

Practicum in School Counseling
EDPC 5369

University of Texas at El Paso:
Fall 2017
School Counseling Program

Class location: Education Building, room 108
Meeting Time: Mondays 5:00-7:50pm
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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 group counseling sessions *or* a character/guidance lesson that promotes academic development. This CPA is designed to assess the achievement of SLO 12, 13, 15, 16, 17, TEA SC Standards II: 3, 6, 9, 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 that promote career readiness. 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, 13, TEA SC Standard II: 3, 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

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, students entering internships must obtain and document professional liability insurance coverage in their own name. This type of policy can be obtained from various insurance companies. However, a very convenient way to obtain the insurance is to join a professional organization that offers liability insurance to students at a reasonable cost. Student membership in ASCA costs \$69 per year and automatically guarantees students \$1 million of liability insurance among many other benefits. To learn more visit: <https://www.schoolcounselor.org/school-counselors-members/member-benefits-info>. ASCA membership offers you access to the latest evidence-based and research-based school counseling practices and networking opportunities as well as free liability insurance. It would benefit students to take advantage and begin building their professional identity.

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, , 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

The final grade will reflect a pass/fail grade. In other words, students will receive either an "S" for satisfactory or a "U" for unsatisfactory. Students must meet the "Expected Outcome" (level 3) achievement level in order to receive an "S" for the class.

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.

Examples of violating this policy includes but not limited too:

1. Copying from the test (i.e. paper or online – Blackboard) of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, clinical reports, clinical transcripts, clinical counseling recordings/videos, and or other records or academic work offered for credit.

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 28	Introduction course overview and syllabus	Read over syllabus; complete rest of paperwork <ul style="list-style-type: none"> • Student Agreement • Placement Agreement • Supervisor Credentials (w/ resume) 	Attain Books; Paperwork due
Week 2- Sept 4 th	(No Class Meeting)		Labor Day
Week 3 – Sept 11	Orientation to school practicum and supervision; legislation and government policies; applying theory	Chapters 1-5 (Studer)	
Week 4 – Sept 18	Applying theory Group supervision	Chapters 1-2 (Byrd & Erford)	CPA 1: part 1 Due
Week 5 – Sept 25	Lab (Role-Play)		
Week 6 – Oct 2	Possibly Qualifying Exam Day (5pm)		
Week 7 – Oct 9	ASCA National Model: Supervisory guide, model themes (e.g. leadership...),	Chapter 6, 7 (Studer)	Role-Play Due

	and clinical experiences; <i>teaching</i> Group Supervision	Chapter 22 (Byrd & Erford)	
Week 8 – Oct 16 th	ASCA: Foundational, management, delivery component review, College & Career Readiness/Career Planning/Career Assessments Group Supervision	Chapter 8, 9, 10 (Studer) Chapter 4, 13 (Byrd & Erford)	CPA 1: part 2 Due
Week 9 – Oct 23 rd	Career Session Opportunities Group Supervision		CPA 2 Due
Week 10- Oct 30 th	Career Session Opportunities Group Supervision		
Week 11 – Nov 6 th	Online class - ASCA: Accountability component, ethical standards Group Supervision	Chapter 11, 12 (Studer) Chapter 45 (Byrd & Erford)	Blackboard class assignment
Week 12 – Nov 13 th	Differences and developmental issues Group Supervision	Chapter 13, 14 (Studer) Chapter 18 (Byrd & Erford)	CPA 3 Due
Week 13 – Nov 20 th	Presentation opportunity Group Supervision		CPA 4 Due
Week 14 – Nov 27 th	Presentation Opportunity Group Supervision		
Week 15 – Dec 4 th	Transitioning Forward; preparing for Final Exam; Paperwork Group Supervision	Chapter 15 (Studer) Chapter 44 (Byrd & Erford)	CPA 1: part 3
Week 16 – Dec 11 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 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* and *techniques*? Does the response detail 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 12, 13, 15, 16, 17, TEA SC Standards II: 3, 6, 9, IV: 1, and CACREP SCSA 3-d.

