



***Course Syllabus Semester Year***  
**Developmental Interventions**  
 COUN F627  
 TBD 4:10-7:10 PM – TBD

**Instructor:**  
**E-mail address:**  
**Telephone:**  
**Office:**  
**Office hours:**  
**Audio Call-In:**  
**Video:**

**Course Description:** This course is designed to give students an opportunity for limited practice in applying developmental theory to work with children and youth. Attention is placed on assisting children and youth to accomplish developmental tasks appropriate to their psychological growth.

**Prerequisites:** COUN F623 Counseling Theories and Applications

**Course Objectives:** upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards:

1. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (*f.1.c*)
2. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (*f.3.g*)
3. A general framework for understanding differing abilities and strategies for differentiated interventions (*f.3.h*)
4. A systems approach to conceptualizing clients (*f.5.b*)
5. Developmentally relevant counseling treatment or intervention plans (*f.5.h*)
6. Evidence-based counseling strategies and techniques for prevention and intervention (*f.5.j*)
7. Strategies for personal and professional self-evaluation and implications for practice (*f.1.k*)
8. Suicide prevention models and strategies (*f.5.l*)
9. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (*f.5.m*)
10. Procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide (*f.7.c*)

11. Procedures for identifying trauma and abuse and for reporting abuse (*f.7.d*)
12. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (*f.8.a*)
13. Identification of evidence-based counseling practices (*f.8.b*)
14. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC *c.1.d*)
15. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CMHC *c.2.d*)
16. Potential for substance use disorder to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC *c.2.e*)
17. Impact of crisis and trauma on individuals with mental health diagnoses (CMHC *c.2.f*)
18. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC *c.2.h*)
19. Cultural factors relevant to clinical mental health counseling (CMHC *c.2.j*)
20. Record keeping, third part reimbursement, and other practice and management issues in clinical mental health counseling (CMHC *c.2.m*)
21. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (SC *g.2.e*)
22. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (SC *g.2.g*)
23. Common medications that affect learning, behavior, and mood in children and adolescents (SC *g.2.h*)
24. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (SC *g.2.i*)

### **Required Texts:**

- James, R.K. & Gilliland, B.E. (2017). *Crisis intervention strategies* (8<sup>th</sup> ed.). Brooks/Cole Cengage Learning: Belmont, CA.  
ISBN- 13: 978-1-305-27147-0
- McWhirter, J.J., McWhirter, B.T., McWhirter, E.H., & McWhirter, R.J. (2017). *At risk youth, A comprehensive response for counselors, teachers, psychologists, and human service professionals* (5<sup>th</sup> ed.). Brooks/Cole Cengage Learning: Belmont, CA.  
ISBN-13: 978-1-3-5-67038-9

### **Required Readings:**

- Alexander, C. M., Hutchison, A. N., Clougher, K. M., Davis, H. A., Shepler, D. K., & Ambroise, Y. (2014). Adolescent dating violence: Application of a U.S. primary prevention program in St. Lucia. *Journal Of Counseling & Development*, 92(4), 489-498. doi:10.1002/j.1556-6676.2014.00175.x
- Bugge, K. E., Darbyshire, P., Røkholt, E. G., Haugstvedt, K. S., & Helseth, S. (2014). Young children's grief: Parents' understanding and coping. *Death Studies*, 38(1), 36-43. doi:10.1080/07481187.2012.718037

- Craigen, L. M., & Foster, V. (2009). "It was like a partnership of the two of us against the cutting": Investigating the counseling experiences of young adult women who self-injure. *Journal Of Mental Health Counseling*, 31(1), 76-94.
- Foster, J. M. (2014). Supporting child victims of sexual abuse: Implementation of a trauma narrative family intervention. *Family Journal*, 22(3), 332-338.  
doi:10.1177/1066480714529746
- Kress, V. E., Adamson, N. A., Paylo, M. J., DeMarco, C., & Bradley, N. (2012). The use of safety plans with children and adolescents living in violent families. *Family Journal*, 20(3), 249-255. doi:10.1177/1066480712448833
- Patchell, B. A., Robbins, L. K., Lowe, J. A., & Hoke, M. M. (2015). The effect of a culturally tailored substance abuse prevention intervention with Plains Indian adolescents. *Journal Of Cultural Diversity*, 22(1), 3-8.
- Psychiatric Medications for Children and Adolescents. (2005). *Brown University Child & Adolescent Behavior Letter*, 21(9), 9-10.

