

Practicum in School Counseling
EDPC 5369

University of Texas at El Paso:
Fall 2016
School Counseling Program

Class location: Health Science, room 212
Meeting Time: Mondays 5:00-7:50pm
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Office hours: Mondays & Thursdays 1:00-2:45PM and by appointment

Course Overview:

This is a mandatory course for the UTEP School counseling program. A goal of the course is to provide school counselors in-training an understanding of the clinical experience of school counseling. The school counselor-in-training is given field-based opportunities under a school site counselor supervisor and program supervisor in order to assist in tying theory into practice. Students receive valuable feedback on their clinical skills and learn and demonstrate developmentally appropriate techniques, interventions, and strategies for real-life application.

Required Texts:

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs* (3rd ed). Alexandria, VA: Author.

Byrd, R., & Erford, B., (Eds.). (2014). *Applying techniques to common encounters in school counseling: A case based approach*. Boston, MA: Pearson.

Studer, J. (Ed.) (2016). *A guide to practicum and internship for school counselors-in-training*. New York, NY: Routledge, Taylor & Francis Group.

**Additional reading assignments will be referred to in the syllabus handed out in class or e-mailed to students.

Supplemental Resources:

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

Murphy, J. (2015). *Solution-focused counseling in schools* (3rd ed). Alexandria, VA: American Counseling Association.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards and American School Counselor Association (ASCA) national career standards listed below:

Section 5 -G. School Counseling Specialty Area (SCSA)*Contextual Dimensions*

2-j. Qualities and styles of effective leadership in schools

2-l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling

2-m. Legislation and government policy relevant to school counseling

2-n. Legal and ethical considerations specific to school counseling

Practice

3-e. Use of developmentally appropriate career counseling interventions and assessments

3-d. Interventions to promote academic development

3-f. Techniques of personal/social counseling in school settings

3-j. Interventions to promote college and career readiness

3-l. Techniques to foster collaboration and teamwork within schools

ASCA student career development national standards:

Standard A: Assist student-clients in acquiring the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions.

Standard B: Assist student-clients in employing strategies to achieve future career success and satisfaction

Standard C: Assist student-clients in understanding the relationship among personal qualities, education and training, and the world of work.

Texas Education Agency (TEA) School Counselor Certificate Standards:

The TEA School Counselor standards have been addressed throughout the school counseling education preparation program here at UTEP, and in doing so helps to prepare students for the State Board for Educator Certification exam. In this course many of the standard stems will continue to be addressed but specific stems will be particularly highlighted:

Standard I

Stem 8: Legal and ethical standards, practices, and issues

Standard II

Stem 3: Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs

Stem 4: Consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students

Stem 6: Demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process

Stem 9: Use counseling-related research techniques and practices to address student needs

Standard IV

Stem 1: Understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.

Standard V

Stem 5: Develop and implement strategies for effective internal and external communications

Stem 8: work effectively as a team member to promote positive change for individuals, groups, and the school community.

Student Learning Outcomes (SLO) and Competencies

1. Demonstrate the ability to articulate one's knowledge and understanding of qualities and styles of effective leadership in schools.
2. Demonstrate the ability to articulate one's knowledge and understanding

- professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
3. Demonstrate the ability to articulate one's knowledge and understanding of legislation and government policy relevant to school counseling.
 4. Demonstrate the ability to articulate one's knowledge and understanding of legal and ethical considerations specific to school counseling.
 5. Demonstrate the ability to articulate and use developmentally appropriate career counseling interventions and assessments.
 6. Demonstrate the ability to articulate and assist student-clients in acquiring the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions.
 7. Demonstrate the ability to articulate and assist student-clients in employing strategies to achieve future career success and satisfaction.
 8. Demonstrate the ability to articulate and assist student-clients in understanding the relationship among personal qualities, education and training, and the world of work.
 9. Demonstrate the ability to articulate and use interventions to promote college and career readiness.
 10. Demonstrate the ability to articulate and use techniques of personal/social counseling in school settings.
 11. Demonstrate the ability to articulate and use techniques to foster collaboration and teamwork within schools.
 12. Demonstrate the ability to articulate and promote academic development
 13. Demonstrate the ability to articulate how to counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs.
 14. Demonstrate the ability to articulate how to consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students
 15. Demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process
 16. Demonstrate counseling-related research techniques and practices to address student needs
 17. Demonstrate the ability to articulate learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.
 18. Demonstrate the ability to articulate strategies for effective internal and external communications.

