University of Rochester  
Warner Graduate School of Education  
Department of Counseling and Human Development  

SYLLABUS  

EDF 450: PRACTICUM IN COUNSELING  

SPRING 2011  

Thursdays 7:35-10:00  
Dewey Hall 1-305  

Instructor: Dr. Bonnie J. Rubenstein  
LeChase 493  
Office 585-275-5163  
Home 381-9508  
brubenstein@warner.rochester.edu  

Course Description  

This 13-week, on site practicum experience (which totals 150 hours including the practicum, the semester-long class, and individual and group supervision) affords students the opportunity to practice counseling skills and to observe the work of counselors in a real school counseling setting. Drawing on techniques introduced in Counseling Theory and Practice, students will continue to develop and improve counseling skills with individual clients and groups. Students will be expected to demonstrate process skills, practice in accordance with the American Counseling Association Code of Ethics, reflect counseling values in their placement experience and in their classroom interaction with peers, and produce, analyze, and constructively critique audio and videotapes in individual and group supervision. This clinical experience will lead immediately into the 600 hour internship.

Course Objectives: (CACREP in parentheses)  

By the end of the course, the students will be able:

1. To master basic attending skills.  Uses basic communication skills to listen and respond to client with accurate empathic understanding. (IIIG.5c)

2. To apply counseling skills effectively in a school or college, mental health facility or community agency including: skilfully listening to clients, responding to clients, understanding clients in an integrative way and facilitating client action.  Understands the school counselor’s role as a system change agent. Uses Interpersonal Strengths: (e.g. caring, integrity, confidence, sense of self) to build a working alliance with client. Demonstrates knowledge in use of counseling and
human development theories and concepts. Demonstrates ability to provide session structure and focus through questions, interpretations, experiential activity, problem-solving strategies, and other appropriate methods to further counseling goals. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings. (SC-O.4) (SC-O.5) (IIG.5c)

3. To understand factors affecting student achievement and to apply assessment, planning and counseling skills involved in individual counseling sessions, group counseling sessions, career, and classroom guidance lessons. Demonstrates competence in provision of a variety of counseling modes, including individual counseling, group counseling, career counseling, and classroom guidance to promote the academic, career, and personal/social development of students. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students and identifies various forms of needs assessments. (IIG.5c) (SC-G.3)

4. To acquire the flexibility necessary to engage in the various activities directed toward self-exploration and sensitivity to concerns of subgroups and diverse populations. Multicultural Skills: Candidate demonstrates sociocultural self-knowledge, awareness of social and political barriers to counseling, knowledge of liberatory counseling theory, and ability to implement culturally congruent counseling practices with diverse populations. (IIG.2e)

5. To continue assessing one’s growth in relation to utilization of counseling process skills. Candidate demonstrates self-reflection, self-understanding, openness to on-going supervision and commitment to further personal and professional growth. Candidate demonstrates understanding of counselor roles, characteristics and behaviors that influence the helping processes. Candidate engages in self-care strategies. (IIG.1e) (IIG.1b) (IIG.5b) (IIG.1d)

6. To understand and act in accordance with legal and ethical standards that guide counseling practice. Candidate’s behavior is consistent with legal and ethical standards of the profession. (IIG.1j) (SC-A.2) (SC-B.1)

7. To apply counseling strategies and current research in the helping relationship and to evaluate their effectiveness by describing their effect on client affect, cognition, and behavior and outcomes. Demonstrates flexibility and ability to generate novel responses when faced with unfamiliar or unexpected situations in the counseling process. Understands basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation). Understands the outcome research data and best practices identified in the school counseling research literature. Understands the relationship of the school counseling program to the academic mission of the school. (IIG.5c) (SC-I.3) (SC-I.5) (SC-K.1)
8. To apply knowledge of human development and learning theory in relation to counseling practice, give theoretical rationales for counseling intervention and to evaluate the effectiveness of the intervention. *Demonstrates knowledge in use of counseling and human development theories and concepts.* (IIG.5a)