### **Recommended Texts:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington DC: American Psychological Association.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

### **Recommended Web Sites:**

- Alaska Department of Health and Social Services; Office of Children's Services: Report Child Abuse in Alaska: <http://dhss.alaska.gov/ocs/Pages/childrenjustice/reporting/welcome.aspx>
- American Counseling Association (ACA): <http://www.counseling.org/>
- American Academy of Child and Adolescent Psychiatry:  
[http://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Psychiatric-Medication-For-Children-And-Adolescents-Part-I-How-Medications-Are-Used-021.aspx](http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Psychiatric-Medication-For-Children-And-Adolescents-Part-I-How-Medications-Are-Used-021.aspx)
- American Red Cross – Disaster Recovery Guides: <http://www.redcross.org/get-help/disaster-relief-and-recovery/recovery-guides>
- American School Counselor Association (ASCA): <http://www.schoolcounselor.org>
- National Association for Addiction Professionals (NAADAC): <http://www.naadac.org>
- National Institute of Mental Health: [www.nimh.nih.gov/](http://www.nimh.nih.gov/)
- National Alliance on Mental Illness (NAMI): <http://www.nami.org/>
- Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>

### **Instructional Methods/Delivery Format:**

Student membership consists of both local and audio/video participants. Blackboard will be utilized to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. Class time will be spent in lecture/discussion of the course readings and how they might apply to the counseling setting – this is sometimes led by the instructor and sometimes by the students.

### **Course Evaluation:**

Students will be evaluated based on seven major criteria: class participation, journal critiques, video analysis, group presentation, formal paper and presentation, personal reflection paper, and a final exam. All assignments need to be turned in via the Assignments link on blackboard. All papers need to be word-processed, double-spaced, and include a list of references where applicable. Unless stated otherwise, papers must be written in third person and use APA 6<sup>th</sup> edition style. Students are encouraged to use the Writing Center for assistance. Papers need to be in final form when turned in – papers will not be allowed to be re-done. Whereas well-constructed papers tend to receive higher marks, poorly written papers will receive lower grades (see rubric guidelines).

1. **Class participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings and assignments, blackboard discussion posts (see rubric below), and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Furthermore, students are expected to be fully present during class, just as you would be fully present for your clients in the future. Therefore, please reserve the sending and receiving of information through texting, e-mailing, etc. for break time or before and after class. If you need to have your phone on during class, please put it on the vibrate setting. Late assignments will not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the next course date in which the paper was originally due (emergency situations will be considered). Although it is expected students will attend all class sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include.* The review is due prior to the beginning of the next session after the missed class. Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback. Students should practice thoughtful, considerate, and respectful communication in all interactions with your fellow students and faculty members. **All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (30 points)

**Blackboard Reflections:** Reflections on readings assigned will be due no later than *two days prior to class session*. The three (3) assigned posts will need to be at least two-three paragraphs in length and posted on blackboard. Critical reflection and thought on material and in class discussions is required. Each person is required to respond to two other posts with a thoughtful critical thinking response of at least one paragraph, prior to class session.

<b>5 points</b> – Discussion board responses:
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<b>0 points</b> – Discussion board responses:
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Are made in time for others to read and respond	May not be made in time for others to read and respond
Deliver information that is full of thought, insight, and analysis	Are rudimentary and superficial; there is little evidence of insight or analysis
Make connections to previous or current content or to real-life situations	Contribute few ideas, connections, or applications
Contain rich and fully developed ideas, connections, or applications	May be off topic

