



Course Syllabus Semester Year
Career Development
COUN F632
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 help students understand theories of career development, learn to utilize career assessments, access career information, and examine the impact of career on the lives of individuals with whom they will be working, as well as reflect on their own personal/professional career development.

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 (4. a-g):

1. Current labor market information relevant to opportunities for practice within the counseling profession (*f.1.h*)
2. Theories and models of career development, counseling, and decision making (*f.4.a*)
3. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (*f.4.b*)
4. Processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and informative systems (*f.4.c*)
5. Approaches for assessing the conditions of the work environment on clients' life experiences (*f.4.d*)
6. Strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development (*f.4.e*)
7. Strategies for career development program planning, organization, implementation, administration, and evaluation (*f.4.f*)

8. Strategies for advocating for diverse clients' career and educational development and employment opportunities in global economy (*f.4.g*)
9. Strategies for facilitating client skill development for career, educational, and lifework planning and management (*f.4.h*)
10. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (*f.4.i*)
11. Ethical and culturally relevant strategies for addressing career development (*f.4.j*)
12. Reliability and validity in the use of assessments (*f.7.h*)
13. Use of assessments relevant to academic/educational, career, personal, and social development (*f.7.i*)
14. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (*f.7.m*)
15. Identification of evidence-based counseling practices (*f.8.b*)
16. Theories and models related to clinical mental health counseling (*CMHC.c.1.b*)
17. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and after care, and the mental health counseling services networks (*CMHC.c.2.c*)
18. Models of P-12 comprehensive career development (*SC.g.1.c*)
19. Assessments specific to P-12 education (*SC.g.1.e*)
20. School counselor roles in relation to college and career readiness (*SC.g.2.c*)
21. Use of developmentally appropriate career counseling interventions and assessments (*SC.g.3.e*)
22. Strategies to facilitate school and postsecondary transitions (*SC.g.3.g*)
23. Interventions to promote college and career readiness (*SC.g.3.j*)
24. Strategies to promote equity in student achievement and college access (*SC.g.3.k*)

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: American Psychological Association.

Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, NJ: Pearson.

Wood, C. & Hays, D. G. (2013). *A counselor's guide to career assessment instruments* (6th ed.). Broken Arrow, OK: National Career Development Association.

Required Readings:

Betz, N. E. (2004). Contributions of self-efficacy theory to career counseling: A personal perspective. *The Career Development Quarterly*, 52, 340-353.

- Blustein, D. L. (2001). Extending the reach of vocational psychology: Toward an inclusive and integrative psychology of working. *Journal of Vocational Behavior*, 59, 171-182.
- Bolles, R. N. (2004). *What color is your parachute?* Berkeley, CA: Ten Speed Press.
- Brown, D. (2003). *Career information, career counseling, and career development*. Boston, MA: Allyn & Bacon.
- Brown, S. D., & Lent, R. W. (Eds.). (2005). *Career development and counseling: Putting theory and research to work*. Hoboken, NJ: Wiley.
- Carter, R. T., Scales, J. E., Juby, H. L., Collins, N. M., & Wan, C. M. (2003). Seeking career services on campus: Racial differences in referral, process, and outcome. *Journal of Career Assessment*, 11, 393-404.
- Chope, R. (2008). Annual review: Practice and research in career counseling & development - 2007. *Career Development Quarterly*, 57, 98-173.
- Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85, 401-409.
- Dykeman, C., Wood, C., Ingram, M. A., Pehrsson, D., Mandsager, N., & Herr, E. L. (2003). The structure of school career development interventions: Implications for school counselors. *Professional School Counseling*, 6, 272-278.
- Flores, L. Y., Scott, A. B., Wang, Y., Yakushko, O., McCloskey, C. M., Spencer, K. G., & Logan, S. A. (2003). Practice and research in career counseling and development. *The Career Development Quarterly*, 52, 98-131.
- Guindon, M. H. & Richmond, L. J. (2005). Annual review: Practice and research in career counseling & development. *Career Development Quarterly*, 54, 90-137.
- Hartung, P. J. (2010). Annual review: Practice and research in career counseling & development - 2009. *Career Development Quarterly*, 59, 98-142.
- Helwig, A. A. (2004). A ten-year longitudinal study of the career development of students: Summary findings. *Journal of Counseling and Development*, 82, 49-57.
- National Career Development Association (2016). Standards. Retrieved from <http://www.ncda.org/aws/NCDA/pt/sp/guidelines>