Content (See Appendix 1 Tentative Schedule for detail)

This course is designed to introduce students to the clinical school counseling experience. The following content is addressed:

- Orientation to practicum and supervision
- Understanding school contextual dimensions and professionalism
- Utilizing career counseling interventions and practices
- Establishing collaborations and teamwork with stakeholders
- Addressing student-clients' personal/social issues
- Promoting student-clients' academic development

Methods of Instruction

Content is offered through lectures, small and large group discussions, small group activities, readings, and clinical experience review and feedback.

Evaluation

Demonstration of student learning outcomes or competencies, grades, and CACREP standards are determined by scores on the following assessments (see Appendix 2 for scoring rubric):

- **Competency Performance Assessment (CPA) 1** – *Demonstration of knowledge of consulting and collaboration practices.* CPA 1 requires students to complete in-depth responses regarding student's observations and/or participation in techniques and examples of school counselors' consultation, collaboration and teamwork with stakeholders. This CPA is designed to assess the achievement of SLO 11, 14, 18, TEA SC Standards II: 4, V: 5, 8, and CACREP SCSA 3-l.
- **Competency Performance Assessment (CPA) 2** – *Demonstration of promoting academic development.* CPA 2 requires students to complete a report and recording of a group counseling session *or* a character/guidance lesson that promotes academic development. This CPA is designed to assess the achievement of SLO 12, 15, 17, TEA SC Standards II: 6, IV: 1, and CACREP SCSA 3-d.
- **Competency Performance Assessment (CPA) 3** – *Demonstration of career counseling practices.* CPA 3 requires students to complete a report and recordings of career counseling sessions with student-clients. This CPA is designed to assess the achievement of SLO 5-9, ASCA student career national standards, and CACREP SCSA 3-e and 3-j.
- **Competency Performance Assessment (CPA) 4** – *Demonstration of using techniques to address student-client's personal/social issues.* CPA 4 requires students to complete a report, recording and presentation of two individual counseling sessions addressing student-client's personal/social issues. This CPA is designed to assess the achievement of SLO 10, 16, Standard II: 9, and CACREP SCSA 3-f.
- **Competency Performance Assessment (CPA) 5** – *Demonstration of foundational knowledge of contextual dimensions.* This CPA is an exam designed to assess the achievement of SLO 1-4, 13, TEA SC Standards 1:8, II: 3, and CACREP SCSA 2-j, 2-l, 2-m, and 2-n.

Additional evaluations

Qualifying TExES Examination

All school counseling majors enrolled in EDPC 5369 (Practicum for School Counselors) must pass the School Counselor Qualifying TExES examination with a score of 80% or better in order to receive credit for this course. **This exam will be announced at a later date.** This exam will also be considered as your Comprehensive Examination that is required for graduation

Weekly Activity Log

Students are required to keep a weekly activity log (grid) of internship-related activities. This log (contained in the Practicum Handbook for School Counselors, posted on Blackboard) must be dated and signed each week by the on-site supervisor. The log must indicate only those hours accrued for the one week period. This requirement will be explained more fully in class. The log will be used to complete the “Cumulative Hours” form which must be signed by the on-site supervisor at the end of the semester. Both of these forms are contained in the Student Handbook, posted on Blackboard.

