DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: CNS COURSE NUMBER: 617 CREDIT HOURS: 3

I. TITLE: Introduction to Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S): An introductory course in the history, philosophy, ethical and legal issues, principles and techniques of counseling, with emphasis on the organization and administration of mental health services in a variety of settings and diverse populations.
Prerequisite(s): none

III. COURSE OBJECTIVES:
The purpose of this course is to expand student knowledge and skills of counseling. Students will be expected to understand the professional foundations of counseling, and the roles and functions of counselors in a variety of settings.

This course strives to meet the objectives as outlined in the CACREP Standards (2009).

Upon completion of this course, students will have knowledge of

A. The historical overview of mental health counseling and counseling in the schools. (CACREP Section II: G1a; Section III CMHC: A1)
B. Professional identity, roles, and functions of counselors, including professional organizations (CACREP Section II: G1b, G1f; Section III CMHC: A4)
C. Obtaining and maintaining certification and licensure in Kentucky. (CACREP Section II: G1g; Section III CMHC: A4)
D. Similarities and differences between the role of the school counselor and a clinical counselor.
E. Current and emerging issues in counseling, including the prevention of counselor burn-out (CACREP Section II: G1d)
F. Cultural considerations in school and clinical mental health counseling
G. The counseling process (CACREP Section II: G1e)
H. Remedial and preventive counseling interventions, including the promotion of client wellness. (CACREP Section II: G5a; Section III CMHC: C1)
I. The variety of settings in which counseling takes place
J. Working with specific populations: Groups; Couples, Marriage and Family; Adults; Children; Adolescents; Career; Addictions, including theories and etiology of addictions (CACREP Section II: G3g).
K. Advocacy, Consultation, and Leadership for the counselor, client, and the profession.
L. Assessment in Counseling
M. Legal and Ethical issues in counseling (CACREP Section II: G1j).

Students will develop skills to:

A. Assess a counselor's role in a school or agency by personally interviewing two counselors.
B. Build self-awareness through personal reflection and examination of thought processes.
C. Compare and contrast contemporary research that implements positive strategies for helping clients function more productively, especially for minority and impoverished clients.
D. Identify, research, discuss, and write about best practices in counseling.
E. Reflect on legal and ethical responsibilities as a functional decision maker.
F. Identify community resources that would benefit the client population (CACREP Section III CMHC: F1; SC: N2).

The course should provide knowledge and understanding of counseling services: familiarization with professional literature in the field, inculcation of the counseling "point of view"; awareness of current professional issues and concerns; recognition of on-going research; and, development of prevention/intervention programs to help normal and at-risk clients.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth,

dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

A. Orientation to the class; What are Counselors;
B. Therapeutic Alliance and the Helping Relationship
C. The Counseling Professions: Historical and Current Issues and Trends
D. Multicultural Counseling
E. Ethical and Legal Considerations in Counseling
F. Self-Care and Self-Growth
G. Research and Writing in Counseling
H. Technology and Counseling
I. Types of Counseling
J. Assessment, Diagnosis, and Treatment Planning
K. Counseling Specializations

V. INSTRUCTIONAL ACTIVITIES:

A. lecture/discussion
B. student presentations/cooperative learning groups
C. independent web work and reading
D. Student reflection and analysis of counseling methods

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Students will do field research by interviewing a school or clinical mental health counselor, analyzing their school or clinical mental health counseling program, and identifying their systems programs for at-risk clients.

VII. TEXT AND RESOURCES:

Capuzzi, D., and Gross,. D. R. (2013). *Introduction to the Counseling Profession* (6th ed.). New York, NY: Routledge.

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements

1. **Essay**. 20 points. Answer, in the form of an essay, the following questions, which will be about you and the counseling field. The purpose is to critically evaluate your belief system and thinking about becoming a Professional Counselor and the skills counselors possess to develop and manage a total counseling program.
   Topic: Describe why you want to be a counselor.
   a. What is your purpose in this work?
   b. What can you offer?
   c. Your strengths and vision linked to your role and goals.
   Your essays should be easy to read, clear and concise. I do not want to guess about what you're describing.