9. To accurately critique audiotapes and videotapes of counseling sessions and to engage in peer supervision of live counseling sessions. *Oral Presentation:* Candidate orally presents information in an effective manner in small group and whole class settings. (IIG.1e)

10. To apply knowledge of human development and learning theory in relation to counseling practice, give theoretical rationales for counseling intervention and to evaluate the effectiveness of the intervention. *Demonstrates knowledge in use of counseling and human development theories and concepts.* (IIG.1e)

11. To use supervision and collegial support constructively. *Candidate works effectively with colleagues and other team members.* (IIG.1e)

12. To develop awareness of appropriate responses to concerns of stress, abuse, suicide, substance abuse and other serious conditions that require immediate intervention. To demonstrate the ability to use procedures for assessing and managing suicide risk. (IIG.5g)

13. To further familiarize the student to professional development activities offered by professional organizations and universities. *Professional Identity:* Candidate demonstrates familiarity with the history of the profession, the roles of professional counselors among the various human service professions, professional associations and journals in counseling, and the issues surrounding counseling licensure and accreditation. *Professional Development:* Candidate demonstrates self-reflection, self-understanding, openness to on-going supervision, and commitment to further personal and professional growth. (IIG.1f)

14. To understand and implement standards of professional behavior at the practicum site, small group supervision, and individual supervision. *Professional Behavior:* Candidate demonstrates responsibility in fulfilling professional commitments and acting as a counseling professional. Candidate demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (IIG.1b)(SC-D.5)

**Methods of Instruction**

Instructional methods will include a combination of observation and direct participation in clinical field experience, weekly classes including group supervision, class discussions and activities, and individual supervision.
Course Requirements

1. **Membership in the American Counseling Association and Professional Liability Insurance:**

   Before beginning the practicum, students must become student members of the A.C.A. and obtain their own professional liability insurance, which is available through the A.C.A. at no charge with membership.

2. **Required Readings:**


   Case Studies and journal articles (provided by instructor) each week. These readings are available on Blackboard under EDF 450.

3. **Attendance and Participation:**

   Class Attendance and productive participation in all activities. More than one (1) absence (excused or unexcused) must be made up in additional supervision time. Three or more absences (excused or unexcused) will be considered grounds for failure. Students should be aware of the fact that class time is included as a part of the 150 hours required for completion of the course and that class time also includes VERY ESSENTIAL time spent in group supervision (12 weeks averaging one and one-half hours per week) and important time analyzing cases.

   Class includes:

   - Discussion of professional issues in counseling related to practical issues of working in a school or agency setting
   - Counseling Practice
   - Exploration of case studies
   - Group supervision related to the practicum experience (10 weeks times an average of 1 ½ hours per week) including case presentations
4. **Practicum:**

Practicum consists of 13 weeks (beginning week 2 or 3) working in a school, college, mental health or community agency. The site must be mutually agreeable to student, U. of R. professor, and site supervisor. The site supervisor must have a graduate degree in counseling or closely related field and at least two years’ experience in the field.

The Practicum is either 1 day/week or two half-days/week for 12 weeks for a total of 100 hours and includes:

- At least 40 hours direct, face-to-face service to clients
- Observation, meetings, preparing reports, meeting with site supervisor, etc.
- Six audio or video tapes of counseling sessions (at least 30 minutes, shorter with small children). Parent permission forms required for underage clients.
- Completion of Practicum Log as both an official record of your practicum experience, and also as a record of your growing awareness of yourself in the counseling process.
- Completion of a Client Session Report on every session, taped or untapped, and kept in a clinical log for U of R professor and individual supervisor.