Supervision

Supervision will include:

- *Group supervision during class sessions with the professor
- *A minimum of one hour per week of individual supervision with each on-site supervisor
- *Individual supervision with the professor on an “as-needed” basis when deemed necessary

Additional Course Requirements

Insurance

Internship students are vulnerable to malpractice litigation. Accordingly, it is **required** that each student carry liability/malpractice insurance and that verification of this coverage is contained in the student’s Internship files. UTEP offers \$2,000,000/\$6,000,000 in malpractice liability coverage (NURI-Nursing liability) for each student at no cost to you. You must be listed on the official course roster as of Census Day to receive this coverage. A copy of your coverage is posted on Blackboard

On-Site Counseling Experience (Site Based Training)

A. Off-Campus - The student is responsible to locate his/her off-campus placement site prior to the first class session. The professor will coordinate with the site supervisor after the Placement Agreement form is returned by the student. Internship students are required to obtain a minimum of 300 on-site hours which includes a minimum of 120 direct client contact hours defined as any direct service provided to clients in an individual, group, marriage, family, crisis intervention, didactic (classroom psycho-educational presentations), or supervision oriented context or setting. A specific number of hours is not required in any specific category although individual counseling sessions are necessary to meet course requirements as well as to continue skill development.

Please Note: Per Section F.6.h. (Professional Disclosure) of the ACA Code of Ethics, interns must:

- (1) disclose their status as students and explain to prospective clients how this status affects the limits of confidentiality and
- (2) obtain client permission before using any information concerning the counseling relationship in the training process. Also, interns must never use real names on written case reports or oral presentations for this course.

B. Students must follow the guidelines and procedures of the placement site including the use of the site’s student record forms, case notes, goals and objectives, etc. It is important to attend as many on-site case reviews and training sessions as possible. Also, at least **one hour of individual supervision each week with the on-site supervisor at each site is mandatory**. Please contact the professor immediately if any problems are encountered

with the placement site or with supervision. Please note that all on-site activities and clinical case work MUST be coordinated with and approved by the on-site supervisor prior to the fact as well as obtaining the site supervisor's signature on the Supervisor Agreement form prior to accruing non-clinical hours before the start of the term.

It is imperative that students not work with clients who require services beyond the student's level of expertise or scope of training unless the on-site supervisor can be present in the session and agrees to provide intensive individual supervision for such cases on a regular on-going basis. Additionally, if a client poses a danger to self or others or reports knowledge of child abuse activities or if the intern is required to testify in court, notify the site supervisor immediately and the course professor as soon as possible (within 24 hrs.) without exception.

It is also imperative that students not be involved at any time in the collection of money or fees from clients for services rendered. This is not part of your duties as an intern. Collection of money or fees is the sole responsibility of the employees of the agency. Please report any request for you to collect fees to your internship professor immediately.

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points =	A
85-89% of Total Points =	B
75-84% of Total Points =	C
65-74% of Total Points =	D
<65% of Total Points =	F

Overall Level of Achievement of Student Learning Outcomes & CACREP Standards

4 = Exceeds Expected Outcome =	90% - 100% of possible points
3 = Expected Outcome =	85% - 89% of possible points
2 = Less Than Expected Outcome =	84% - 75% of possible points
1 = Worst Possible Outcome =	Less than 75% of possible points

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. *Class information takes precedent over syllabus.*

Academic Honesty

Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self work with correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair-minded. Collusion includes working with someone else to engage in academic dishonesty.

Accommodations

Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at www.sa.utep.edu/cass.

Students with Disabilities

1. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. **Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis.** Failure to report to this office will place a student on the inactive list and nullify benefits received from being on the active list of disabled students. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).
2. Please do not hesitate to contact the professor if you experience difficulty with this course at any time during the semester.

Class Behavior

Class behavior that interferes or impedes class instruction is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Class Attendance

Class attendance of every class is expected. Engaged involvement is necessary for adequate education at the graduate level. In the case of unusual circumstances such as a family crisis, students should contact the instructor and make appropriate arrangements prior to absence. The instructor may request evidence of documentation for excused absences.