2. **Ethical Case Study.** 50 points. Students will complete an ethical case study that will be assigned during class. Students will utilize the ACA Code of Ethics to determine what ethical issues are present and how they would proceed with the case scenario. You will address: what ethical issues are present, including the ACA Ethical Code, what implications this has for counseling, and how you would address this ethical concern. This paper should be written in APA style and should be 3-4 pages, excluding the title and reference pages. (CACREP Section II: G1j)

3. **Research Paper**. 60 points. Research at least five (5) articles about counseling a particular at-risk population. Select a topic within the field of counseling which is of interest to you (i.e. couples counseling, eating disorders, cutting, bullying, ADHD, career counseling, mood disorders, personality disorders, supervision, etc.). In your paper, discuss your findings in reference to techniques, methods and theory and apply them in a practical manner. In your conclusion, reflect on your new information.

The articles must be recent (<10 years) and from an accredited educational journal (no Wikipedia, magazine articles, newsletters, etc.).The body of the paper should be around 4 pages in length, no more than 5 pages. (CACREP Section II: G1a, G1b, G1d, G2a, G2e, G2f, G5a, G8a, G8e; Section III CMHC: A3, A7, C9, E1, I1, J1 Section III SC: A3, F1, I1, I3, I5, J1)

4. **Counselor Interviews.** 100 points. Interview two professional counselors currently employed in two different settings. For school counselors, you will interview two professional school counselors who work in two different educational levels (elementary, middle or high school). For Clinical Mental Health Counselors, you will interview two professional counselors in two different agency settings or populations (community agency, private practice, hospital, or grant funded agency). Possible interview questions are:
    a. What credentials do you have?
    b. Are you a member of any professional organizations and if so which ones?
    c. What is your typical day like?
    d. What are your duties?
    e. What consumes the majority of your time?
    f. What do you feel are your added responsibilities?
    g. How much time a week do you have for direct counseling?
    h. What is the most challenging aspect of your job?
    i. What is your client/student to counselor ratio?
    j. What outside sources do you use for collaboration?
    k. How do you involve parents of at-risk children, if applicable?
    l. How do you provide a balanced program?
    m. If you had funding, what programs would you like to see implemented?
    n. How do you incorporate advocacy into your profession?
    o. How do you conduct risk assessments and what does the procedure look like?
    p. How do you use research to inform practice?
    q. How do you take care of yourself in this profession?
    r. Knowing what you know how, would you still enter the profession?

    In your (6-8 page) paper, write a comparison of each counselor's responsibilities and reflect upon your experience. (CACREP Section II: G1b, G1d, G1f, G1g, G1h, G2e, G2f, G5b, G5f, G8a, G8e; Section III CMHC: A3, A4, A7, C5; Section III SC: A3, A4)

5. **Mini-Workshops.** 50 points. Students will self-select a dyad/triad with whom they will work. Group will be determined by the second week of class and the instructor will be notified. Students will pick one of the following topics:
    - History and Philosophy of the Counseling Profession
    - Counseling Roles, Functions, Relationships with Other Human Service Providers
    - Consultation and Supervision
    - Professional Counseling Organizations
    - Professional Counseling Credentials
    - Public, Private, and School Counseling Policies
    - Advocacy
    - Assessment
    - Ethical Issues in the Profession
    - Counseling Skills, Techniques
    - Counseling Modalities
    - Other (specify)

    Students will define, demonstrate & critique the counseling topic in a power point presentation involving audience participation. Students, on their presentation day, are to distribute to the class:
    - Workshop brochure
    - Workshop handouts
    - Presentation evaluation form (created by presenters)

Presentation formats may include lectures, debates, simulations, A-V materials, and/or small group activities. Mini-Workshops will be graded on: Content, Application, Organization, and Creativity. A team grade is given; therefore, team involvement is essential! Presentation time will be decided based on the number of groups in the class. (CACREP Section II: G.1.a., G.1.b., G.1.c., G.1.d., G.1.f., G.1.g., G.1.h., G.1.j., G.2.b., G.2.e., G.2.f., G.4.g., G.5.g., G.6.e., G.7.a., G.7.b., G.7.d., G.7.e., Section III CMHC: A1, A3, A4, A7, C1, C5, I1, J1 Section III SC: A3, A4, I1, J1)

