Course Syllabus
Internship II, III, IV
COUN F686, F687, F688 Combined Class

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

Course Description: The purpose of the field placement is to give the counselor-in-training experience and supervised practice in the broad scope of activities engaged in by either fully credentialed school counselors or licensed professional counselors. Internship II is designed to give the counselor-in-training a limited experience in a specialized area of counseling, which is supervised by both a designated on-site supervisor and the individual’s UAF faculty supervisor. The internship is designed to provide the counselor-in-training with not only the counseling experience, but also with greater experience in all aspects of professional functioning.

Prerequisites: Internship I or II (COUN 636, COUN 686)

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. Strategies for personal and professional self-evaluation and implications for practice (f.1.k)
2. Theories and models of counseling (f.5.a)
3. Evidence-based counseling strategies and techniques for prevention and intervention (f.5.j)
4. Identification of evidence-based counseling practices (f.8.b)
5. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies (SC.3.c)
6. Interventions to promote academic development (SC.3.d)
7. Use of developmentally appropriate career counseling interventions and assessments (SC.3.e)
8. Techniques of personal/social counseling in school settings (SC.3.f)
9. Strategies to facilitate school and postsecondary transitions (SC.3.g)
10. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement ($SC.3.h$)
11. Approaches to increase promotion and graduation rates ($SC.3.i$)
12. Interventions to promote college and career readiness ($SC.3.j$)
13. Strategies to promote equity in student achievement and college access ($SC.3.k$)
14. Techniques to foster collaboration and teamwork within schools ($SC.3.l$)
15. Strategies for implementing and coordinating peer intervention programs ($SC.3.m$)
16. Use of accountability data to inform decision making ($SC.3.n$)
17. Use of data to advocate for programs and students ($SC.3.o$)
18. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management ($CHMC.3.a$)
19. Techniques and interventions for prevention and treatment of a broad range of mental health issues ($CHMC.3.b$)
20. Strategies for interfacing with the legal system regarding court-referred clients ($CHMC.3.c$)
21. Strategies for interfacing with integrated behavioral health care professionals ($CHMC.3.d$)
22. Strategies to advocate for persons with mental health issues ($CHMC.3.e$)

**Required Texts:**

Clinical Mental Health track:


School track:


All: Your favorite counseling theories book (e.g., Corey & Corey; Corsini & Wedding)

   (Will be provided electronically to the student by the first day of class session)

**Choice Book:**

CMHC track: *Bad Therapy* (Kottler), or *On being a therapist* (Kottler), or *Gift of therapy* (Yalom).

School Counseling track: "Why We Drop Out": *Understanding and Disrupting Student Pathways to Leaving School* (Feldman, Smith, & Waxman, 2017). or *No Such Thing as a Bad Kid: Understanding & Responding to the Challenging Behavior of Troubled Children & Youth* (Appelstein, 2018)

**Required Readings:**


doi:10.1080/02667363.2011.624303

**Recommended Texts:**

**Recommended Web Sites:**
Alaska Department of Health and Social Services; Office of Children’s Services: Report Child Abuse in Alaska Training: [http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/welcome.aspx](http://dhss.alaska.gov/ocs/Pages/childrensjustice/reporting/welcome.aspx)
National Association for Addiction Professionals (NAADAC): [http://www.naadac.org/education/webinars](http://www.naadac.org/education/webinars)

**Instructional Methods/Delivery Format:**
Student attendance consists of both local and audio/video participants. Blackboard will be used to post shared documents, external links, discussion board posts, and assignment information. Class session is a combination of didactic and experiential activities. The first portion of class consists of students discussing site internship activities. A second portion of the class time will be spent in discussing the course readings and how they might apply to the internship placement settings/populations – this will be done in part synchronous and asynchronous.

**Video Conferencing:** It is highly recommended all distance-based students utilize video conferencing. Video conferencing has a system called Pexip that is a very easy video option. There is no set-up time and nothing to download, so any student can connect to class in this format any time you cannot be there in person. Students log in to the website on their browser and get connected to class. If you get dropped
from class for any reason, you can easily get back on the browser and re-login (no need to call videoconferencing as was the past practice). When you are ready to join the conference (our class session), go to: https://vcs-web.h323.alaska.edu/webapp
The conference ID is: (To be given individually)
The pin is:
If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call 450-8300, outside Fairbanks call 1-800-910-9601 or email video@alaska.edu.

**Diversity and Inclusion Statement:** In an ideal world, life would be objective. However, much of life is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers and have discussions from diverse perspectives. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific or educational nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of counseling. I would like to discuss issues of diversity in counselor education as part of the course from time to time.

Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official Brown records, please let me know!

If you feel like your performance in the class is being influenced by your experiences outside of class, please don’t hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Associate Dean of the College for Diversity Programs is an excellent resource.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)

As a participant in course discussions, you should also strive to honor the diversity of your classmates.

**Student Protections and Services Statement**
Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site: www.uaf.edu/handbook/
Course Requirements:
1. Graduate seminars require a high level of personal involvement, accountability, and integrity (See Course Policies). Thus, regular attendance, preparation, and participation in class discussions is expected as part of your professional development. 
   Attendance: Life happens and issues with Internet are expected. Students will be permitted to miss up to two classes but will be required to write a two to three-page paper summarizing the readings and how they relate to your internship experience. Missing a third class will result in not being able to count your Internship hours and writing the summarizing paper. **If a student misses a fourth class, he or she will have failed the course and repeat the Internship semester.** The hours collected prior will be used to accrue the required hours but the student will have to wait the following semester to resume the Internship and begin logging hours.
2. Students are expected to come to class fully prepared to participate in class discussions by having completed the required readings or activities before coming to class.
3. Students are expected to adhere to both the American Counseling Association and the American School Counselor Association codes of ethical behavior and standards of practice, as well as the Alaska School Counselor Association School Counselor Performance Standards.
4. Students are expected to keep any personal information or views shared in class confidential; communicate in a timely manner any questions, concerns, conflicts, or needs to the appropriate supervisory personnel; and demonstrate teamwork, mutual respect, leadership, and an openness to professional feedback.
5. Students are expected to complete all written course assignments and presentations on time; likewise, all evaluation materials are to be completed and turned in to the course instructor on the final class session.

Course Assignments:
All assignments need to be turned in via the Assignments link on blackboard.
Students are required to:
1. By the first day of Internship II commencing students must complete and turn in the following paperwork: (a) UAF Internship Agreement Form; (b) UAF Counseling Program Informed Consent Document; (c) Supervisor Information Sheet; and (d) Proof of Liability Insurance – this is a requirement for community students
2. Complete a semester long internship that is 300 hours in length. Internship II requires a minimum of **140 direct contact hours** and a minimum of **160 indirect hours**. Students must remain active in their Internship placements for the entire semester regardless of whether or not they complete their hours prior to that time frame. A commitment has been made to the agency or school, as well as to the clients and/or students, and the other employees. Students must honor that commitment for the entire semester, even if one completes the above hours prior to the closing of the semester.
3. Complete and turn in a Weekly Activity Report of his or her on-site activities, along with case notes for all on-going individual and group counseling sessions (see Internship Manual for forms). These logs are meant to keep the instructor informed regarding the student’s activities, but also to assist the student in evaluating his or her internship experience to further the individual’s professional development. The logs serve their purpose best if they are completed in a timely fashion – if logs are not turned in for a week, it is assumed the student did not complete internship hours and therefore **they will not be counted** towards the final log of hours. Logs begin
on Monday and end on Sunday of each week. They need to be submitted into blackboard in the Weekly Activity Report folders on Mondays.

4. Coordinate three (3) site visits with the on-site supervisor(s) and UAF supervisor(s) per semester (see Internship Manual for specific requirements, timelines, and forms). The mid-term visit should encompass an observation of the intern taking the lead with students/clients in an activity appropriate to their placement (e.g., elementary interns facilitating a classroom guidance lesson; community interns facilitating an individual or group counseling session). Scheduling site visits is the student’s responsibility; failure to schedule visits in a timely manner will result in the student not passing the course. Please coordinate with the Internship Coordinator (TBA) to coordinate your date and time for site visits and observations. A mid-term PCFF will be filled out and reviewed with your site supervisor. The purpose is to provide each student feedback on how he or she is exhibiting the evaluated characteristics. Once reviewed and signed by both the site supervisor and supervisee, it will be submitted to the instructor through Blackboard.

Site visit date brackets:
- First Site visit:
- Second Site visit:
- Third Site visit:

5. Write a reaction to a “think about it” question posted to blackboard. Reflections on will be due no later than two days prior to class session. The 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 one other posts with a thoughtful critical thinking response of at least one paragraph, prior to class session (see rubric below).