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having class. UTEP's decision is based off of several factors including "current and forecasted weather conditions, street conditions, and any decisions made by the major public school districts to cancel classes". However, many of you live a considerable distance from UTEP, in your case, you have to consider reasonable safety measures for your situation in terms of coming to class.

APPENDIX 1

Tentative Course Schedule

Date	Class Topic	Readings Due	Assignments Due
Week 1- Aug 22 nd	Introduction course overview and		Attain Books; rest of paperwork

	syllabus		<ul style="list-style-type: none"> • Student Agreement • Placement Agreement • Supervisor Credentials (w/ resume)
Week 2 – Aug 29 th	Orientation to school practicum and supervision; legislation and government policies; applying theory	Chapters 1-5 (Studer)	
Week 3 – Sept 5 th	[<i>No Class Meeting</i>]		LABOR DAY
Week 4 – Sept 12 th	Applying theory Group supervision	Chapters 1-2 (Byrd & Erford)	CPA 1: part 1
Week 5 – Sept 19 th	Possibly Qualifying Exam Day (COE, Room 318, 5pm)		
Week 6 – Sept 26 th	ASCA National Model: Supervisory guide, model themes (e.g. leadership...), and clinical experiences; <i>teaching</i> Group Supervision	Chapter 6, 7 (Studer) Chapter 22 (Byrd & Erford)	
Week 7 – Oct 3 rd	ASCA: Foundational component review, College & Career Readiness/Career Planning/Career Assessments Group Supervision	Chapter 8 (Studer) Chapter 13 (Byrd & Erford)	
Week 8 – Oct 10 th	ASCA: management component and delivery component; career assessment review Group Supervision	Chapter 9, 10 (Studer) Chapter 4 (Byrd & Erford)	CPA 2 Due
Week 9 – Oct 17 th	Career Session Opportunities Group Supervision		CPA 1: part 2
Week 10 – Oct 24 th	Career Session		

	Opportunities Group Supervision		
Week 11 – Oct 31 st	ASCA: Accountability component, ethical standards Group Supervision	Chapter 11, 12 (Studer) Chapter 45 (Byrd & Erford)	CPA 3 Due
Week 12 – Nov 7 th	Differences and developmental issues Group Supervision	Chapter 13, 14 (Studer) Chapter 18 (Byrd & Erford)	
Week 13 – Nov 14 th	Presentation opportunity Group Supervision		CPA 4 Due
Week 14 – Nov 21 st	Presentation Opportunity Group Supervision		
Week 15 – Nov 28 th	Transitioning Forward; preparing for Final Exam Group Supervision	Chapter 15 (Studer) Chapter 44 (Byrd & Erford)	CPA 1: part 3
Week 16 – Dec 5 th	Final Exam		CPA 5 Due

APPENDIX 2

Competence Performance Assessment (CPA) & Rubrics

CPA 1

Demonstrates Knowledge of Collaboration Practices

The CPA requires students to *observe/participate* and *describe* in what ways school counselors (and/or the student's participation) at their site consult, collaborate or work as a team with stakeholders. Students will report throughout the semester on *blackboard* three situations that have taken place at his or her school in which they participated with the school counselor or observed the school counselor consulting, fostering collaborating, or working as a team with school administrators, teachers, students, parents/guardians, community agencies, and/or other school-related personnel. Reports should include *description of situation, communication styles and/or techniques, and how outcomes were reached*. The CPA is designed to assess the achievement of SLO 11, 14, 18, TEA SC Standards II: 4, V: 5, 8, and CACREP SCSA 3-1.