(All required readings will be available in the file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

Course Instructional Methods:

The following methods will be used throughout the course: didactic instruction, guided instruction, video, live demonstration, role playing, small group projects, student presentations, and structured group exercises. Most classes will follow this format/schedule:

- I. Review prior class material/Check-in re: questions
 - II. Didactic Instruction followed by structured exercise/small group discussion
 - III. Break
 - IV. Activity/Special Populations Group Work Time
- or**
- V. Career Counseling Paired Practice

Course Requirements:

Class Attendance/Participation. Students are expected to come to class prepared, with assignments turned in prior to arrival. Be ready to begin promptly at 4:10 PM. Five points are lost every time a student does not attend class and does not make it up and 2.5 points for every time a student is late and I am not notified ahead of time. If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student's responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Students are expected to complete all of the required career assessments (e.g., CDI, ACCI, and SII & SCI) before required in class and engage in all the experiential career development activities introduced throughout the course. Moreover, completing all the career counseling sessions with the assigned 'client' is the most important element of overall class participation. Students are expected to be attentive to the different "Special Populations" presentations and be respectful of other student's work in the class. Missing one or more of these counseling sessions can result in a drop in a half letter final grade.

Reading assignments and participating in class discussions and blackboard discussion boards are expected. Your attendance and the quality of your involvement in class are worth a maximum of 100 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. The instructor reserves the right to take away participation points for inappropriate behavior. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction:** Post a one paragraph introduction of yourself on the introduction blackboard discussion board ***no later than ____ at 11:59pm Alaska time***. This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself.

Reading Reflections. Reflections on readings assigned each week (over two classes of material) will be **due no later than ____ evening each week on blackboard by 11:59PM Alaska**. The six reflection papers will need to be approximately four (4) pages double-spaced and in APA (6th ed.) format. The page length does not include the required cover page and reference page for each reflection. Reflections will need to be thoughtful and reference all required materials that were assigned as readings and any in-class material that you would like to reflect on. Points will be lost for page length, grammar/punctuation, and APA style errors.

Special Population Presentation. Groups of two (2) will give a presentation on career development issues relative to a special population. Students will sign up for the special population topics in class. The presentations will be 30-45 minutes in length and include a handout for students in the class. The handout should be a synopsis of the essential information on the chosen topic and include detailed suggestions for using career assessments with the special population. Students should start with Niles & Harris-Bowlsbey Ch. 4 to develop their presentations and utilize the Wood & Hays text, and other outside sources as a resource for

career assessments. Each presentation must utilize Microsoft Powerpoint or similar program such as Prezi (you may utilize additional technology and/or audiovisual aids during the presentation). At least three outside resources (outside of the classroom texts) that provide specific resources to your chosen population is required to be provided to the class as part of the handout. Part of this assignment requires that you make your materials available to all students in the class.

Therefore, **handouts must be submitted to blackboard *no later than* ____ at 11:59PM Alaska Time. Students will sign-up for presentation groups on the first day of class and will choose their topics in week two.**

Career Genogram. Students will conduct a three-generation career genogram of their family tree. Further instructions will be provided at a later date. **Due *no later than* ____ at 11:59pm Alaska time.**

Career Assessment Selection Assignment. Students will be given hypothetical ‘client’ scenarios that will require the selection of a career assessment and answering specific questions about the assessment. The scenarios and career assessment questions will be posted on Blackboard in the ‘Assignment Information’ folder a week before the assignment is due. Submit the assignment on Blackboard in the respective assignment folder. **Due *no later than* ____ at 11:59PM Alaska Time.**

Career Counseling Practice Sessions. Graduate Students (hereafter referred to as ‘career counselors’) will be paired with a fellow student (hereafter called ‘client’) in the course to conduct four, 30-minute career counseling sessions.