<table>
<thead>
<tr>
<th>Acceptable Discussion Board Responses</th>
<th>Inappropriate Discussion Board Responses</th>
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<tbody>
<tr>
<td>Are made in time for others to read and respond</td>
<td>May not be made in time for others to read and respond</td>
</tr>
<tr>
<td>Deliver information that is full of thought, insight, and analysis</td>
<td>Are rudimentary and superficial; there is little evidence of insight or analysis</td>
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<tr>
<td>Make connections to previous or current content or to real-life situations</td>
<td>Contribute few ideas, connections, or applications</td>
</tr>
<tr>
<td>Contain rich and fully developed ideas, connections, or applications</td>
<td>May be off topic</td>
</tr>
</tbody>
</table>

6. Present one or two cases during Internship class that includes: (a) biopsychosocial data, (b) identified issue, (c) social justice/marginalization/safety-risk context, (d) therapeutic relationship and interventions. Please sign up for which days you will present. This is in addition to the in-depth case study presented at the end of the semester.

7. Complete a theorist integration paper. Students are to write a paper to discuss his or her theoretical orientation associated with the work conducted during Internship. Each students assesses his or herself on the knowledge about the theories used, the interventions used during Internship, and how each person has personalized his or her approach toward serving students/clients. The paper will document significant experiences, professional and personal growth, and areas ahead that demand further attention in the future. The paper has a past, present,
and future foci, whereby the counselor discusses not only where he or she sees the self now, but also where he or she sees his or herself emerging as a professional counselor.

8. Complete at least one intensive week at their internship site placement (30-40 hour work week). This week needs to be approved by your site and university supervisor.

9. Complete an in-depth case study regarding a client/student at the student’s internship site. Students should use the appropriate case conceptualization format in the Internship Manual. The case conceptualization is due mid-semester. Students then need to implement their intervention/treatment plan with their student/client and write an evaluation paper regarding the effectiveness of the interventions, alterations that were made, and a rationale for any changes. The evaluation paper is due at the end of the semester. Students will present their case study and evaluation to the class for discussion purposes.

10. Write a 2-3 page reflection paper on the book you read from the Choice Book section. Due: 4 December

11. Keep track of internship hours (supervision, direct and indirect). Logs of hours will be collected prior to the last class session. The final log should have the cumulative grand total hours for the semester. Please refer to the log of hours sheet and example in the Internship Manual.

12. Ensure supervisors complete and discuss the final internship paperwork including the Internship Checklist, Professional Characteristics Feedback Form (PCFF), and Site Supervisor Evaluation Form. These forms should be completed and discussed with your supervisor by the final internship site visit – then turned in with the final log prior to the last class session.

**Grading Policy:**
This course is graded in a Pass/Fail format. Satisfactory completion of the course is determined by:

- Having demonstrated and met the course objectives/requirements as outlined throughout this syllabus.

- Internship on-site and university supervisors’ evaluation of your understanding, integration, and application of course materials, assignments, and learning opportunities. Your strengths and growing edges will be assessed through observation, and clinical supervision and through forms of assessment located in your Practicum/Internship Manual.

- Developing self-awareness in your work through journal writing and course assignments that inform client care and supervision.

- Professionalism including on-time arrival to counseling session with clients, practicum seminar, and individual supervision sessions. Counselors-in-training are expected to be punctual, reliable and professional in order to pass this course.

- On-time, thoughtful, and thorough completion of all client paperwork and course assignments.

- Active participation in Internship class, group supervision, and individual supervision.

Passing the course will be determined by the course instructor based primarily on the degree to which students have demonstrated that they have met the objectives as outlined above, and as listed on the
Checklist, Supervisor Evaluation, and PCFF forms contained in the *Internship Manual*. In addition, the instructor will take into account whether the student demonstrates a clear understanding of the counseling process as shown through the student’s ability to articulate a concise explanation of his or her working model of counseling. Attendance in class and completion of all assignments in a manner acceptable for graduate level course work is needed to earn a passing grade in the course. Students who do not complete all the required hours and site visitation for Internship will receive a deferred grade (D/F). It will remain a D/F on your transcript until the students completes all course requirements.

**Note:** In many academic disciplines students are evaluated solely on their academic performance. However, students in the Counseling Program are evaluated on both their academic performance as well as their professional characteristics. Although a student may be in good academic standing, they must receive satisfactory evaluations from faculty members regarding their professional characteristics in order to continue on in the program. The faculty will evaluate the student’s professional characteristics in relation to their ability to become a viable member of the counseling community. Students will meet with the faculty following each evaluation and the results of the evaluation will be discussed. *Insubordinate and argumentative behavior in response to feedback in one or more environments may be a basis for dismissal from the Counseling Program.*

**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.

**Deferred Grades:** A deferred grade (DF) is to be given when a student is unable to complete his or her clinical hours or waiting to complete the end-of-semester paperwork for the semester block at hand. The DF status is conditional based on the student being up-to-date with all relevant paperwork, attendance to Internship class, and full participation specified in the Internship Agreement form. That is, students must have been active at their internship sites, have been current and timely with the paperwork throughout, and had been actively pursuing clinical hours. Once the student completes the course requirements, the instructor will change the grade from DF to the appropriate Pass/Fail grade.