Scoring Rubric Guide	Points
<i>Report 1</i>	
Quality of initial post	20
Relevance of feedback	15
Contribution to learning community	15

Post by Due Date	10
Subscore	60
<i>Report 2</i>	
Quality of initial post	20
Relevance of feedback	15
Contribution to learning community	15
Post by Due Date	10
Subscore	60
<i>Report 3</i>	
Quality of initial post	20
Relevance of feedback	15
Contribution to learning community	15
Post by Due Date	10
Subscore	60
Total Score	180

Essential questions for CPA 1:

Quality of Initial Post: Does the response make clear the situation at hand? Does the response explain important communication styles or techniques? Does the response detail the how a final decision or outcome was reached? Does the response weigh the pros and cons of a decision or reached outcome? Does the response include supportive commentary based off of assigned readings, class discussion, and/or a review of the literature? Is the response original and well thought out?

Relevance of feedback: Have you stayed on topic? Are you providing meaningful feedback? Does your responses go beyond simple responses (e.g. I agree, I feel the same etc.)?

Contribution to Learning Community: Have you responded to multiple posts (other than your own initial post)? Have you attempted to encourage group discussion? Have you presented appropriate discussion etiquette (i.e. language, insults)?

CPA 2

The CPA requires students to lead a minimum of one group counseling session *or* character/guidance lesson to promote **academic development**. The session or lesson is video recorded. Session or lesson last a minimum of 25 minutes. Students submit their recording (e.g. flash drive) and a written report (use the below rubric as your guide). The CPA assesses the achievement of SLO 14 and CACREP SCSA 3-d.

Scoring Rubric Guide	
<i>Choice 1 Group Counseling</i>	
Demographics	5
Reason for delivery (e.g. why group counseling? How will this promote student-clients' academic development)	5
How did you begin the session?	5
Group structure and format	5
Facilitation strategy	5
Basic/advanced techniques skills used	10
Explanation of activity or interventions	10
Processing and synthesizing	10
Goal setting/review or assessing of goals	10
How did you end the session?	10
Personal reflection/analysis of overall experience (strengths, challenges	10

etc.)	
Self-assessment	5
Hard copy with signature and date handed to instructor	5
Electronic copy emailed to instructor	5
Total	100
OR	
<i>Choice 2 Character/Guidance Lesson</i>	
Demographics	5
Reason for delivery (e.g. why character/guidance lesson? How will this promote student-clients' academic development)	5
Materials	5
Learning objectives	5
Key concepts	5
Anticipatory set (e.g. how did you begin the lesson?)	10
Modeling (or guidance)	10
Explanation of activities	10
How did you check for understanding	10
Wrap-up (how did you end the lesson?)	5
Special accommodations (were there students in the class in which you had to modify your lesson somehow because of disabilities (learning or physically) or because of behavior; if so what were those modifications?).	5
What is your plan for evaluation? (How did you collect data? Type of data: process, perception or outcome? (see page 55 of ASCA National Model text)	10
Self-assessment	5
Hard copy to instructor and electronic copy emailed to instructor	10
Total	100

CPA 3

Demonstration of Career Counseling Practices

The CPA requires students to participate in career counseling interview sessions. Students utilize as a guide three critical areas of career development from the ASCA national standards for school counseling programs to aid freshmen with postsecondary transition and provide interventions to promote college and career readiness. Interview guidelines will be provided. Students will video record their interviews. After all sessions are complete, students write a report based on the scoring rubric below. Students submit the report and a copy of their video (e.g. flashdrive). The CPA assesses the achievement of SLO 7, 8, 9, 10 and CACREP SCSA standards 3-e and 3-j.

Scoring Rubric Guide	
Case Background Investigation (SLO 7, 8 & CACREP SCSA 3-e, 3-j)	---
Demographic information (age, major, minor)	5
Brief family career history (e.g. brief career genogram/beliefs/life-themes acquired)	10
Employment history	5
Interests	5
Basic (and any advanced) counseling techniques used	10
Future Career Success, Satisfaction (SLO 7, 9 & CACREP SCSA 3-e, 3-j)	---
Reported problems	5
Plans for the future (1 year, 5 years, 10 years)	5
Basic (and any advanced) counseling techniques used	10

