

**Practicum in School Counseling**  
**EDPC 5369**

**University of Texas at El Paso:**  
**Spring 2016**  
**School Counseling Program**

**Class location:** ED, room 303  
**Meeting Time:** Mondays 5:00-7:50pm  
**Office:** College of Education, Rm 705  
**Phone:** 915-747-8687  
**E-mail:** chbrown@utep.edu  
**Office hours:** Mondays & Thursdays 3:00-4:00PM 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* (3<sup>rd</sup> 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* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Murphy, J. (2015). *Solution-focused counseling in schools* (3<sup>rd</sup> 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-g. Characteristic, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- 2-i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- 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.

### **Student Learning Outcomes (SLO) and Competencies**

1. Demonstrate the ability to articulate one's knowledge and understanding of characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
2. Demonstrate the ability to articulate one's knowledge and understanding of signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
3. Demonstrate the ability to articulate one's knowledge and understanding of qualities and styles of effective leadership in schools.
4. Demonstrate the ability to articulate one's knowledge and understanding professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
5. Demonstrate the ability to articulate one's knowledge and understanding of legislation and government policy relevant to school counseling.
6. Demonstrate the ability to articulate one's knowledge and understanding of legal and ethical considerations specific to school counseling.
7. Demonstrate the ability to articulate and use developmentally appropriate career counseling interventions and assessments.
8. 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.
9. Demonstrate the ability to articulate and assist student-clients in employing strategies to achieve future career success and satisfaction.
10. Demonstrate the ability to articulate and assist student-clients in understanding the relationship among personal qualities, education and training, and the world of work.
11. Demonstrate the ability to articulate and use interventions to promote college and career readiness.
12. Demonstrate the ability to articulate and use techniques of personal/social counseling in school settings.
13. Demonstrate the ability to articulate and use techniques to foster collaboration and teamwork within schools.
14. Demonstrate the ability to articulate and promote academic development

### **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 foundational knowledge of contextual dimensions.* CPA 1 is an exam designed to assess the achievement of SLO 1-6 and CACREP SCSA 2-g, 2-l, 2-j, 2-l, 2-m, and 2-n.
- **Competency Performance Assessment (CPA) 2** – *Demonstration of knowledge of collaboration practices.* CPA 2 requires students to complete a report of techniques and examples of school counselors' collaboration and teamwork with stakeholders. CPA 2 is designed to assess the achievement of SLO 13 and CACREP SCSA 3-l.
- **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. CPA 3 is designed to assess the achievement of SLO 7-11 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. CPA 4 is designed to assess the achievement of SLO 12 and CACREP SCSA 3-f.
- **Competency Performance Assessment (CPA) 5** – *Demonstration of promoting academic development.* CPA 5 requires students to complete a report and recording of a group counseling session *or* a character/guidance lesson that promotes academic development. CPA 5 is designed to assess the achievement of SLO 14 and CACREP SCSA 3-d.

### **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](http://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.

**Tentative Course Schedule**

Date	Class Topic	Readings Due	Assignments Due
Week 1- Jan 18 <sup>th</sup>	MLK holiday (no class)		
Week 2 – Jan 25 <sup>th</sup>	Introduction course overview and syllabus		
Week 3 – Feb 1 <sup>st</sup>	[ <b>No Class Meeting</b> ] Orientation to school practicum and supervision continued; applying theory	Chapters 1, 3 and 4 (Guide to Practicum text); review section I in Byrd & Erford, 2014	
Week 4 – Feb 8 <sup>th</sup>	Part 1: Legal and ethical considerations; developmental issues of students (characteristics, signs, symptoms – preparation for <b>CPA 1, 4 &amp; 5</b> )  Part 2: Group supervision	Chapter 2 and 14 (Guide to Practicum text); pg. 29-30 of ASCA National Model text; review chapter 18 & 36 in Byrd & Erford, 2014.	
Week 5 – Feb 15 <sup>th</sup>	Part 1: Legislation and government policies; establishing relationships and teamwork (preparation for <b>CPA 1, 2, 4 &amp; 5</b> )  Part 2: Group supervision	Chapter 12 and 13 (Guide to Practicum text); review section VIII in Byrd & Erford, 2014	
Week 6 – Feb 22 <sup>nd</sup>	Part 1: Effective Leadership, Advocacy and Collaboration; Professional organizations, standards, credentials (preparation for <b>CPA 1&amp; 2</b> )  Part 2: Group	Chapter 7 and 15 (Guide to Practicum text); pg. 1-20 of ASCA National Model text; review chapter 3 & 4 in Byrd & Erford, 2014	



	supervision		
Week 7 – Feb 29 <sup>th</sup>	<b>Possibly qualifying exam day (TBD)</b>		<b>Complete CPA 1 by Thursday, March 3<sup>rd</sup>, 2015</b>
Week 8 – Mar 7 <sup>th</sup>	[Spring Break]	[Spring Break]	
Week 9 – Mar 14 <sup>th</sup>	Part 1: College & Career Readiness/Career Planning/Career Assessments (preparation for <b>CPA 3</b> )  Part 2: Group supervision	ASCA Mindsets & Behaviors for Student Success: College and Career-Readiness Standards for Every Student (online); pg. 93-95 of ASCA National Model text. Career domain of ASCA National Standards text (online)	
Week 10 – Mar 21 <sup>st</sup>	Part 1: Career Assessment Review; academic development (preparation for <b>CPA 3, 5</b> )  Part 2: Group supervision	[Self -Career Assessments]; chapter 13 (Byrd & Erford, 2014)	<b>CPA 2 Due</b>
Week 11 – Mar 28 <sup>th</sup>	Part 1: Career session opportunities; review personal/social counseling (solution-focused counseling etc.) and academic development (Preparation for <b>CPA 4 &amp; 5</b> )  Part 2: Group supervision	Review Chapter 3 (Guide to Practicum text); chapter 37 (Byrd & Erford, 2014)	
Week 12 – Apr 4 <sup>th</sup>	Part 1: Career session opportunities; review personal/social counseling (REBT etc) and academic development (preparation for <b>CPA 4 &amp; 5</b> )	Chapter 25 (Byrd & Erford, 2014)	<b>CPA 5 due by 5pm, Wednesday, April 6<sup>th</sup>.</b>

