a 2-page brief summary that addresses the following: student descriptive data, reason for referral, goals of session, intervention strategies, strengths and areas for growth for the session and goals for the next session. Be prepared to identify and critique counseling interventions, including areas of strengths and areas for growth.
- Site Accountability Project. The purpose of this is to help interns see the role of the professional school counselor as change agents within school communities and to support the goals of the school counseling program at their sites. This assignment will be individualized to the particular site and therefore the written requirements will be determined in coordination with the site supervisor and your instructor.
 - This project is meant to extend what was learned in Practicum about using data to address educational issues. Based on data or demonstrated gaps, implement a program or modification to an existing program and evaluate the effectiveness of an existing program.
 - You will present your accountability project to your peers and invited guests on the last night of class. You will provide a one page data report for classmates and guests. The final project to be handed in to instructor will include the one-page data report followed by a detailed description of each

step in the process (Design, Ask, Track, Announce) along with instruments, permission letter, data analysis. [20 points = 17 for project & 3 for presentation]. A description of this assignment and rubric can be found on Blackboard.

- **Portfolio. The C&D Professional Portfolio is the performance based assessment for this course.** An E-portfolio is now required for internship. A rubric for this assignment can be found at the end of this syllabus and on blackboard. Students will present their completed portfolio near the end of the semester. The outline for this assignment is found in your *PreK-12 Practicum/Internship Manual*.

Make two copies of the following [One is to be included in your portfolio, the other is to be submitted to your instructor and kept by the Clinical Coordinator]:

- Position Paper
- Counseling brochure
- Mid-Semester Evaluation of Student by On-Site Supervisor [you can copy this only if it is not in a sealed envelope]
- Final Evaluation of Student by On-Site Supervisor [you can copy this only if it is not in a sealed envelope]
- Evaluation of Site by Student Counselor
- Log of hours

PRODUCTS DUE:

Accountability Project

Position Paper A written three-page statement to reflect your role as a professional school counselor, to include:

- **Role Statement** – articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA’s National Model and C&D’s mission statement. Incorporate components of leadership, advocacy, collaboration and teaming, systemic change, social justice, and multiculturalism.
- **Theoretical Framework** – identify one or two counseling theories that you espouse in your practice. Talk about why, in general, this theory [theories] is appropriate for use with your student population and with your counseling style. How does this fit in with ASCA’s National Model for School Counseling Programs?
- **Focus** – what is your focus at this point in your career? This might be answered by defining the age of children you want to work with – elementary, middle, or high school population. Another way to address this is to identify specific issues that are of interest to you [e.g., conflict resolution, peer refusal skills, issues of loss, AOD issues, etc]. Make sure your discussion ties in with your role statement.

Remember to follow APA format. [e.g., Check to be sure your paper has a cover sheet, complete with running head. Be sure your headings are also per APA format.]

ADDITIONAL REQUIREMENT. You will be required to email the instructor when there are no scheduled classes due to site visits. The purpose of this requirement is to provide the student and the instructor a vehicle in which to continue the internship dialog. The content of the message will be

a brief update of the weekly internship experience, similar to a journal entry. [Your log of hours and activities will reflect “what” you are doing. I want to know “how” you are doing!]

JOB FAIRS. Check specific school district’s website for detailed information; usually under Human Resources or Employment -> Job Fair.

- **GMU:** Education Recruitment Fair, Check website for details and registration:
<http://careers.gmu.edu/calendar/erd/>
- **Alexandria City Public Schools:** <http://www.acps.k12.va.us/>
- **Arlington Public Schools:** <http://www.arlington.k12.va.us/aps>
- **Fairfax County Public Schools:** <http://www.fcps.edu>
- **Loudoun County Public Schools:**<http://cmsweb1.loudoun.k12.va.us/loudoun>
- **Manassas Park City Schools:** <http://www.mpark.net>
- **Prince William County Schools:** <http://www.pwcs.edu>**Spotsylvania County Schools:**
<http://www.spotsylvania.k12.va.us/>

Professional Growth Opportunities [PGO] – others are posted by CSI.