- In the **initial** session career counselors will utilize their counseling skills to build rapport and gain an understanding of the client.
- In the **second** session the career counselor will interpret the Career Development Inventory and the Adult Concerns Inventory.
- In the **third** session, the counselor will interpret the Strong Interest Inventory/Skills Confidence Inventory for the client and will assist the client in accessing and utilizing occupational information relevant to their career interests.
- For the **fourth/final session**, career counselors may choose one of the activities introduced in class (e.g., work genogram, values/skills card sorts) or any of the activities discussed in the text. The career counselors must also incorporate closure into a final meeting with the client.

Case Study/Final Paper Outline. An outline for the final paper (including references to be used in your paper), which needs to include enough information to show you have gathered information for each section.

Case Study/Final Paper Assignment. After finishing the career counseling sessions you will complete a final paper in two parts: (a) on the client (partner from class) as a ‘case study’, and (b) a theoretical understanding of one career development theory and it’s current uses in practice in either a school counseling or mental health counseling setting. See the Case Study Grading Scheme for further information on paper requirements and evaluation criteria. Submit the assignment on Blackboard in the respective SafeAssign assignment folder.

The Case Study/Final Paper is to be written in third person and use APA 6th edition style. You are encouraged to use the Writing Center for assistance in any stage of this assignment. You may want to talk with someone there while you are in the planning stages for your paper. **The paper should be 15-17 pages in length (not including title page and references), Due date: ____ no later than 11:59pm Alaska Time.**

Grades:

Your course grade will be determined by the following point system:

Class Attendance/Participation	100 points
Reflection Papers (6 at 15 points)	90 points
Special Populations Presentation	80 points
Special Population Handout	20 points
Career Genogram	45 points
Career Assessment Selection	45 points
Case Study/Final Paper Outline	20 points
Case Study/Final Paper	100 points
Total	500 points

Grading Scale	
465 points and up (93%)	A
450-464.9 points (90-92.9%)	A-
440-449.9 points (88-89.8%)	B+
415-439.9 points (83-87.9%)	B
400-414.9 points (80-82.9%)	B-
390-399.9 points (78-79.9%)	C+
365-389.9 points (73-77.9%)	C
340-359.9 points (68-69.9%)	D+
315-339.9 points (63-67.9%)	D
300-314.4 points (60-62.9%)	D-
Less than 300 points	F

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 (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me 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 by 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, you must 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 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Class Schedule, Required Readings, Assignment Due Dates

Additional work may be assigned to meet course requirements.

Class Week/ Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Introduction to the course Class Activity	Syllabus	<i>Sign-up for Special Population Presentation Group</i> Introductions on Blackboard due no later than ____ 11:59pm Alaska Time	
2	Introduction to Career Development Interventions Special Population Group Work	Niles & Harris-Bowlsbey, Ch. 1 Wood & Hays Ch.1 <i>Blustein (2001)</i>	<i>Special Population Presentation - Choose Topic</i>	
3	Understanding Theories of Career Development The ABCD's <i>Theory: Trait/Factor</i> A: Assessing Needs and Establishing Goals <i>Theory: Super</i> Special Population Group Work	Niles & Harris-Bowlsbey, Ch. 2 Wood & Hays Ch.2 <i>Chope (2008)</i>	#1 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k</i>
4	Interests & Confidence <i>Theory: Holland</i> Career Development Activity: SII & SCI Special Population Group Work	Niles & Harris-Bowlsbey, Ch. 3 Wood & Hays, Ch. 2 <i>Hartung (2010)</i>		
5	Culturally Competent Career Development Special Population Group Work	Niles & Harris-Bowlsbey, Ch. 4 <i>Day-Vines et al. (2007)</i> <i>Carter, Scales et al. (2003)</i>	#2 Reflection Due ____ on Blackboard no later than 11:59PM Alaska Time	<i>f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j;</i>