- 2. Journal Article Critiques:** Students will be responsible for reading two peer reviewed journal articles on any area of child and adolescent interventions. After reading the article, write a two-page synopsis and critique of the article. Submit a copy of the original article along with the critique to the blackboard assignments link. Students should be prepared to discuss the article/interventions with the class. (20 points each)  
**Due:**
- 3. Video Analysis:** Students are to view and evaluate a video of their choice involving a crisis situation or life challenge involving a child or youth as a main character, and then discuss a particular issue or principle related to interventions that was brought forth in the video. Please approve your video with the instructor prior to completing the assignment. Briefly describe who is in crisis (developmental and cultural aspects), the nature of the crisis situation, the course of the crisis, and the person's attempt at coping with the crisis (how it was handled in the video, whether effective or not). Describe what you would apply as a crisis intervention model, identify potential issues the person might need to address if referred to counseling, and potential resources needed. Discuss how you might utilize this information in your own work as a professional counselor. Use examples to illustrate points. Papers should be approximately five pages in length and utilize a minimum of three professional journal articles should be utilized to support aspects of the paper. (50 points)  
**Due:**
- 4. Presentation:** Working in groups (minimum of 2 and maximum of 3), students are to design a presentation on the designated child/youth intervention topic to be presented to the faculty or personnel of an agency or school setting. The audience should be presented with the current literature on the topic and appropriate interventions – this should be very practical information for faculty/personnel to utilize in their work settings. Students are to review the literature written about their specific topic and utilize the material to assist in preparing their presentation. Be sure to include developmental level of the focus population and include cultural recommendations. A minimum of five resources other than the textbooks must be utilized and appropriately cited during the presentation. The length of the presentation should be approximately one hour and needs to utilize a visual format (i.e., Power Point, Prezi). Groups must email a complete presentation to the instructor at least 24-hours in advance to ensure materials are received and are able to be utilized appropriately. If employing videos in the presentation, they must augment, not take the place of, the information presented by the group. Groups will be graded for the most part as a whole

group, but 5 points are specific to each individual's ability to present within the group. See the rubric on blackboard for grading specifications. (50 points)

**Presentation Dates:**

**5. Formal Paper & Presentation:**

a. Students are to write a formal paper on an intervention topic of their choice – must be focused on children and/or youth. The paper should overview the problem, review the current literature, discuss any associated diagnoses or diagnostic characteristics, evaluate possible interventions (including recommended medications if appropriate), and discuss dimensions involved in counseling children or adolescents presenting with this specific issue (it does not need to address the entire age range, but be sure to discuss how the interventions are developmentally appropriate to the age range selected). Additionally the paper should describe how the student could apply the information to his or her own work as a professional counselor. This is a formal research paper, so current academic research should be reviewed and appropriately cited – a minimum of 10 sources should be utilized. The content of the paper is to be approximately 12 pages, not including references. (100 points) **Due:**

b. Paper Presentation: Students are to discuss the key points of the formal paper and discuss the topic's applicability to working with individuals in an intended area of specialization (i.e., middle school). The presentation is to be approximately 10 minutes in length, and students need to construct a one-page handout that summarizes the relevant information for their classmates – remember to include appropriate citations on the handout. Students must email a complete copy of the handout to the instructor at least 24-hours in advance to allow time for them to be posted to the blackboard site. (20 points) **Presentation Dates:**

6. **Personal Reflection Paper:** The paper will focus on a crisis that was most challenging or difficult to learn about and/or a crisis the student anticipates will be challenging to cope with in future situations. The student should explain his/her personal reactions to the crisis and clearly present a plan for coping with personal feelings, countertransference, or other issues as they may arise in the future. This plan should include strategies for self-care related to the crisis described in the paper. The paper should be two to three pages in length and can be written in first-person. (30 points) **Due:**

7. **Final Exam:** The final will be a comprehensive examination and may be partially take-home and partially timed. The exam may cover the assigned readings, lecture material, class discussions, and information gained from speakers, videos, and class presentations. If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam. Students may use any materials at their disposal (texts, internet, notes, etc.), but may not talk to any other individual (including your classmates) about the exam. If you have questions or concerns they are to be directed to the instructor of the course. (80 points) **Due:**

**Grading:** Your course grade will be determined on a point system as follows:

Class Participation	30 points
Journal Critiques	40 points
Video Analysis	50 points
Group Presentation	50 points
Formal Paper	100 points
Paper Presentation	20 points
Personal Reflection	30 points
Final Exam	80 points
<b>Total</b>	<b>400 points</b>

### **Grading Scale**

372 points and up (93%)	A
360 points to 371 (90-92%)	A-
348 points to 359 (87-89%)	B+
336 points to 347 (84-86%)	B
320 points to 335 (80-83%)	B-
308 points to 319 (77-79%)	C+
296 points to 307 (74-76%)	C
280 points to 295 (70-73%)	C-
268 points to 279 (67-69%)	D+
256 points to 267 (64-66%)	D
240 points to 255 (60-72%)	D-
Less than 240 points	F

### **Course Policies**

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

**Incomplete Grades:** An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

**Disability Services:** Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (907-474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact the instructor regarding the necessary accommodations.