Virginia School Counselor Association Conference – March 23-25

Virginia Association for Specialists in Group Work-Group-A-Rama Conference- March 7

Course Agenda EDCD 791

Date	Topic/Learning Experiences	Readings/Assignments/Due
TBD	Site visits-meet with site supervisor and GMU supervisor to sign contract.	Contact site supervisors
1/26/11	Course Orientation/Supervision Issues/ASCA/E-Portfolio/Job interview questions Syllabus Review	Site visits scheduled/completed
2/2/11	PI manual review, E-Portfolio, Accountability (bring EDCE 755 Accountability Projects). Site processing	Due: 2/9 contracts, cover letter Bring in interview questions Bring updated resume.
2/9/11	Interview questions, cover letter shared and discussed. Share updated resume. Site processing.	DUE: 2/16 Paper update Accountability Project
2/16/11	Accountability paper update, Suicide and Issues of Loss. Site Processing	DUE: 2/23Intro. Letter -bring copies for classmates. Observe special ed. Meeting at site
2/23/11	Intro. Letter shared with class, report on parent programs at your site. Site Processing	Focus: 3/2, P.R. , teaming and general classroom management at your site. Be able to reflect on this in class.

3/2/11	Classroom management, PR for counselors- working with administrators, faculty and parents. Collaboration and teaming. Site processing	3/16 Come prepared to share an individual case study. Bring a paper summary of observation of special ed. meeting.
3/16/11	Case study sharing, interview questions, role of Counselor in Special Ed. (504) Screening, Child Study, etc. Sign up for tape 1. Site Processing	E-mail site update to Jacki week of 3/23
3/23/11	GMU – alternate spring break	DUE: 3/30 Tape 1 and written narrative. Discuss mid-semester evals
3/30/11	Individual meeting with instructor to discuss tape 1. Mid-semester evaluations due.	DUE: 4/6 Tip sharing for large group. Focus question: Would you like to work at the grade level of your site? Why?
4/6/11	Tip Sharing Night- Bring 20 copies to share with classmates. Networking with community agency.	Focus question: How does a counselor maintain his/her own well being?
4/13/11	Tape 2 discussion with group feedback using peer evaluation form. Partner evaluations and group sharing. Site processing	E-mail site update to Jacki week of 4/20
4/20/11	NO CLASS-PGO	DUE: 4/27 Accountability and Portfolio update. Counselor wellness continued.
4/27/11	Job interview practice session; Accountability Project update; Portfolio update. Site processing	DUE: 5/4 Accountability project and oral presentation. GRIP and Report. Focus question: How does a counselor maintain his/her well being..continue.
5/4/11	Accountability presentations	DUE: 5/11 Portfolio and paper work
5/11/11	Final class: log of hours, mid-year eval., final eval. By supervisor, evaluation of site by intern. Share Portfolio with interns.	Submit paperwork. Congratulations!

NOTE: *Your* copies of these documents [see below] stay in your portfolio. Bring second copy for instructor to submit to Clinical Coordinator.

DUE: Position Paper; Counseling Brochure, Contract; Log of hours; Final Evaluation by On-Site Supervisor; Evaluation of site by Student Counselor

**George Mason University
Counseling & Development
EDCD 791: Internship in School Counseling**

**THE PROFESSIONAL SCHOOL COUNSELOR'S PORTFOLIO
Guidelines and Evaluation Rubric**

The assignment as described in the syllabus: **This is the performance-based assignment for EDCE 791: Internship in School Counseling.** The Professional School Counselor's Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. You will begin your portfolio during practicum and complete it during your internship. [20 points]

You will complete your professional portfolio during internship.

I. Professional Documentation

Collect and maintain all of the components in this section.