5. **Individual Supervision:**

Participation in regularly scheduled meetings with individual supervisor for tape supervision (one or two of which may be taped for doctoral level supervision purposes). Individual supervision occurs over the course of 10 weeks (beginning week 4 or 5), and is one hour per week. The individual supervision time generally includes:

- Processing tapes through analytical discussion. Tapes must be presented at regular intervals during supervision process
- Problem Solving
- Personal Support
- Completion of tape critique form to be submitted to individual supervisor and professor
- Review and discussion of client evaluations

6. **Group Supervision:**

Group supervision is scheduled during class meeting time each week and is designed to offer peer and instructor support, site-related problem solving, coaching, experiential practice of counseling skills, and the opportunity to further case conceptualization skills. Each student will be asked to present a
7. **Class Meetings:**

Readings from the text and journal articles will inform weekly topical discussions about dimensions of integrating theoretical concepts and professional practices with the realities of clinical practice on school sites. Students should come prepared to discuss the readings during class time. To assist in this process, students will be asked to write out a one paragraph **Integrative Reflection Papers** on the readings for class review on a weekly basis beginning week 2. For the final class discussion on week 14, prepare a brief one to two page **Commentary** for submission to the instructor on how your counseling theory and client conceptualization skills have developed as a result of this semester’s work in a school setting. Students will also engage in practice exercises during class, using case material to build skills in counseling techniques, client assessment and goal setting.

8. **Professional Conduct:**

In performance of the practicum site and in classroom sessions, group supervision, and individual supervision, students are expected to demonstrate growing professional skill and professional behavior consistent with the standards of the counseling profession. Deficiencies in professional conduct can negatively affect course completion.

9. **Professional Development:**

Students should expect to attend one professional development training or conference in the school counseling area of their own choosing and plan to orally share their learning with peers during group supervision time.

**Evaluation**

Grading in the course is on a Satisfactory/Not Satisfactory basis. Students must proficiently complete all the requirements to achieve a Satisfactory grade (i.e., rate a “3” or higher overall on rubric ratings). All evaluation feedback from Site, Individual and Group supervision is weighed equally and aggregated by the course instructor in determining whether or not a student is ready to pass the course. There is a Collaborative Joint Assessment process (self-evaluation and site supervisor’s evaluation) and all evaluation is done in the spirit of giving feedback to learn and grow. Evaluation feedback is also provided by the doctoral tape supervisor and the group supervisor. If issues are encountered, individual discussions with all relevant parties will ensue to examine the need for additional opportunities to make progress. A **student**
whose performance is deemed not yet satisfactory by the course instructor or any of
the supervisors can expect to be given opportunities to repeat the assigned task or
spend additional time at it before a passing grade, certifying basic competence is
awarded. An agreement form attesting that you understand the possible need for
additional or remedial activity prior to achieving competence must be on file for each
student. Students must also complete the “Supervision Confidentiality Agreement” for
the file.

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<tr>
<th>Requirements/Assignments</th>
<th>Weight</th>
<th>Method of Evaluation</th>
<th>Evaluator</th>
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<tbody>
<tr>
<td>Class Requirements</td>
<td>20%</td>
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<tr>
<td>Attendance/Participation</td>
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<td>Checked and Verified by Instructor</td>
<td>Instructor</td>
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<td>Professional Development</td>
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<td>Checked and Verified by Instructor</td>
<td>Instructor</td>
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<td>Class Meetings</td>
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<td>Integrative Reflection Papers</td>
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<td>Integrative Reflection-Commentary Rubric</td>
<td>Instructor</td>
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<tr>
<td>Commentary</td>
<td></td>
<td>Integrative Reflection-Commentary Rubric</td>
<td>Instructor</td>
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<tr>
<td>Site-Based Practicum</td>
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<td>Counseling Practicum Student Progress Report</td>
<td>Site Supervisor</td>
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<tr>
<td>6 Audio/Video Tapes</td>
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<td>* see Tape Reviews</td>
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<tr>
<td>Practicum Log</td>
<td>10%</td>
<td>Checked and Verified by Instructor</td>
<td>Instructor</td>
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<tr>
<td>Client Session Reports</td>
<td>10%</td>
<td>Checked and Verified by Instructor</td>
<td>Instructor</td>
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<tr>
<td>Individual Supervision</td>
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<td>Doctoral Tape Supervisor Final Evaluation Form</td>
<td>Tape Supervisor</td>
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<tr>
<td>Tape Reviews *</td>
<td>20%</td>
<td>Professional Orientation &amp; Practice Tape Evaluation</td>
<td>Tape Supervisor</td>
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<tr>
<td>Group Supervision (Client Case Presentation)</td>
<td>20%</td>
<td>Practicum &amp; Internship Group Supervisor’s Evaluation Form</td>
<td>Group Supervisor</td>
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<tr>
<td>Client Case Presentation</td>
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<td>Case Presentation Rubric</td>
<td>Group Supervisor</td>
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**Ability Accommodations**