Scoring Rubric Guide	
<i>Choice 1 Group Counseling</i>	
Demographics	5
Reason for delivery (e.g. <i>why group counseling? How will this promote student-clients' academic development</i>)	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 etc.)	10
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. <i>why character/guidance lesson? How will this promote student-clients' academic development</i>)	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

Essential questions for CPA 2 Choice 1:

- **General:** Have you clearly identified each section listed on the rubric in your write-up?
- **Demographics:** What is the makeup of the group (gender, ethnicity, grade-level, if possible, developmental levels)?
- **Reason for delivery:** How did you determine that group counseling was the most suitable intervention for students' issues? In what ways will the group counseling session(s) encourage academic development?
- **Beginning session:** How did you introduce yourself and the group counseling process to students (or how did you reintroduce the group counseling process during an ongoing session)? Did you discuss **or** review group limits of confidentiality (informed consent), norms and/or rules for the group?
- **Group structure/format:** Was there a general routine or agenda that you intended the group to follow (was it based on a theory, stages of group counseling etc)? If so, what was it? Did the group sit in a certain way (i.e. "u" shaped, circle, classroom style, around a table etc)
- **Facilitation:** Did you lead the group (determine the discussion points, subject matter etc)? Or did you allow the students to lead the discussion (i.e. they determined the discussion points, subject matter etc.)
- **Basic/advanced techniques skills used:** have you identified group counseling skills used? Have you provided examples (i.e. dialogue or description of interactions/skills used) to support the skills you listed/identified?
- **Explanation of activity or interventions:** Have you mentioned an activity used (i.e. group activity) or theoretical intervention (example: empty chair, role-play etc)?
- **Processing and synthesizing:** What were standout thoughts or ideas from students in terms of academics throughout the discussion/activity/intervention? *Give examples of dialogue or descriptions* for support. How did students process the overall session (what were there thoughts of the experience)? *Give examples of dialogue or descriptions* for support?
- **Goal setting/review or assessing of goals:** What were goals set for the group? For individual group members? How were goals reviewed (i.e. any real evidence or tangible outcomes)?
- **End Session(s):** How did you end the session (or the group)? (i.e. summary/recap, homework, ways to check-in/follow-up, future plans for ongoing sessions etc?)
- **Personal reflection of Yourself:** Have you discussed the overall experience? Have you made clear what were your strengths (and have you given examples)? Have you made clear your challenges (and have you given examples)?
- **Self-assessment:** Have you "honestly" completed the scoring guide (or rubric)? Have you printed a hardcopy of your write-up and signed it in preparation to submit it to the professor? Have you emailed an electronic copy of your write-up to the professor?

Essential questions for CPA 3, Choice 2:

- **General:** Have you clearly identified each section listed on the rubric in your write-up?
- **Demographics:** What is the makeup of the group (gender, ethnicity, grade-level, if possible, developmental levels)?
- **Reason for delivery:** How did you determine that a guidance lesson was the most suitable intervention for students? In what ways, will the guidance lesson encourage academic development?
- **Materials:** What materials did you use to conduct your lesson?
- **Learning objectives:** Have you used criteria in your learning objectives (i.e. students will be able to identify *three out of five* (or a percentage etc.) long and short term career goals etc.)? Does your learning objective match your evaluation methods?
- **Key concepts:** What were the main concepts and terms you wanted the students to learn?
- **Anticipatory Set:** How did you prepare students for the lesson? How did you introduce the lesson?
- **Modeling (or Guidance):** Did you model an example for students to follow? If so, label your section as "Modeling" and explain how you modeled to students. **Or** did you guide students throughout the lesson? If so, label your section as "Guidance" and explain how you guided students. **Or** did you do both? If so, label your section as "Modeling and Guidance" and explain both processes.

- **Explanation of activities:** Have you explained the primary interactions, activities, or interventions that you enacted with the students?
- **Checking for understanding:** Have you explained evidenced of students understanding of the lesson (i.e. main concepts, terms and ideas)? Have you included examples of student knowledge and understanding (i.e. student dialogue, work etc).
- **Wrap up:** Have you explained how you ended the lesson (i.e. recap main ideas/concepts/terms, check-outs etc)?
- **Special accommodations:** Have you discussed any students in the class in which you had to modify your lesson somehow because of disabilities (learning or physically) or *because of behavior*? Have you made clear any accommodations or modifications?
- **Evaluation methods:** Have you stated whether you collected process data, perception data and/or outcome data? Have you explained what you have stated/identified? Have you explained how you might use the data?
- **Self-assessment:** Have you “honestly” completed the scoring guide (or rubric)? Have you printed a hardcopy of your write-up to submit it to the professor? Have you emailed an electronic copy of your write-up to the professor?