- A. Resume
- B. Academic Transcripts
- C. Professional Memberships, Honors, Awards
- D. Letters of Recommendation / Accommodation
- E. Clinical Field Experience
 - a. Practicum/Internship Contracts
 - b. Practicum/Internship Log of Hours

II. Application of C&D's Mission Statement

Include the EDCE 611 Social Justice paper (PBA)

Collect an example of how these components are in evidence at your site. Write a 1-page reflection of how these themes are or are not in evidence at your sites:

- A. Leadership
- B. Multiculturalism
- C. Social Justice
- D. Advocacy

III. ASCA's National Model for School Counseling Program

A. Foundation

Write a role statement, theoretical orientation, and focus

1. Position Paper- A written three-page statement to reflect your role as a professional school counselor, to include:
 - a. Role Statement - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA's National Model. Identify your leadership role, and beliefs about how to use advocacy, collaboration and teaming, and use of data for systemic change.

- b. Theoretical Framework - identify one or two counseling theories that you espouse in your practice. Talk about why, in general, this theory [theories] is appropriate for use with your student population and with your counseling style.
- c. Focus - what is your focus at this point in your career? This might be answered by defining the age of children you want to work with – elementary, middle, or high school population. Another way to address this is to identify specific issues that are of interest to you [e.g., conflict resolution, peer refusal skills, issues of loss, AOD issues, etc]. Make sure your discussion ties in with your role statement.

Complete all components during internship:

- d. Counseling Brochure - incorporate pertinent information regarding your school counseling program. Be sure it illustrates your role in leadership, advocacy, collaboration and teaming, and systemic change.
- e. Counselor's Office - design a floor plan of office
- f. Professional Library
 - i. Maintain a list of reading resources to be used with students, parents and other professionals.
- g. Referral Lists
 - i. This list might include: Child Protective Services, community mental health facilities, licensed practicing social workers, psychologists, psychiatrists, and specialists who work with children and families.

B. Delivery System

Include the EDCCD 626 Guidance or Small Group Counseling Unit; and EDCCD 606 Counseling Skills Final Paper (PBAs)

Provide examples from two of the following components to complete during internship:

- a. Individual planning with students
- b. Counseling group
- c. Guidance curriculum
- d. Classroom guidance
- e. Parent education
- f. Consultation
- g. Coordination.

C. Management System

- a. Student monitoring
- b. Use of time
- c. Use of calendars

D. Accountability – results, reports, program audit, advisory council, performance evaluation.

Include self-evaluation reflection, completed during practicum, and all site supervisor evaluations along with both accountability projects EDCCD 755, PBA; and EDCCD 791

- a. Outcome-based program audits – develop a plan to identify, provide, and evaluate school counseling services that support student achievement.
- b. Evaluations from On-Site Supervisors [if available]
- c. *Self-Evaluation of the Practicum experience.* Write a one-page paper describing your growth and your strengths. Have you meet the personal goals you set for yourself at the beginning of the term?

<i>Levels:</i>	Exceeds	Adequate	Emerging	Not Present	Score
<i>Criteria:</i>	value: 4	value: 3	value: 2	value: 1	
Professional Documentation 3 points weight:15% EDCD 791: Professional Counseling Portfolio	Resume, transcripts, memberships, recommendations, clinical field experiences are collected.	Criteria fails to provide one of the components previously described.	Criteria fails to provide two of the components previously described.	Criteria fails to provide any of the components previously described.	
Application of the C&D Mission Statement 3 points weight:15%	Portfolio contains well documented examples of the components of the C&D mission statement: multiculturalism, leadership, advocacy, and social justice. EDCD 611 Social Justice PBA	Portfolio is missing one of the components of the C&D mission statement.	Portfolio is missing two of the components of the C&D mission statement.	Portfolio is missing three of the components of the C&D mission statement.	
ASCA Model: Foundation 5 points weight:25%	<ol style="list-style-type: none"> 1. Role statement based on the ASCA National Model and your beliefs about the transformed role of the school counselor. 2. Theoretical orientation clearly identifies your beliefs about counseling theory and strategies that are effective with students. 3. Reflection on your school counseling focus. 4. Other counseling program documents: counseling brochure, floor plan, school counseling issue, and/or referral list. 	One of the previously described criteria is incomplete or not clearly described.	Two of the previously described criteria is incomplete or not clearly described.	One or all of the previously described criteria is missing.	
ASCA Model: Delivery & Management 3 points weight:15%	Portfolio contains examples of delivery system and management components that may include: Delivery: guidance lessons, group counseling, parent education, consultation, or ind. planning. Management: student monitoring, use of time or calendars. EDCD 626 and 606 PBAs	Recommendations & implications of the project fail to address one of the previously described components.	Recommendations & implications of the project fail to address two or three of the previously described components.	Recommendations fail to address any of the previously described components.	
ASCA Model: Accountability 6 points weight:30%	<ol style="list-style-type: none"> 1. Accountability projects from practicum and internship (PBAs) demonstrate the use of data to develop or evaluate a counseling program. A data framework is used. 2. A self-evaluation of the internship experience is included. 	One of the components previously described is not well written or is incomplete.	One of the components previously described is not included.	One of the components previously described is not included and the other is incomplete.	