If there is any student in this class who has need of accommodations in accordance with
the Americans with Disabilities Act and Section 504, of the Rehabilitation Act of 1973,
please feel free to come and discuss these needs with the instructor. It is imperative that
students requiring special accommodations provide the Warner School of Education
Disabilities Coordinator (Ms. Brenda Grosswirth, 275-1009) with appropriate documentation of the disability prior to discussing accommodations with the instructor.

**Commitment to Diversity and Inclusion**

The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community. See the following link for the Warner School’s statement: [http://www.rochester.edu/warner/warnerataglance/diversity.html](http://www.rochester.edu/warner/warnerataglance/diversity.html). See [http://www.rochester.edu/diversity/philosophy.html](http://www.rochester.edu/diversity/philosophy.html) for the University of Rochester’s statements about diversity.

It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. This course is an opportunity to practice these social justice skills in our social interactions and academic work.
Class Schedule of Topics and CACREP Standards

Week 1
- Introduction to the course, syllabus review
- Becoming an effective supervisee/supervision process/limitations of supervision/collegial support (IIG.1e) (SC-D.5)
- Self-Care Strategies (IIG.1d)

Week 2
- Read Miller and Davis (entire guide)
- Ethical and legal considerations related to the practice of school counseling (IIG.1j) (SC-A.2 and SC-B.1)
- ACA Code of Ethics from www.counseling.org
- Ethical standards of professional organizations and credentialing (IIG.1j)
- Professional organizations (IIG.1f)

Week 3
- Read Meier Chapter 1
- Professional roles and functions of school counselors (IIG.1b)
- Counselor Characteristics, supervision, and commitment to further personal and professional growth (IIG.1e) (IIG.1d) (IIG.5b)
- Counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings (SC-O.5)
- Factors affecting student functioning

Week 4
- Read Meier Chapter 3
- Counselor Skill Development and understanding of the relationship of the school counseling program to the academic mission of the school (IIG.5c) (SC-K.1) (SC-O.4)
- Individual Counseling Practice

Individual Case Presentations begin during group supervision time (second half of class during Weeks 5-14) Instructions will be given in class.

Week 5
- Read Meier Chapter 2
- Counselor Skill Development
- Group Counseling
- Peace Circles/Restorative Practices
- Classroom Guidance Activities
- Case Presentations
**Week 6**
- Read Johnson Chapters 1-3
- Assessing the Effectiveness of Educational Programs
- Needs Assessment (SC-G.3)
- Strategies to evaluate student outcomes (SC-I.3)(SC-I.5)
- Counselor as a Change Agent (SC-O.4)
- Case Presentations

**Week 7**
- Read Meier Chapter 6
- Crisis Intervention (IIG.5g)
- Suicide Prevention
- Case Presentations

**Week 8**
- Read Johnson Chapters 6 and 7
- Characteristics of Effective Schools
- Relationship between school programs and student academic success (SC-K.1)
- Case Presentations

**Week 9**
- Read Meier Chapter 4 and Johnson Chapter 8
- Student Advocacy
- Advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students
- Multicultural Counseling Skills (IIG.2e)
- Case Presentations

**Week 10**
- Collaboration and Communication
- School Counselor/Administrator Communication: Building a Strong Collaboration
- Case Presentations

**Week 11**
- Read Meier Chapter 5
- Supervision/Limitations (SC-D.5)
- Case Presentations
Week 12
- Self-Care Strategies and Wellness (IIG-1d) and (IIG-5a)
- Case Presentations

Week 13
- Read Johnson Chapters 10 and 11
- School Counselor Record Keeping and Accountability
- Case Presentations