**Support Services:** Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available via distance.

**Plagiarism.** Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.

The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 907-474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 907-474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 907-474-7721.

## Class Schedule, Required Readings, Assignment Due Dates

*Additional work may be assigned to meet course requirements.*

Class Week	Class Content	Readings	Assignments	CACREP 2016 Standards
1	<b>Course Overview</b> <b>Introductions</b> Overview of the Ecology of At-Risk Youth; Environmental/Societal Factors that Contribute to Risk	Syllabus McWhirter Chapter 1 and 2		<i>f.3.g, f.3.h, f.5.b; f.5.h, SC g.2.g</i>
2	Approaching Crisis Intervention; Culturally Effective Helping; Treatment Framework	James Chapter 1 and 2; McWhirter Chapter 11	<b>Blackboard Post</b> – managing plans for variety of clients/students (culture, ability, diagnosis, etc.)	<i>f.5.h, f.5.m; CMHC c.2.f; CMHC c.2.j</i>
3	Intervention and Assessment Models; Characteristics of High and Low-Risk Children; Prevention and Early Intervention Program Components	James Chapter 3; McWhirter Chapter 5 and 12; Psychiatric Medications (2005)	<b>Blackboard Post</b> – Use of Medication; Assessment Model Preference	<i>f.3.h, f.5.b, f.5.h, f.5.j, f.8.b, SC g.2.h; SC g.2.g; SC g.2.h; CMHC c.2.h; CMHC c.2.m</i>
4	Tools of the Trade; Crisis Case Handling; Telephone and Online Crisis Counseling	James Chapter 4, 5, and 6	<b>Article Critique</b>	<i>f.5.j, f.8.b</i>
5	School Issues that Relate to At-Risk Children; School Dropout; Peer Interventions	McWhirter Chapter 4, 6 and 13	<b>Article Critique</b>	<i>f.3.h, f.5.j, f.8.b</i>
6	Family Problems and Interventions; Family Crisis Intervention	McWhirter Chapter 3 and 14; James Chapter 11	<b>Presentation</b>	<i>f.5.j, f.8.b</i>
7	Substance Use and Addiction	McWhirter Chapter 7; Patchell (2015)	<b>Presentation</b>	<i>f.5.j, f.8.b, SC g.2.g; SC g.2.i; CMHC c.1.d, CMHC c.2.d, CMHC c.2.e;</i>
8	Teen Pregnancy, STIs and Risky Sexual	McWhirter Chapter 8; James Chapter 9;	<b>Presentation</b>	<i>f.5.j, f.7.d; f.8.b, SC g.2.g; CMHC</i>

	Behavior; Sexual Assault	Foster (2014)		<i>c.2.f</i>
9	PTSD; Partner Violence	James Chapter 7 and 10; Alexander (2014)	<b>Presentation</b>	<i>f.3.g, f.5.j, f.7.c; f.8.b, SC g.2.g; SC g.2.e; CMHC c.2.e; CMHC c.2.f</i>
10	Personal Loss, Bereavement and Grief	James Chapter 12; Bugge (2014)	<b>Presentation</b>	<i>f.5.j, f.8.b, SC g.2.g</i>
11	Youth Suicide; Crisis of Lethality	McWhirter Chapter 10; James Chapter 8; Craigen (2009)	<b>Video Analysis</b>	<i>f.1.k, f.5.j, f.5.l, f.7.c, f.8.b, SC g.2.e; SC g.2.g</i>
12	Juvenile Delinquency and Youth Violence; Crisis in Schools	McWhirter Chapter 9; James Chapter 13; Korenis (2014)	<b>Blackboard Post</b> – emergency & suicide response	<i>f.1.c, f.5.j, f.7.c; f.8.b, SC g.2.g; SC g.2.e</i>
13	Violent Behavior in Institutions; Human Service Workers in Crisis	James Chapter 14 and 16	<b>Formal Paper and Presentation</b>	<i>f.7.c; f.8.b, CMHC c.2.m</i>
14	Legal and Ethical Issues on Crisis of Trauma; Disaster Response	James Chapter 15 and 17	<b>Paper and Presentation; Personal Reflection Paper</b>	<i>f.1.c, f.1.k, f.3.g; SC g.2.e</i>
15	Final Class Discussion		<b>Final Exam due</b>	