CPA 3: College and Career Readiness

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 and provide developmental lessons/activities or interventions to promote college and career readiness. This activity must be video recorded. After all sessions are complete, students write a report based on the appropriate scoring rubric below. Students submit the report (**email and hardcopy**) and a copy of their video (e.g. flashdrive). The CPA assesses the achievement of SLO 5-9, ASCA student career national standards, and CACREP SCSA 3-e and 3-j.

Scoring Rubric Guide	
<i>Interview Session</i>	
Case Background Investigation (SLO 7, 8 & CACREP SCSA 3-e, 3-j)	---
Demographic information (age, grade level, gender, ethnicity, goals)	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 Inventory 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, related ASCA career standards indicators, recommendations for student-client, plans for future sessions]	10
Self-assessment rubric	5
Total	100

Essential questions for CPA 3:

- **General:** Have you clearly identified each section listed on the rubric in your write-up?
- **Background:** Have you included the student’s age, classification, gender, ethnicity and career goals? 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 students 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 students career goals, *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?
- **Self-assessment:** Have you “honestly” completed the scoring guide (or rubric)? Have you printed a hardcopy of your write-up to submit it to the professor? Have you emailed an electronic copy of your write-up to the professor?

CPA 4: Personal/Social Counseling

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 transcribed*). 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 10, 13, TEA SC Standard II: 3, and CACREP SCSA 3-f.

Scoring Rubric Guide	
<i>Part I 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	10

challenges)	
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
Part 2 Presentation	
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

Essential questions for CPA 4

- **General:** Have you clearly identified each section listed on the rubric in your write-up?
- **Case background:** Have you stated whether someone sent the student or the student decided to come to the counseling office? Have you stated the student's age, grade and reason for visit? Have you stated why the student "thinks" he or she is there (if he or she has been sent)? Have you stated the students' reason for being there or student's perception of the issue?
- **Initial process questions:** Have you stated your inner-voice questions that you contemplated *before each session*? (i.e. for instance, before the first session you may have questions about how you will set the direction for the session, how you will get a clear picture of the student's story; second session – you may have questions related to changes from first to second session, how you might assist with additional constructive plans, on-going questions to help student-client)
- **Addressing the issues:** Have you identified basic and advanced techniques used? Have you given an example or two (will give more examples later in report)? Have you identified a *paradigm* and *theory* used? Have you explained why you used this *paradigm* and *theory*, and have you given examples of how you used this *paradigm* and *theory* during the session(s)?
- **Session 1:** Have you included in your write-up essential dialogue exchange from session 1 that supports your counseling strategies and goals? Have you written this dialogue verbatim?
- **Session 2:** Have you included in your write-up essential dialogue exchange from session 2 that supports your counseling strategies and goals? Have you written this dialogue verbatim?
- **Final process reflection:** Have you stated any cultural differences between you and the student-client? Have you stated any dual-relationship roles that exist between you and the student-client? Have you stated any ethical and legal matters that are of particular interest in this student's situation? Have you stated your strengths in counseling the student-client? Have you stated your challenges in counseling the student-client?
- **Self-assessment:** Have you "honestly" completed the scoring guide (or rubric)? Have you printed a hardcopy of your write-up and signed it in preparation to submit it to the professor? Have you emailed an electronic copy of your write-up to the professor? Have you printed hardcopies of your "presentation" for each classmate?

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 SLO 1-4, 13, TEA SC Standards 1:8, II: 3, and CACREP SCSA 2-j, 2-l, 2-m, and 2-n.

Scoring Rubric Guide	Points
Contextual Dimensions	
Effective Leadership	10
Professionalism	10
Legislation and Government Policies	10
Legal and Ethical Considerations	10
<i>Subtotal</i>	<i>40</i>
Practices	
Career Counseling Interventions and Assessment	10
Promoting College and Career Readiness	10
Academic Development Interventions	10
Personal/Social Counseling Theory/Techniques	10
Collaboration/Teamwork Within Schools	10
<i>Subtotal</i>	<i>60</i>
Total	100