**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 (BOR) 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

*The Instructor has the right to assign additional work to meet course learning objectives.*

<table>
<thead>
<tr>
<th>Class Week/Date</th>
<th>Class Content</th>
<th>Readings</th>
<th>Assignments</th>
<th>CACREP 2016 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Overview Introductions;</td>
<td>Syllabus &amp; Internship Manual;</td>
<td><strong>Introduction of Site Placement; Initial Paperwork (Internship Agreement, Informed Consent; Supervisor Information)</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Process</td>
<td>CMHC: Teyber, Chp 1 School:</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b</td>
</tr>
<tr>
<td></td>
<td>Person-Centered Therapy</td>
<td>CMHC: Teyber, Chp 5 School: Byrd, Chp 2 Theory: PCT</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b SC.3.h, CHMC.3.a, CHMC.3.b</td>
</tr>
<tr>
<td></td>
<td>Multicultural Psychotherapy</td>
<td>CMHC: Teyber, Chp 3 School: Byrd, Chps 5,7 Theory: MCSJ; Ratt et al. 2015</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b</td>
</tr>
<tr>
<td></td>
<td>Psychoanalysis Adlerian Psychotherapy</td>
<td>CMHC: Teyber, Chp 4 School: Byrd, Chps, 3,4. Theory: Psychoanalysis and Adlerian</td>
<td><strong>Blackboard Post; Weekly Log</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b</td>
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<tr>
<td></td>
<td>Behavior Therapy</td>
<td>CMHC: Teyber, Chp 7 School: Byrd, Chps 11, 15 Theory: Behavior</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b, SC.3.f</td>
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<tr>
<td></td>
<td>Rational-Emotive Behavior Therapy (Asynchronous)</td>
<td>CMHC: Teyber, Chp 8 School: Byrd, Chps 16,17. Theory: REBT</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b</td>
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<tr>
<td></td>
<td>Cognitive Therapy</td>
<td>CMHC: Teyber, Chp 9 School: Byrd, Chps 18, 19 Theory: CBT</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b</td>
</tr>
<tr>
<td></td>
<td>Solution Focus Therapy</td>
<td>CMHC: School: Byrd, Chps 22, 24</td>
<td><strong>Blackboard Post; Weekly Log;</strong></td>
<td>f.1.k, f.5.a, f.5.j, f.8.b, CHMC.3.b</td>
</tr>
</tbody>
</table>
| Theory: SFBT | Gestalt Therapy | Blackboard Post; Weekly Log; | CMHC: Teyber, Chp 10  
Theory: Gestalt | f.1.k, f.5.a, f.5.j,  
f.8.b |
| Theory: Gestalt | | Blackboard Post; Weekly Log; | | |
| Theory: Existential | CMHC: Teyber Chp 6  
School: Byrd, Chps 28, 32  
Theory: Family Systems | Blackboard Post; Weekly Log; | f.1.k, f.5.a, f.5.j,  
f.8.b |
| | | | | |
| Theory: Family | CMHC: Teyber Chp 6  
School: Byrd, Chps 36, 39.  
Theory: Family Systems | Blackboard Post; Weekly Log; | f.1.k, f.5.a, f.5.j,  
f.8.b, CHMC.3.b |
| | | | | |
| Theory: Contemplative | CMHC: Teyber Chp 6  
School: Byrd, Chps 37, 41  
Theory: MCBT | Blackboard Post; Weekly Log; | f.1.k, f.5.a, f.5.j,  
f.8.b |
| | | | | |
| Theory: Integrative | CMHC: Teyber Chp 6  
School: Byrd, Chps 43-45 | Blackboard Post; Weekly Report;  
Case Presentations: (I, II, III) | f.1.k, f.5.a, f.5.j,  
f.8.b, CHMC.3.b |
| Psychotherapies | | | | |
| | Final Class Discussion | Paperwork finalized | Case Presentations;  
Final Paperwork (Supervisor Evaluation; PCFF; Final Log of Hours) | f.1.k, f.8.b,  
SC.3.h, CHMC.3.a,  
CHMC.3.b |