<b>Evaluation Component</b>	<b>CACREP 2016 Standard Assessed</b>
Participation/Blackboard Posts	<i>f.1.c, f.3.g., f.3.h, f.5.b, f.5.j, f.5.l., f.5.m., f.7.c., f.7.d., f.8.b, CMHC c.1.d., CMHC c.2.e, CMHC c.2.h, CMHC c.2.j., CMHC c.2.m, SC g.2.e, SC g.2.g, SC g.2.h, SC g.2.i</i>
Journal Critiques	<i>f.8.a, f.3.h., f.5.h, f.5.j, f.8.b,</i>
Video Analysis	<i>f.1.k, f.3.h, f.5.h, f.5.j, f.5.m, f.8.b</i>
Group Presentation	<i>f.3.h., f.5.h, f.5.j, f.8.b, CMHC c.2.j, SC g.2.g</i>
Formal Paper/Presentation	<i>f.3.h., f.5.h, f.5.j, f.8.b., CMHC c.2.d, CMCHC c.2.f, CMHC c.2.h, SC g.2.g, SC g.2.h</i>
Personal Reflection	<i>f.1.k</i>
Final Exam	<i>f.5.j., f.5.l, f.7.c., f.7.d, f.8.b, CMHC c.1.d, CMHC c.2.e, SC g.2.g, SC g.2.i</i>

**Course Rubrics**

**Attendance and Participation**

	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>ATTENDANCE</b>	Is often late for class and leaves early without prior arrangement.	Misses no more than one class without prior arrangement. Is never late and does not leave early without prior arrangement.	Attends all classes. No missed classes without prior arrangement.	Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.
<b>LARGE GROUP PARTICIPATION</b>	Does not ask questions or make comments that indicate familiarity with class topics.	Rarely asks questions or makes comments that indicate familiarity with the class topics.	Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.	Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.
<b>SMALL GROUP PARTICIPATION</b>	Does not participate actively in small groups.	Rarely participates actively in small groups.	Participates in small groups.	Actively participates in small groups and is adequately prepared to discuss the class topics.
<b>BLACKBOARD PARTICIPATION</b>	Does not open Blackboard to access information.	Rarely opens Blackboard to access information.	Regularly uses Blackboard to enhance the classroom experience.	Actively uses Blackboard to enhance the classroom experience.
<b>COUNSELING SESSIONS</b>	Misses one or more counseling sessions and/or does not come prepared to sessions with previous paperwork/prep completed (e.g. Inventory required not completed)	Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.	Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.	Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.

## Papers

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.
APA FORMATTING	The paper has many departures from the APA Publication Manual, 6 <sup>th</sup> Edition.	The paper has some departures from the APA Publication Manual.	The paper has a small number of departures from the APA Publication Manual.	The paper is written in accordance with the APA Publication Manual.

## Class Presentation

	Unsatisfactory	Basic	Proficient	Distinguished
<b>KNOWLEDGE OF MATERIAL</b>	The presenters appear to lack a basic understanding of the topic.	The presenters have a basic understanding of the topic.	The presenters have a very good understanding of the topic.	The presenters have an excellent understanding of the topic and include extra information in the presentation.
<b>AUDIENCE ENGAGEMENT</b>	The audience is not engaged and appears bored during the presentation.	The audience is minimally engaged, paying attention at times and not paying attention at other times.	The audience is engaged throughout the presentation.	The audience is actively engaged and appears to enjoy the presentation.
<b>PRESENTER PARTICIPATION</b>	Some members of the presentation team do not appear to participate.	All members of the presentation team participate, but some are not as involved as others.	All member of the presentation team participate equally.	All members of the presentation team present equally and the members appear to work as a team.
<b>USE OF TEACHING TOOLS</b>	Only one teaching tool is used.	More than one teaching tool is used but there is a lack of cohesion between the two tools.	Two or more teaching tools are used together effectively.	Two or more teaching tools are used together with a high level of audience response.
<b>COLLABORATION</b>	Collaboration is not evident between partners, with little to no cohesion and preparedness.	Collaboration is less than adequate between partners, with little cohesion and preparedness.	Collaboration is adequate between partners, with cohesion and preparedness.	Collaboration is exceptional between partners, with advanced cohesion and preparedness.