6. **Community Resource List**: 20 points. Please research and compile a detailed list of mental health and related services applicable to the population with which you will work as a professional counselor. Focus on creating a complete list of resources and having a professional appearance. (CACREP Section III CMHC: F1; SC: N2)

7. **Midterm and Final Exams:** The exams will evaluate your knowledge of readings, PowerPoints and class discussions. Makeup exams will be conducted by consent of the instructor. (CACREP Section II: G1a, G1b, G1d, G1e, G1f, G1g, G3g, G5a; Section III SC: A4; CMHC: A1, A4, C1)

8. **Class Participation**: All students are expected to participate in the class activities and discussions. Where a grade is "borderline," the instructor may use his subjective evaluation of a student's in-class participation for determining the final course grade.

All papers must be written in APA format.

B. Evaluation

Essays	20 points
Community Resource List	20 points
Research paper	60 points
Interviews	100 points
Mini-Workshops	50 points
Ethical Case Study	50 points
Midterm Exam	50 points
Final Exam	40 points
TOTAL	390 points

The following scale will be used:
A= 90%-100% B= 80%-89% C= 70%-79% D= 60%-69% F= below 60%

Assignment Policies:

1. **Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.**
2. **Any late assignment MAY be accepted with instructor's consent, and must be turned in <u>no later than the next scheduled class</u>. All late assignments will be assessed a 10% late penalty.**

IX. ATTENDANCE POLICY:

This course adheres to the policy published in the MSU *Graduate Bulletin*. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155(voice), (270) 809-3361(TDD).

CACREP Counseling Program Specifics for CNS 617

Clinical Mental Health Objectives		Assessment
Foundations A1	Understands the history, philosophy, and trends in clinical mental health counseling.	Readings, Lecture, Discussion, Essay Papers, Counselor Interviews, Mini-Workshop
Foundation A2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Readings, Lecture, Discussion, Ethical Case Study, Counselor Interviews, Mini-Workshop
Foundations A3	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Readings, Lecture, Discussion, Research Paper, Counselor Interviews, Mini-Workshop
Foundations A4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Readings, Lecture, Discussion, Counselor Interviews, Mini-Workshop
Foundations A6	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	Readings, Lecture, Discussion, Research Paper
Foundations A7	Is aware of professional issues that affect clinical mental health counselors	Readings, Lecture, Discussion, Essay Papers, Research Paper, Counselor Interviews, Mini-Workshop
Foundations A8	Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	Readings, Lecture, Discussion
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Readings, Lecture, Discussion, Ethical Case Study
Counseling, Prevention, and Intervention C1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Readings, Lecture, Discussion, Essay Papers, Counselor Interviews, Mini-Workshop
Counseling, Prevention, and Intervention C5	Understands the range of mental health service delivery and the clinical mental health counseling services network.	Readings, Lecture, Discussion, Essay Papers, Counselor Interviews, Mini-Workshop
Counseling, Prevention, and Intervention C7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Readings, Lecture, Discussion, Research Paper
Counseling, Prevention, and Intervention C9	Understands professional issues relevant to the practice of clinical mental health counseling.	Readings, Lecture, Discussion, Research Paper
Diversity and Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Readings, Lecture, Discussion, Research Paper
Diversity and Advocacy E4	Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Readings, Lecture, Discussion
Diversity and Advocacy E5	Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Readings, Lecture, Discussion
Diversity and Advocacy F2	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Readings, Lecture, Discussion
Assessment G2	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	Readings, Lecture, Discussion
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Readings, Lecture, Discussion, Research Paper, Mini-Workshop
Research and	Applies relevant research findings to inform the practice of clinical	Readings, Lecture, Discussion,