Week 14
- Endings and Referral Processes
- Case Presentations

Week 15
- Wrap-Up Discussion
- Report-out on Professional Development Activity

All practicum logs and supervisory evaluations are due between May 1 and May 7 for passing grade to be given in the Spring 2010 semester.
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Learning Objective</th>
<th>Observable Outcome</th>
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</thead>
<tbody>
<tr>
<td>SC-A.2 Understands ethical and legal considerations specifically related to the practice of school counseling.</td>
<td>(Objective 6) To understand and act in accordance with legal and ethical standards that guide counseling practice.</td>
<td>Counseling Practicum Student Progress Report (Question # 8)</td>
</tr>
<tr>
<td>SC-B.1 Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</td>
<td>(Objective 6) To understand and act in accordance with legal and ethical standards that guide counseling practice.</td>
<td>Counseling Practicum Student Progress Report (Question # 8)</td>
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<td>Doctoral Tape Supervisor Final Evaluation Form</td>
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<td>Practicum &amp; Internship Group Supervisor’s Evaluation Form</td>
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<tr>
<td>SC-D.5 Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
<td>(Objective 14) To understand and implement standards of professional behavior at the practicum site, small group supervision, and individual supervision.</td>
<td>Doctoral Tape Supervisor Final Evaluation Form</td>
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<td>Counseling Practicum Student Progress Report (Question # 4)</td>
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<tr>
<td>SC-G.3 Identifies various forms of needs assessments for academic, career, and personal/social development.</td>
<td>(Objective 3) To understand factors affecting student achievement and to apply assessment, planning and counseling skills involved in individual counseling sessions, group counseling sessions, career, and classroom guidance lessons.</td>
<td>Counseling Practicum Student Progress Report (Question # 14)</td>
</tr>
<tr>
<td>SC-I.3 Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).</td>
<td>(Objective 7) To apply counseling strategies and current research in the helping relationship and to evaluate their effectiveness by describing their effect on client affect, cognition, and behavior and outcomes.</td>
<td>Counseling Practicum Student Progress Report (Question # 16)</td>
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<tr>
<td>SC-I.5 Understands the outcome research data and best practices identified in the school counseling research literature</td>
<td>(Objective 7) To apply counseling strategies and current research in the helping relationship and to evaluate their effectiveness by describing their effect on client affect, cognition, and behavior and outcomes.</td>
<td>Counseling Practicum Student Progress Report (Question # 16)</td>
</tr>
<tr>
<td>SC-K.1 Understands the relationship of the school counseling program to the academic mission of the school.</td>
<td>(Objective 7) To apply counseling strategies and current research in the helping relationship and to evaluate their effectiveness by describing their effect on client affect, cognition, and behavior and outcomes.</td>
<td>Counseling Practicum Student Progress Report (Question # 32)</td>
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<tr>
<td>SC-O.4 Understands the school counselor’s role as a system change agent</td>
<td>(Objective 2) To apply counseling skills effectively in a school or college, mental health facility or community agency including: skillfully listening to clients, responding to clients, understanding clients in an integrative way and facilitating client action.</td>
<td>Counseling Practicum Student Progress Report (Question # 6 )</td>
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<tr>
<td>SC-O.5 Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings</td>
<td>(Objective 2) To apply counseling skills effectively in a school or college, mental health facility or community agency including: skillfully listening to clients, responding to clients, understanding clients in an integrative way and facilitating client action.</td>
<td>Counseling Practicum Student Progress Report (Question # 1)</td>
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</table>
# Case Presentation Rubric

1=Unacceptable/Insufficient  2=Needs Improvement/Emerging  3=Basic Proficiency  4=Outstanding Performance