Career Assessments (SLO 7, 10 & CACREP SCSA 3-e, 3-j)	---
Explanation and processing of Self-Directed Search results	10
Explanation and processing of Myer-Briggs Type Indicator results	10
Evaluation: congruency between major, interests, and assessment results	10
Basic (and any advanced) counseling techniques used	10
Overall Summary [include number of session and related ASCA career standards indicators]	10
Recommendations for student-client [include any plans for future sessions]	10
Self-assessment rubric	5
Total	120

Essential questions for CPA 3:

- **Background:** Have you included the student's age, major and minor? Have you discussed the student's family career history (e.g. parent's previous jobs/careers, siblings, grandparents and/or other significant member of the family)? Have you discussed the student's *past* employment history? Have you discussed the student's various *career* interests? Have you identified basic skills or techniques used and included some *examples and/or specific dialogue* to help support your use of (how and why) techniques?
- **Future Career Success:** Have you discussed any current or lingering reported issues going on with the student? Have you discussed future plans with the student in the short term (1 year), mid-term (5 years), and long-term (10 years)? Have you identified basic skills or techniques used and included some *examples and/or specific dialogue* to help support your use of (how and why) techniques? Is your skills/techniques for this section different and separate from the background section?
- **Career Assessments:** Have you explained and reviewed the process with the student before or while going over his or her results? To what extent does the student's major, *career* interest and assessment results match? Have you identified basic skills or techniques used and included some *examples and/or specific dialogue* to help support your use of (how and why) techniques? Is your skills/techniques for this section different and separate from the background section and the future career success section?
- **Summary, Recommendations:** Have you included your reasoning for the number of sessions you have conducted with the student? Have you identified and included the related ASCA career standards indicators? Have you included your reasoning for planning or not planning any future sessions with the student? Have you included your recommendations whether stated to the student or not for the student?

CPA 4

The CPA requires students to engage in a minimum of two individual counseling sessions with student-clients utilizing counseling techniques to assist with student-clients' personal/social issues. Sessions are recorded (if unable to video, then audio record and transcribe). Sessions last a minimum of 25 minutes. Students submit their recording (e.g. flash drive) and a written report (use the below rubric as your guide). Students also give one presentation to the class that covers a minimum of two sessions. The CPA assesses the achievement of SLO 12 and CACREP SCSA standard 3-f.

Scoring Rubric Guide	
<i>Part 1 Report</i>	

Case background (e.g. demographics, reason for counseling etc.)	5
Your initial process questions (assisted you in the direction of sessions)	5
Addressing the issues (basic/advanced techniques used, theoretical model & reasons for theory, describe students developmental level)	10
Session 1 (essential dialogue exchange that supports your counseling Strategy and goals)	10
Session 2 (essential dialogue exchange that supports your counseling Strategy and goals)	10
Final process reflection (e.g. cultural/ethical/legal/role sensitivities, and personal reflection/analysis of the overall experience – strengths and challenges)	10
Your signature and date	5
Copy of written presentation for each classmate & instructor	5
Report emailed to instructor at least one day before presenting	5
Part 1 report self-assessment	5
Subscore	70
<i>Part 2 Presentation</i>	
Brief background	5
How did you initiate the sessions?	5
What basic/advanced techniques used, theoretical model & reasons for Theory?	10
Identify, play, and explain essential dialogue of recordings	15
Personal reflection (overall analysis)	10
Part 2 self-assessment	5
Subscore	50
Total	120

CPA 5

Demonstrates Knowledge of Contextual Dimensions

The CPA is a multiple choice exam that assesses students' understanding of school counseling dimensions and professionalism. The CPA assesses the achievement of SLOs' 1, 2, 3, 4, 5, and 6 and CACREP SCSA standards 2-g, 2-I, 2-j, 2-l, 2-m, and 2-n.

**** Directed Study Students:** Meet with professor once a week for assignments, updates, expectations, and feedback (e.g. supervision, action research proposal).