Evaluation J1	mental health counseling.	Research Paper, Mini-Workshop
School Counseling Objectives		**Assessment**
Foundations A1	Knows history, philosophy, and trends in school counseling and educational systems.	Readings, Lecture, Discussion, Essay Papers
Foundations A2	Understands ethical and legal considerations specifically related to the practice of school counseling.	Readings, Lecture, Discussion, Ethical Case Study
Foundations A3	Knows roles, functions, settings, and professional identity of the school counseling in relation to the roles of other professional and support personnel in the school.	Readings, Lecture, Discussion, Research Paper, Counselor Interviews, Mini-Workshop
Foundations A4	Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Readings, Lecture, Discussion, Counselor Interviews, Mini-Workshop
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Readings, Lecture, Discussion, Ethical Case Study
Prevention & Intervention D1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Readings, Lecture, Discussion, Essay Papers
Prevention & Intervention D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Readings, Lecture, Discussion, Essay Papers
Diversity and Advocacy E1	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Readings, Lecture, Discussion, Counselor Interviews
Diversity and Advocacy E2	Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.	Readings, Lecture, Discussion, Counselor Interviews
Diversity and Advocacy F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Readings, Lecture, Discussion
Assessment G1	Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.	Readings, Lecture, Discussion, Counselor Interviews
Assessment G2	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	Readings, Lecture, Discussion
Research and Evaluation I1	Understands how to critically evaluate research relevant to the practice of school counseling.	Readings, Lecture, Discussion, Research Paper, Mini-Workshop
Research and Evaluation I3	Knows basic strategies for evaluating counseling outcomes in school counseling.	Readings, Lecture, Discussion, Research Paper
Research and Evaluation I4	Knows current methods of using data to inform decision making and accountability.	Readings, Lecture, Discussion, Research Paper
Research and Evaluation I5	Understands the outcome research data and best practices identified in the school counseling research literature.	Readings, Lecture, Discussion, Research Paper
Research and Evaluation J1	Applies relevant research findings to inform the practice of school counseling.	Readings, Lecture, Discussion, Research Paper, Mini-Workshop
Research and Evaluation J2	Develops measureable outcomes for school counseling programs, activities, interventions, and experiences.	Readings, Lecture, Discussion, Research Paper
Leadership O1	Knows the qualities, principles, skills, and styles of effective leadership.	Readings, Lecture, Discussion

MURRAY STATE UNIVERSITY
Course Schedule and Assignments

Course: CNS 617: Introduction to Counseling
Instructor: Susana Contreras Bloomdahl, Ph.D., NCC
Phone: 270.809.6968
Email: sbloomdahl@murraystate.edu
Office: 3246 Alexander Hall, MSU
Office Hrs: MW 1:00-4:00 pm, TR 9:00-11:00 am., or by appointment.