	Part 2: Group supervision		
Week 13 – Apr 11 <sup>th</sup>	Part 1: Presentation opportunity Part 2: Group supervision		<b>CPA 4</b>
Week 14 – Apr 18 <sup>th</sup>	Part 1: Presentation opportunity Part 2: Group supervision		<b>CPA 4</b>
Week 15 – Apr 25 <sup>th</sup>	Part: Group supervision		<b>CPA 3 Due</b>
Week 16 – May 2 <sup>nd</sup>	Part : Group supervision		
Week 17 – May 9 <sup>th</sup>	One-on-one review paper work (summary writing logs etc.)		<b>Final Paperwork Due</b>

## APPENDIX 2

### Competence Performance Assessment (CPA) & Rubrics

#### CPA 1

##### Demonstrates Knowledge of Contextual Dimensions

The CPA is an 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.

Scoring Rubric Guide	Points
Characteristics of students' at-risk behavior (SLO 1 & CACREP SCSA 2-g)	10
Signs and symptoms of substance abuse... (SLO 2 & CACREP SCSA 2-i)	10
Qualities and styles of effective leadership (SLO 3 & CACREP SCSA 2-j)	10
Professional organizations, standards, credentials (SLO 4 & CACREP SCSA 2-l)	10
Legislation and government policies (SLO 5 & CACREP SCSA 2-m)	10
Legal and ethical considerations (SLO 6 & CACREP SCSA 2-n)	10
<b>Total</b>	<b>60</b>

#### CPA 2

##### Demonstrates Knowledge of Collaboration Practices

The CPA requires students to *describe* in what ways school counselors at their site collaborate or work as a team with stakeholders. Students are asked to give one technique or method school counselors' use in fostering collaboration for each stakeholder listed and two resulting examples from the collaboration. Students submit their findings in well-written report. The CPA assesses the achievement of SLO 13 and CACREP SCSA standard 3-l.

<b>Scoring Rubric Guide</b>	
School Administrators	---
Describe Technique (s)	5
Explain Example One	5
Explain Example Two	5
Teachers	---
Describe Technique (s)	5
Explain Example One	5
Explain Example Two	5
Students	---
Describe Technique (s)	5
Explain Example One	5
Explain Example Two	5
Parents/guardians	---
Describe Technique (s)	5
Explain Example One	5
Explain Example Two	5
Community Agencies	---
Describe Technique (s)	5
Explain Example One	5
Explain Example Two	5
Other School-Related Personnel	---
Describe Technique (s)	5
Explain Example One	5
Explain Example Two	5
Overall reflection/analysis	5
Overall summary	5
<b>Total</b>	<b>100</b>

### 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.

<b>Scoring Rubric Guide</b>	
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
<b>Total</b>	<b>120</b>

#### 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.

<b>Scoring Rubric Guide</b>	
<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
<b>Subscore</b>	<b>70</b>
<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
<b>Subscore</b>	<b>50</b>
<b>Total</b>	<b>120</b>

#### CPA 5

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.

<b>Scoring Rubric Guide</b>	
<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 etc.)	10
Self-assessment	5
Hard copy with signature and date handed to instructor	5
Electronic copy emailed to instructor	5
<b>Total</b>	<b>100</b>
<b>OR</b>	
<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
<b>Total</b>	<b>100</b>

**Self-Assessments**

To be completed and turned in for CPA assignments specified:

**CPA 2 Assessment**

<b>Scoring Rubric Guide</b>	
School Administrators	---
Describe Technique (s)	/5
Explain Example One	/5
Explain Example Two	/5
Teachers	---
Describe Technique (s)	/5
Explain Example One	/5
Explain Example Two	/5
Students	---
Describe Technique (s)	/5
Explain Example One	/5
Explain Example Two	/5
Parents/guardians	---
Describe Technique (s)	/5
Explain Example One	/5
Explain Example Two	/5
Community Agencies	---
Describe Technique (s)	/5
Explain Example One	/5
Explain Example Two	/5
Other School-Related Personnel	---
Describe Technique (s)	/5
Explain Example One	/5
Explain Example Two	/5
Overall reflection/analysis	/5
Overall summary	/5
<b>Total</b>	<b>/100</b>

**CPA 3 Self –Assessment**

<b>Scoring Rubric Guide</b>	
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
<b>Total</b>	<b>/120</b>

#### CPA 4 Self-Assessment

<b>Scoring Rubric Guide</b>	
<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
<b>Subscore</b>	<b>/70</b>
<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
<b>Subscore</b>	<b>/50</b>
<b>Total</b>	<b>/120</b>

#### CPA 5 Self-Assessment

<b>Scoring Rubric Guide</b>	
<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 etc.)	/10
Self-assessment	/5
Hard copy with signature and date handed to instructor	/5
Electronic copy emailed to instructor	/5
<b>Total</b>	<b>/100</b>
<b>OR</b>	---
<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
<b>Total</b>	<b>/100</b>