### Evaluation Component

<table>
<thead>
<tr>
<th>CACREP 2016 Standard Assessed</th>
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<tbody>
<tr>
<td>Class Discussions/Blackboard Posts</td>
</tr>
<tr>
<td>Weekly Reports/Case Notes</td>
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<tr>
<td>Class Facilitation</td>
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<tr>
<td>Theorist Integration Paper</td>
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<tr>
<td>Case Conceptualization</td>
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<tr>
<td>Site Visits &amp; Observation</td>
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<tr>
<td>Case Conceptualization Interventions Evaluation</td>
</tr>
<tr>
<td>Final Paperwork (Supervisor Evaluation; PCFF; Site Checklist; Final Hours Log)</td>
</tr>
</tbody>
</table>
SC.3.1, SC.3.2, SC.3.3, SC.3.4,
SC.3.5, 3E, CMHC 3.a, CHMC 3.b,
CMHC 3.c, CHMC 3.d, CMHC 3.e
## Course Rubrics

### Attendance and Participation

<table>
<thead>
<tr>
<th>Section</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td>Is often late for class and leaves early without prior arrangement.</td>
<td>Misses no more than one class without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement.</td>
<td>Attends all classes. No missed classes without prior arrangement. Engages other students before and after class and during breaks.</td>
</tr>
<tr>
<td><strong>LARGE GROUP PARTICIPATION</strong></td>
<td>Does not ask questions or make comments that indicate familiarity with class topics.</td>
<td>Rarely asks questions or makes comments that indicate familiarity with the class topics.</td>
<td>Occasionally asks questions or makes comments that indicate reflection and familiarity with the class topics.</td>
<td>Regularly asks questions or makes observations that indicate reflection and familiarity with the class topics.</td>
</tr>
<tr>
<td><strong>SMALL GROUP PARTICIPATION</strong></td>
<td>Does not participate actively in small groups.</td>
<td>Rarely participates actively in small groups.</td>
<td>Participates in small groups.</td>
<td>Actively participates in small groups and is adequately prepared to discuss the class topics.</td>
</tr>
<tr>
<td><strong>BLACKBOARD PARTICIPATION</strong></td>
<td>Does not open Blackboard to access information.</td>
<td>Rarely opens Blackboard to access information.</td>
<td>Regularly uses Blackboard to enhance the classroom experience.</td>
<td>Actively uses Blackboard to enhance the classroom experience.</td>
</tr>
<tr>
<td><strong>COUNSELING SESSIONS</strong></td>
<td>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)</td>
<td>Completes all counseling sessions, but does not adequately engage in sessions as the counselor and client.</td>
<td>Completes all counseling sessions, completing all paperwork and prep, and engages adequately with partner as the counselor and the client.</td>
<td>Completes all counseling sessions, completing all paperwork and prep, and engages exceptionally with partner as the counselor and the client.</td>
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<tr>
<td>Papers</td>
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<tr>
<td><strong>CLARITY</strong></td>
<td>UNSATISFACTORY</td>
<td>BASIC</td>
<td>PROFICIENT</td>
<td>DISTINGUISHED</td>
</tr>
<tr>
<td>The paper is incomprehensible even after repeated readings.</td>
<td>Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.</td>
<td>The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.</td>
<td>The paper is easy to understand; it is concise and well organized.</td>
<td></td>
</tr>
<tr>
<td><strong>GRAMMAR</strong></td>
<td>The paper has many grammatical errors. The errors interfere with comprehension.</td>
<td>The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.</td>
<td>The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.</td>
<td>The paper has no major grammatical errors.</td>
</tr>
<tr>
<td><strong>AUDIENCE</strong></td>
<td>There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.</td>
<td>Many parts of the paper include colloquial expressions, the use of first person, etc.</td>
<td>The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.</td>
<td>The paper is written for scholar/practitioners.</td>
</tr>
<tr>
<td><strong>COMPLETENESS</strong></td>
<td>The paper does not address all the areas required by the assignment.</td>
<td>The paper addresses most of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment.</td>
<td>The paper addresses all of the areas required by the assignment in an engaging manner.</td>
</tr>
<tr>
<td><strong>CONCISENESS</strong></td>
<td>The paper presents a significant amount of irrelevant information.</td>
<td>The paper contains some irrelevant information.</td>
<td>The paper contains irrelevant information but the information does not significantly compromise the paper.</td>
<td>The paper has no irrelevant information.</td>
</tr>
<tr>
<td><strong>APA FORMATTING</strong></td>
<td>The paper has many departures from the APA Publication Manual, 6th Edition.</td>
<td>The paper has some departures from the APA Publication Manual.</td>
<td>The paper has a small number of departures from the APA Publication Manual.</td>
<td>The paper is written in accordance with the APA Publication Manual.</td>
</tr>
</tbody>
</table>
### Class Presentation

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