Date	Topic	Assignment/Activity	CACREP Standards
Aug 22	Overview of syllabus, course assignments & requirements Orientation to the Counseling Program *Supplemental:* Professional Organizations		CACREP Section II: G.1.f.; Section III: CMH: A4; Section III SC: A4
Aug 29	Therapeutic Alliance and the Helping Relationship The Counseling Profession: Historical Perspectives and Current Trends	Chapter 1 and 2 **Due: Essay (20pts)**	CACREP Section II: G.1.a., G.1.b., G.1.f., G.1.g., G.1.h., G.1.i., G5a, G.5.b., G5d, G5f, G5g; Section III CMHC: A1, A3, A4, A7, A8, C1, C5; Section III SC: A1, A3, A4, D1, D5,
Sep 5	Cross Cultural Counseling Ethical and Legal Considerations in Counseling	Chapter 3 and 4	CACREP Section II: G.1.j., G.2.a., G.2.b., G.2.e., G.2.f.; Section III CMHC A2, B1, E1, E4, E5; Section III SC: A2, B2, E1, E2, F1
Sep 12	Self-Care and Self-Growth: A Professional Responsibility	Chapter 5	CACREP Section II: G.1.h., G.2.e.; Section III SC: D1
Sep 19	Research and Writing in Counseling Technology and Counseling	Chapters 6 and 7 **Due: Ethical Case Study (50 pts)**	CACREP Section II: G.1.j., G.2.e., G.8.a., G.8.e.; Section III CMHC: A2, B1, I1, J1 Section III SC:A2, B1, I1, I3, I4, I5, J1, J2
Sep 26	Individual Counseling	Chapter 8	CACREP Section II: G.1.b., G.1.f., G.1.g., G.1.h., G.1.i., G.5.b.; Section III CMHC: A1, A7, A8, C1, C5 Section III SC: A1, D1, D5
Oct 3	Group Counseling and Creative Approaches	Chapters 9 and 10 **Due: Resource List (20pts)**	CACREP Section II: G.1.b., G.1.c., G.1.e., G.1.h., G.1.i., G.6.a., G.6.d., G.6.e.
Oct 10	Assessment Practices in Counseling and Diagnosis and Treatment Planning	Chapters 11 and 12 **Midterm Exam (50 pts)**	CACREP Section II: G.7.a., G.7.b., G.7.d., G.7.e.; Section III CMHC: A9, C6, G2; Section III SC: G1, G2
Oct 17	**ACES National Conference: No Class**		
Oct 24	**KCA Conference: No class**		
Oct 31	Clinical Mental Health Counseling *Guest Speaker	Chapter 15 **Due: Research Paper (60pts)**	CACREP Section II: G.1.a., G.1.b., G.1.c., G.1.d., G.1.e., G.1.h., G.2.a., G.2.e., G.2.f., G.3.c., G.4.a., G.4.f., G.4.g., G.3.e., G.5.e., G.6.a., G.6.d., G.8.a., G.8.e.; Section III CMHC: A3, A6, A7, A8, A10, C1, C5, C7, C9, E1, I1, J1 Section III SC: A3, I1, I3, I4, I5, J1, J2
Nov 7	School Counseling *Guest Speaker	Chapter 17	CACREP Section II: G.1.b., G.1.c., G.1.e., G.1.h., G.1.i.; Section III SC: D5, I1, I3, I4, I5, JI, J2,M4, O1

Nov 14	Addictions Counseling and Career Counseling	Chapter 13 and 14	CACREP Section II: G.1.b., G.1.c., G.1.e., G.1.h., G.1.i., G.4.a., G.4.f., G.4.g.; Section III CMHC: A6
Nov 21	**Thanksgiving Break: No class**		
Nov 28	Marriage, Couple and Family Counseling and College Counseling and Student Affairs	Chapter 16 and 18 **Due: Interview Paper (100pts)**	CACREP Section II: G.1.b., G.1.c., G.1.d., G.1.f., G.1.g., G.1.h., G.1.i., G.1.j., G.2.e., G.2.f., G.3.h., G.4.c., G.4.f., G.4.g., G.5.b., G.5.f., G.5.g., G.8.a, G.8.e.; Section III CMHC: A1, A2, A3, A4, A7, A9, C1, C5; Section III SC: A3, A4, E1, E2, G1
Dec 5	Mini-Workshops	**Due: Mini-Workshop Presentations Due (50 pts)**	CACREP Section II: G.1.a., G.1.b., G.1.c., G.1.d., G.1.f., G.1.g., G.1.h., G.1.j., G.2.b., G.2.e., G.2.f., G.4.g., G.5.g., G.6.e., G.7.a., G.7.b., G.7.d., G.7.e., Section III CMHC: A1, A3, A4, A7, C1, C5, I1, J1 Section III SC: A3, A4, I1, J1
Dec 8 – 14	**Finals Week**	**Due: Final Exam (40 pts)**	

RUBRICS

Essay 20 points

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice (Section II: G1b, G1h, G1i); Foundations (Section III: CMHC- A1; SC- A1)	Decisive understanding of the counselor role and purpose for their program area; Demonstrates having a professional counseling identity. = 7	Demonstrates awareness of the counselor role and purpose; Identifies with a professional counseling identity. = 6	Vague description of the counselor role and purpose. = 5	Confused view or fails to address the purpose of counseling. = 0-4	
Helping Relationships (Section II: G5b); Counseling, Prevention & Intervention (Section III: CMHC- C1; SC- D1)	Sophisticated description of personal characteristics that correlate with their vision of counseling. =7	Good identification and explanation of personal characteristics; Describes a vision for becoming a counselor. = 6	Identifies some personal characteristics. = 5	Fails to identify personal characteristics. = 0-4	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 6	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 5	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0-3	
Total Points Possible: 20					**/20**