Name: ____________________________  Instructor: __________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>1) Five &quot;P&quot; areas are presented and explained:</td>
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<td>a. Presenting Issues</td>
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<td>b. Precipitating Factors</td>
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<td>c. Predisposing Factors</td>
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<td>d. Protective Factors</td>
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<td>e. Preferred Potentials &amp; Scenarios per client</td>
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<td>2) Accurate Multi-axial Diagnosis is made with appropriate justification</td>
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<td>3) Multicultural and contextual factors are considered in diagnosing and treatment planning</td>
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<td></td>
<td>2</td>
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<tr>
<td>4) Current work with client is considered through metaphoric representation of case formulation</td>
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<td>3</td>
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<tr>
<td>5) Client History,</td>
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<td>4</td>
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</tbody>
</table>
presentation, motivation and process with counselor lead to consideration of multiple working hypotheses for therapy

| 6) Meaningful Development of Ideas in oral presentation and written form are evidenced | 1 | 2 | 3 | 4 |
| 7) Student can discuss culturally appropriate multi-axial diagnosis and treatment plan with peer colleagues and receive feedback | . | 1 | 2 | 3 | 4 |
| 8) This presentation reflects student’s knowledge of the principles, models and documentation formats of biopsychosocial case conceptualization and treatment planning | | 1 | 2 | 3 | 4 |
| 9) Grammar, Syntax and organization of material meets accepted standards for professional documentation | | 1 | 2 | 3 | 4 |

EDF 450 Practicum in School Counseling
Integrative Reflections-Commentary Rubric

1=Unacceptable/Insufficient 2=Needs Improvement/Emerging 3=Basic Proficiency 4=Outstanding Performance

Name: ____________________________ Instructor: _________________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar &amp; Syntax</strong></td>
<td>Multiple grammatical and stylistic errors. Sentence structure is ineffective at conveying ideas</td>
<td>Some errors in grammar and/or format that do not interfere with clarity. Awkwardness in sentence structure</td>
<td>Few grammatical and/or stylistic errors. Complex sentence structure that has some stylistic variation</td>
<td>Nearly error-free reflecting clear understanding and thorough proofreading. Sentence structure complex and varied</td>
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</tr>
<tr>
<td><strong>Organization of Paper</strong></td>
<td>Weak organization of ideas</td>
<td>Somewhat unfocused and/or unclear</td>
<td>Logical organization of ideas</td>
<td>Careful and relevant organization of ideas</td>
<td>1</td>
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<tr>
<td><strong>Referencing</strong></td>
<td>No references when needed or incorrect references</td>
<td>Some incorrect references. Citations did not correctly follow APA guidelines.</td>
<td>Use of references indicate understanding of use. Some references did not accurately match APA guidelines.</td>
<td>Use of references indicate substantial understanding of appropriate use. All references are cited correctly using APA guidelines.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Meaningful Development of Ideas (Integrative Reflections)</strong></td>
<td>Ideas are unclear and/or not well-developed</td>
<td>Unelaborated ideas that are not fully explained or supported; repetitive details</td>
<td>Depth of thought supported by elaborated, relevant supportive evidence provides clear vision of the idea; contains details</td>
<td>Depth and complexity of thought supported by rich, pertinent details; supporting evidence leads to high-level idea development</td>
<td>1</td>
</tr>
<tr>
<td>Evidence of Reflection and Integration of Ideas into Practice (Integrative Reflections)</td>
<td>Questions for reflection are not fully answered/items are missing. AND It is not clear how reading material has been integrated with student’s own practice</td>
<td>Questions for reflection are not fully answered/items are missing. OR It is not clear how reading material has been integrated with student’s own practice</td>
<td>Personalization of reading material to own practice challenges is evident. Questions for reflection are answered fully and completely</td>
<td>Personalization of reading material to own practice challenges is evident and exceptional insight is evidenced. Questions are answered fully and completely</td>
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<tr>
<td>Commentary on Counseling Theory and Conceptualization Skills (Commentary)</td>
<td>Commentary reflects that student does not grasp basic Counseling Theory nor can he/she conceptualize the situation</td>
<td>Commentary reflects that student is missing significant portions or understanding, but grasps basic ideas</td>
<td>Student has shown how semesters experiences have effected his/her understanding of both Theory and conceptualization skills</td>
<td>Commentary describes fully how student understanding and use of conceptualization skill and knowledge of Counseling Theory have developed</td>
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EDF 450: Practicum in Counseling (School Counseling)

SUMMARY RUBRIC

Name: ___________________________________________________

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