Total Score: 20 points

<i>Levels:</i>					
<i>Criteria:</i>	Exceeds	Adequate	Emerging	Not Present	Score
DESIGN: Rationale 3 points	What is the relevance of this project? How does it relate to the C&D Mission statement? The VA SOLs, the ASCA National Standards; and/or the mission of the school? What is to be evaluated? What is the research question?	Rationale fails to provide one of the components previously described.	Rationale fails to provide two of the components previously described.	Rationale does not include any of the components previously described.	
ASK: Methods & Data Collection Procedures 4 points	Clear description of how the question will be answered; including a discussion of who has, or where is the information; instruments developed; permissions gained; clear description of the procedures for data collection.	Methods & data collection fail to address two of the previously described components.	Methods & data collection fail to address three of the previously described components.	Methods & data collection fail to address any of the previously described components.	
TRACK: Data Analysis & Results 4 points	Data analysis procedures are clearly described; findings are clearly presented; findings are discussed; data management such as and excel charts a provided.	Data analysis and results fail to address one of the previously described components.	Data analysis and results fail to address two or three of the previously described components.	Data analysis and results fail to address any of the previously described components.	
ANNOUNCE: Recommendations & Implications 6 points	Recommendations & implications of the project are clearly presented; who will the information be shared with? How will the information be used? One-page summary of project data report format. Appendices to include: references, communications, permissions, instruments, data, data analysis, etc.	Recommendations & implications of the project fail to address one of the previously described components.	Recommendations & implications of the project fail to address two or three of the previously described components.	Recommendations fail to address any of the previously described components.	
Class Presentation 3 points	Presentation to the class is a clear, concise description of the project; 10 min time limit; one-page data report handout .	Class presentation is not clear, concise, or does not meet the 10 min time limit; one-page data report handout is provided.	Class presentation is not clear, concise, and does not meet the 10 min time limit; or, one-page data report handout is provided.	Class presentation is not given.	

EDCD 791: Internship in School Counseling

Suggested Format for Case Study Analysis (Tapes 1&2)

1. Background
 - a. Social case history
 - b. Pertinent family issues
 - c. Educational history
 - d. Special services – special education, ESL, Gifted, reading teacher, etc.
 - e. Previous referrals to school counselor
2. Description of the Student
 - a. Age, grade, gender, ethnicity
 - b. Physical characteristics
 - c. Strengths or assets [include a minimum of three]
 - d. Deficits or weaknesses
3. Reason for the Referral
 - a. Who referred the student?
 - b. How was the initial contact with counseling made?
4. Current Counseling Relationship
 - a. How many times have you seen the student?
 - b. Who have you talked to about the student?
 - c. How have you gathered information about the student?
5. Purpose/Goals of Counseling this Student
 - a. What did you hope to accomplish, what have you accomplished?
 - b. What counseling skills or strategies did you use to reach your goals?
 - c. What would your long range counseling goals for this student be?
6. Self Evaluation
 - a. What was effective or ineffective?
 - b. What have you learned about your own counseling skills and strategies as a result of working with this child?
 - c. What goals have you set for yourself?

