Course: COE MHS 6421: Counseling Children

Assignment:
The school counselor candidate will facilitate a small group in class and provide group members with written and verbal feedback using the peer coaching model demonstrating respect diverse points of view, and fosters social interaction among students.

FEAP Standards:
- FL-FAU-FEAP.6.2
  Demonstrates the ability to respect and foster diverse points of view.
- FL-FAU-FEAP.9.2
  Demonstrates ability to involve students in learning activities that involve social interaction and cooperative learning.
- FL-FAU-FEAP.10.2.
  Demonstrates knowledge of strategies to re-engage students who are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities.

COE MHS 6421: Group Counseling Skills Practice and Peer Coaching Assignment Rubric:

Components of the Assignment

<table>
<thead>
<tr>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Does Not Meet Expectations (1 pt)</th>
<th>No Attempt</th>
</tr>
</thead>
</table>
| **Demonstrates the ability to respect and foster diverse points of view.** (1, 33%) FL-FAU-FEAP.6.2 | Students will address the following components:  
- Evidence of pre-group screening is presented  
- Follows the recommended group format  
- Uses 9 – 12 of the group leadership skills listed on the tape review form. | Students address the following components:  
- Evidence of pre-group screening is presented  
- Follows the recommended group format  
- Uses 6 - 8 of the group leadership skills listed on the tape review form. | Students do not address the elements as specified  
- Lacks of evidence of pre-screening  
- Uses less than 6 group leadership skills | Failed to submit or failed to submit on time |

| **Demonstrates the ability to involve students in learning activities that involve social interaction and cooperative learning.** (1, 33%) FL-FAU-FEAP.9.2 | Students will address the following components:  
- Evidence of pre-group screening is presented  
- Follows the recommended group format  
- Uses 9 – 12 of the group leadership skills listed on the tape review form. | Students address the following components:  
- Evidence of pre-group screening is presented  
- Follows the recommended group format  
- Uses 6 - 8 of the group leadership skills listed on the tape review form. | Students do not address the elements as specified  
- Lacks of evidence of pre-screening  
- Uses less than 6 group leadership skills | Failed to submit or failed to submit on time |
## Components of the Assignment

<table>
<thead>
<tr>
<th></th>
<th>Exceeds Expectations (3 pts)</th>
<th>Meets Expectations (2 pts)</th>
<th>Does Not Meet Expectations (1 pt)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tape review form</td>
<td>tape review form</td>
<td>leadership skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Demonstrates knowledge of strategies to re-engage students who are off task, address unexpected problems, or to benefit from unexpected opportunities during small or large group activities (1, 33%) FL-FAU-FEAP.10.2

- Students will address the following components:
  - Evidence of pre-group screening is presented
  - Follows the recommended group format
  - Uses 9 – 12 of the group leadership skills listed on the tape review form.

- Students address the following components:
  - Evidence of pre-group screening is presented
  - Follows the recommended group format
  - Uses 6 - 8 of the group leadership skills listed on the tape review form.

- Students do not address the elements as specified
  - Lacks of evidence of pre-screening
  - Uses less than 6 group leadership skills

- Failed to submit or failed to submit on time
MHS 6421 Small Group Counseling Format (6.2, 9.2, 10.2)

Counselor (graduate student): ______________________

Small Group Topic ________________________________ Date ________________
Session Topic: ____________________________________________________________________________

Session Topic:  Session # ________________

National standard development area(s):  Academic            Career                 Personal/Social

National Standard(s):        A                         B                            C

National Standard(s) Competencies:

Sunshine State Standard(s):

**Purpose**  Should be related to the identified competencies.

**Resources**  What will you need to complete the activities/session?

**Beginning**  Review last session. Check on student goals – applying lessons to their life. Check on overall functioning – scaling – grades, home, peers, teachers, parents, fun, rest, exercise, and diet. Preview today

**Middle**  Involve student in pair discussions, - ask before telling – related to today’s topic. Provide some new information and ask student to personalize – which ideas would be most helpful/useful to them. Apply ideas in role-play, drama, multiple endings and coaching, art, music, games and bibliotherapy. (9.2, 10.2)

**End**  Discuss what thoughts and feelings they experienced during the activity/session. Ask them to commit to trying/applying some idea from today. (6.2)
MHS 6421 Group Counseling
Tape Review Form (6.2, 9.2, 10.2)

Graduate student name: _______________________________ Date of Review: ___________

Name of Group: ____________________________ Rater’s name: _____________

Session Topic: ____________ Session # ____________ Grade level: ____________

Please rate each of the following categories:

<table>
<thead>
<tr>
<th>Planning and recommended format (6.2, 9.2, 10.2)</th>
<th>E</th>
<th>M</th>
<th>D</th>
<th>N.O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of pre-group screening</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>2. Recommended format for group sessions followed</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Leadership Skills (6.2, 9.2, 10.2)</th>
<th>E</th>
<th>M</th>
<th>D</th>
<th>N.O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personalizing and structuring</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>2. Temperature check and goal reporting</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>3. Active listening and empathic responding</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>4. Clarifying, questioning, drawing out, and cutting off</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>5. Connecting, linking, universalizing</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>6. Focus: Establish, maintain, shift, deepen</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>7. Involve everyone, rounds, dyads (9.2)</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>8. Practice/application of skill/information (9.2)</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>9. Modeling and coaching (10.2)</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
<tr>
<td>10. Encouraging and supportive of students and diverse points of view (6.2)</td>
<td>E</td>
<td>M</td>
<td>D</td>
<td>N.O.</td>
</tr>
</tbody>
</table>

I liked: (strengths, helpful behaviors, strategies) (6.2, 9.2, 10.2)

You may want to consider: (recommended changes) (6.2, 9.2, 10.2)
Course: COE MHS 6421: Counseling Children

Assignment:
The school counselor candidate will demonstrate knowledge of subject matter and application of counseling strategies to field based practice scenarios on a course exam.

FEAP Standards:
FL-FAU-FEAP.8.2

Increases and demonstrates knowledge of subject matter knowledge in order to integrate counseling strategies into practice.

COE MHS 6421: Counseling Children Final Exam Assignment Rubric:

Components of the Assignment

<table>
<thead>
<tr>
<th>Exceeds Expectations 93-100% (3 pts)</th>
<th>Meets Expectations 92-83% (2 pts)</th>
<th>Does Not Meet Expectations &lt;83% (1 pt)</th>
<th>No Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increases and demonstrates knowledge of subject matter in order to integrate counseling strategies into practice.</strong> (1, 100%) FL-FAU-FEAP.8.2</td>
<td>Student scores a 93% or above on the final exam.</td>
<td>Student scores between 92% - 83% on the final exam.</td>
<td>Student did not submit by the due date.</td>
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</table>