Resource List 20 points

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
CMHC: Diversity & Advocacy; SC: Collaboration & Consultation	Complete collection of resources; Clear and informative information about the resources = 13-15	Accurate collection of resources; Informative information about the resources = 11-12	Minimal collection of resources; Vague information about the resources = 9- 10	Incomplete resource list = >9	
Professionalism	Student demonstrates refined level of	Student demonstrates appropriate	Student submits a simple list; Not enhance.	Difficult to read; Messy list = >3	

	professionalism in the presentation of material; List is attractive and easy to read. = 5	professionalism in the presentation of material; List is attractive and easy to read. = 4	= 3		
Total Points Possible: 20					**/20**

Research paper 60 points

CACREP Standards	Exceeds Standards = 11-12	Meets Standards = 10	Developing Standards =9	Does Not Meet Standards = 0-8	Score
Professional Orientation & Ethical Practice (Section II: G1a, G1b, G1d); Foundations (Section III: CMHC- A3, A7; SC- A3)	Sophisticated description of a current issue in the counseling profession; Excellent application of counselor role to the research; Articulate connection between self and counseling.	Satisfactory description of a current issue in counseling; Somewhat proper application of counselor role to the research; Somewhat intuitive connection between self and counseling.	Limited description of a current issue in counseling; Minimal application of counselor role to the research; Vague connection between self and counseling.	Does not give an appropriate description of the counselor's role & function; poor understanding of the counselor role.	
Social & Cultural Diversity (Section II: G2a, G2e, G2f); Diversity & Advocacy (Section III: CMHC- E1; SC- F1)	Well-developed reflection & integration of appropriate techniques that consider the impact of diversity on the client population; Superior understanding of cultural impact; Appropriately identifies methods to reduce barriers for the client.	Adequate reflection & integration of appropriate techniques that consider the impact of diversity on the client population; Essential understanding of cultural impact; Minimally identifies methods to reduce barriers for the client.	Limited integration of techniques that consider the impact of diversity on clients; Unclear identification of methods to reduce barriers to learning.	Confused understanding or fails to integrate of techniques that consider the impact of diversity on clients.	
Helping Relationships (Section II: G5a); Counseling, Prevention & Intervention (Section III: CMHC- C9)	Accurately describes interventions to improve client wellness; Skillfully identifies barriers to client wellness and describes them.	Somewhat appropriate description of interventions to improve wellness; Adequate identification of barriers to client wellness.	Minimal description of interventions to improve wellness; Some identification of barriers to client wellness.	Fails to address wellness.	
Research & Program Evaluation (Section II: G8a, G8e; Section III: CMHC- I1, J1; SC- I1, I3, I5, J1)	Critical and sophisticated application of research to counselor role; Applied research was relevant and culturally appropriate.	Appropriately applied research to counselor role; Applied research was relevant and culturally appropriate.	Incomplete or inappropriate application of research to counselor role; Insufficient research.	Fails to apply research to counselor role; Inappropriate research (Wikipedia, newsletters, magazine articles).	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - cover page, - running head, - appropriate citations, - appropriate sentence & paragraph structure, - and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - cover page, - running head, - citations, - sentence & paragraph structure, and - reference page.	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - cover page, - running head, - citations, - sentence & paragraph structure, and - reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.	
Total Points Possible: 60					**/60**

Interviews 100 points

CACREP Standards	Exceeds Standards = 18-20	Meets Standards = 16-17	Developing Standards = 14-15	Does Not Meet Standards = 0-13	Score
Professional Orientation & Ethical Practice (Section II: G1b, G1d, G1f, G1g, G1h);	Sophisticated description of the counselor role in the CMHC or School setting;	Complete description of the counselor role in the CMHC or School setting;	Minimal description of the counselor role in the CMHC or School setting; Limited	Does not give an appropriate description of the counselor's role &	