				SC.g.3.k
6	Special Population Presentations	No Readings	Special Population Presentation Handout due no later than 2/17/2016 11:59pm Alaska Time	f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.i; f.4.j; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k
7	Special Population Presentations	No Readings		f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.i; f.4.j; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k
8	Integrating Career Issues into Mental Health Practice	Niles & Harris-Bowlsbey, Ch. 13	Career Genogram due no later than _____ at 11:59pm Alaska time	f.4.b; f.4.f; f.4.i; f.7.i; CHMC.c.1.b; SC.g.3.e
9	Career Counseling Strategies and Techniques	Niles & Harris-Bowlsbey, Ch. 8 Wood & Hays, Ch. 3 Helwig (2004) Betz (2004)	Counseling Session #1 #3 Reflection Due _____ on Blackboard no later than 11:59PM Alaska Time	f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k
10	School Counseling and Career Planning across K-12	Niles & Harris-Bowlsbey, Ch. 10, 11, 12 Dykeman, Wood, Ingram... et al. (2003)	Counseling Session #2	f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c; SC.g.3.g; SC.g.3.j; SC.g.3.k
11	Assessment and Career Planning B: Beneficial Interventions/Programming Theory: CASVE	Niles & Harris-Bowlsbey, Ch. 5 Flores, Scott.... et al. (2003)	Counseling Session #3 Final Paper Outline due no later than _____	f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b;

			4/6/16 11:59pm Alaska Time #5 Reflection Due _____ on Blackboard no later than 11:59PM Alaska Time	CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k
12	Career Information and Resources C: Career Information Career Information and Resources	Niles & Harris-Bowlsbey, Ch. 6 Wood & Hays, Ch. 9 Guindon & Richmond (2005)	Counseling Session #4 (Final Session)	f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c; SC.g.3.g; SC.g.3.j; SC.g.3.k
13	Technology Career Development Activity: O*NET & Web Sources for Career Information	Niles & Harris-Bowlsbey, Ch. 7		f.4.c
14	Ethical Issues in Career Development Evaluating Career Development Programs	Niles & Harris-Bowlsbey, Ch. 9 and Ch. 14	#6 Reflection Due _____ on Blackboard no later than 11:59PM Alaska Time	f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k
15	Final Class Discussion		Final Paper due no later than 5/3/16 at 11:59pm Alaska Time	f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k

Evaluation Component	CACREP 2016 Standard Assessed
Reflection Papers	<i>f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k</i>
Special Populations Presentation	<i>f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.i; f.4.j; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k</i>
Special Population Handout	<i>f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.i; f.4.j; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k</i>
Career Genogram	<i>f.4.b; f.4.f; f.4.i; f.7.i; CHMC.c.1.b; SC.g.3.e</i>
Career Assessment Selection	<i>f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; SC.g.3.e; SC.g.3.g; SC.g.3.j</i>
Case Study/Final Paper	<i>f.1.h; f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c SC.g.1.c; SC.g.1.e; SC.g.2.c; SC.g.3.e; SC.g.3.g; SC.g.3.j; SC.g.3.k</i>
Counseling Sessions	<i>f.4.a; f.4.b; f.4.c; f.4.d; f.4.e; f.4.f; f.4.g; f.4.h; f.4.i; f.4.j; f.7.h; f.7.i; f.7.m; f.8.b; CMHC.c.1.b; CMHC.c.2.c; SC.g.3.g; SC.g.3.j; SC.g.3.k</i>
Class 13 In-class discussion/activity on Technology	<i>f.4.c</i>

Course Rubrics

Attendance and Participation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
ATTENDANCE	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.
LARGE GROUP PARTICIPATION	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.
SMALL GROUP PARTICIPATION	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.
BLACKBOARD PARTICIPATION	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.
COUNSELING SESSIONS	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 and Critiques

	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 th 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.

	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF MATERIAL	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.
AUDIENCE ENGAGEMENT	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.
PRESENTER PARTICIPATION	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.
USE OF TEACHING TOOLS	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.
COLLABORATION	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.