Foundations (Section III: CMHC- A3, A4, A7; SC- A3, A4)	Excellent identification of professional organizations & credentialing; Demonstrates significant understanding of professional relationships & necessity of advocacy.	Essential identification of professional organizations & credentialing; Demonstrates adequate understanding of professional relationships & necessity of advocacy.	identification of professional organizations & credentialing; Demonstrates vague understanding of professional relationships.	function; poor understanding of the counselor role.	
Social & Cultural Diversity (Section II: G2e, G2f)	Well-developed understanding of the counselor's role in working with diverse client populations; Appropriately identifies the importance of actively reducing bias, prejudice & discrimination.	Clear understanding of the counselor's role in working with diverse client populations; Adequately identifies the importance of actively reducing bias, prejudice & discrimination.	Demonstrates limited understanding of the counselor's role in working with diverse client populations; Mentions reducing bias, prejudice & discrimination.	Confused understanding or fails to integrate the impact of diversity or advocacy.	
Helping Relationships (Section II: G5b, G5f); Counseling, Prevention & Intervention (Section III: CMHC- C5)	Critically identifies counselor characteristics that benefit the counseling process; Demonstrates necessary understanding of the range of counselor responsibilities in the CMHC & School setting; Identifies the necessity of consultation & collaboration.	Clearly identifies counselor characteristics that benefit the counseling process; Demonstrates adequate understanding of the range of counselor responsibilities in the CMHC & School setting; Mentions the necessity of working with other professionals.	Minimally identifies counselor characteristics that benefit the counseling process; Demonstrates some knowledge of the range of counselor responsibilities in the CMHC & School setting.	Fails to address the counselor's role or characteristics.	
Research & Program Evaluation (Section II: G8a, G8e)	Demonstrates critical understanding of integrating research into the counseling role.	Demonstrates adequate understanding of integrating research into the counseling role.	Demonstrates minimal understanding of integrating research into the counseling role.	Fails to connect research to the counseling role.	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - cover page, - running head, - appropriate citations, - appropriate sentence & paragraph structure, - and reference page.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - cover page, - running head, - citations, - sentence & paragraph structure, and - reference page.	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - cover page, - running head, - citations, - sentence & paragraph structure, and - reference page.	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page.	
Total Points Possible: 100					**/100**

Mini-Workshops 50 points

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice (Section II: G1a, G1b, G1c, G1d, G1f, G1g, G1h, G1j) & Foundations (Section III: CMHC- A1, A3, A4, A7; SC- A3, A4)	Sophisticated description of the counselor's role & function to increase student development; Excellent application of counselor role to the research. = 20-22	Clear identification of the counselor's role & function to increase student development; Appropriate implementation of counselor role to the research. = 18-19	Minor understanding of the counselor's role & function; Acceptable application of the counselor role to the research. = 15-17	Does not give an appropriate description of the counselor's role & function; Poor understanding of the counselor role. = 0-14	
Social & Cultural Diversity (Section II: G2d, G2e), & Diversity & Advocacy (Section III: SC- F2)	Well-developed explanation of self-awareness & integration of appropriate techniques that consider the impact of diversity on student development; Appropriately identifies methods of advocacy to	Clearly describes self-awareness & integration of techniques that consider the impact of diversity on student development; Clearly identifies methods to reduce barriers to learning. = 18-19	An adequate description of awareness & integration of techniques that consider the impact of diversity on development; Identifies methods to reduce barriers to learning. = 15-17	Confused understanding or fails to describe awareness & integration of techniques that consider the impact of diversity on development. = 0-14	

	reduce barriers to learning. = 20-22				
Helping Relationships (Section II: G5a, G5f)	Accurately describes interventions to improve wellness & learning; Skillfully identifies methods of consultation. = 20-22	Describes interventions to improve wellness & learning; Identifies methods of consultation. = 18-19	Partially describes wellness; Acknowledges consultation. = 15-17	Fails to address wellness or consultation. = 0-14	
Research & Program Evaluation (Section II: G8a, G8f; Section III: SC- I1, I5, J1)	Critical and sophisticated application of research to counselor role; Applied research was relevant and culturally appropriate. = 20-22	Appropriately applied research to counselor role; Applied research was relevant and culturally appropriate. = 18-19	Incomplete or inappropriate application of research to counselor role; Insufficient research. = 15-17	Fails to apply research to counselor role; Inappropriate research (Wikipedia, newsletters, magazine articles). = 0-14	
Collaboration, Consultation & Leadership (Section III: SC- M1, M2, O1, O2, O4, O5, P2)	Sophisticated demonstration of counselor's role & function as part of the school team to promote student academic, career & personal/social development; Exhibits proficient leadership skills; Demonstrates complete understanding of counseling program. = 20-22	Clear demonstration of counselor's role & function as part of the school team to promote student academic, career & personal/social development; Exhibits adequate leadership skills; Demonstrates understanding of counseling program. = 18-19	Minor understanding of counselor's role & function as part of the school team development; Exhibits some leadership skills; Acknowledges counseling program. = 15-17	Does not give an appropriate description of a counselor's role & program. = 0-14	
Professional Brochure & Handout	Documents demonstrate refined level of writing that excellently adheres to APA format, including - font, - appropriate citations, - appropriate sentence & paragraph structure, and - reference page; Appearance is clever, professional & attractive.	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - font, - citations, - sentence & paragraph structure, and - reference page; Appearance is professional & attractive.	Level of writing mostly does not adhere to APA format with inappropriate - font, - citations, - sentence & paragraph structure, and - reference page; Appearance is neat.	Inappropriate writing and missing APA formatting, such as no citations or reference page; Unorganized/messy appearance.	
Professional Presentation (Section II: G6b)	Demonstrates strong leadership style & characteristics; Eloquently articulates a thorough understanding of the counselor role & proposal; Applies his/ her research in a thorough & convincing manner; Presents self in a mature & striking professional manner.	Demonstrates appropriate leadership style & characteristics; Student speaks and presents self in a professional manner; Clearly applies research in an organized & professional manner; Based on his/her research topic, the student clearly demonstrates the counselor role.	Student appears overly nervous and/or lacks confidence; Presentation is somewhat disorganized or unclear at times; Student's view of the counselor role & proposal are not clearly connected to the research; Research application is not defined or described; Student read directly from notes/ PowerPoints (if applicable); PPts are too busy/disorganized.	Student is not prepared. Does not present self or material in a professional manner. Presentation is disorganized and/or contains inaccurate information. Student fails to address large portions of required information.	
Total Points Possible: 50					**/50**

Ethical Case Study 50 points

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice	Sophisticated description of three ethical issues present in the case; Excellent identification of the impact on counseling. = 18-20 pts	Accurate description of three ethical issues present in the case; Appropriate identification of the impact on counseling. = 16-17	Minimal description of ethical issues in the case; Vaguely identifies the impact on counseling. = 14-15	Inappropriate identification of ethical standards; Does not give an appropriate description the impact on counseling = 0-13	

Professional Orientation & Ethical Practice	Well-developed reflection & integration of appropriate techniques that consider the impact of diversity on the client population; Superior understanding of cultural impact; Appropriately identifies methods to reduce barriers for the client. = 18-20 pts	Adequate reflection & integration of appropriate techniques that consider the impact of diversity on the client population; Essential understanding of cultural impact; Minimally identifies methods to reduce barriers for the client. = 16-17	Limited integration of techniques that consider the impact of diversity on clients; Unclear identification of methods to reduce barriers to learning. = 14-15	Confused understanding or fails to integrate of techniques that consider the impact of diversity on clients. = 0-13	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, appropriate sentence & paragraph structure, and reference page. = 9-10	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page. = 8	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, sentence & paragraph structure, and reference page. = 7	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page. = 0-6	
Total Points Possible: 50					**/50**