

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**COUN 7240 Counseling Children and Adolescents**

**Fall 2018**

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| **Time:** | Monday 4:00PM – 6:50 PM | **Class Location:** Haley Center 3228 |
| **Instructor:** | Alfredo F. Palacios, PhD LPC NCC | **Email:** afp0020@auburn.edu |
| **TA:** | Heather Windham M.Ed NCC had0005@tigermail.auburn.edu<had0005@tigermail.auburn.edu> | **Email:** had0005@tigermail.auburn.edu |

**DESCRIPTION:** This course is designed to increase clinical mental health counseling students’ awareness, knowledge, and skills of counseling children, adolescents and transition age youth. Using developmental and multicultural frameworks, this course will explore client populations and issues, present a variety of effective theoretical approaches, counseling modalities and techniques for working with families, children and adolescents.

**REQUIRED TEXTS:** Kress, V. E., Paylo, M. J., & Stargell, N. A. (2018). Counseling children and adolescents. Upper Saddle River, NJ: Pearson.

**COURSE ASSIGNMENTS/ REQUIREMENTS/ EXPECTATIONS**

This course is meant to introduce major concepts and theories what support counselor’s work with children and adolescents. Children and adolescents are commonly considered to be among the most challenging populations counselors work with. In becoming fluent in treating this population, students will engage the intersection between early cognitive developmental stages and mental health. Though counselors in training typically learn standard theories and techniques of counseling, adapting theory and technique for use with children requires creativity and flexibility.

Among the goals of this course I aim to broaden students’ thinking about how to apply theory and research with children and adolescent. In doing so, student will be provided with practical information about interventions for common personal, social, and psychobiological problems.

**Mission Statement**

The Counselor Education (CED) programs at Auburn University offer high quality graduate education programs for counselors and counselor educators. The program includes Master’s level counseling degrees in [Clinical Mental Health Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-mental-health-counseling-m-ed), [Clinical Rehabilitation Counseling](http://www.education.auburn.edu/graduate-degree-cert/clinical-rehabilitation-counseling-m-ed-m-s/), and [School Counseling](http://www.education.auburn.edu/graduate-degree-cert/school-counseling-m-ed/). The program also offers a doctoral degree in [Counselor Education](http://www.education.auburn.edu/graduate-degree-cert/counselor-education-ph-d/). The primary mission of the program is to develop counseling professionals who possess the skills and knowledge necessary to be highly competent and committed professionals in their specialty area.

To accomplish this mission the program focuses on the development of competencies necessary to address developmental, emotional, psychological, social and environmental barriers to educational achievement and personal development. Students are provided the opportunity to engage in rigorous and challenging educational experiences focused on enhancing their skills and knowledge. Integrated into these experiences is an emphasis on ethical and legal principles, as well as the enhancement of technological competence. Further, the department seeks to foster a culture in which individual creativity, professional identity, and scholarship are reinforced and nurtured.

A central foundation of the Counselor Education mission is the preparation of counselors and counselor educators to work in an increasingly diverse society. This mission parallels the diversity and inclusion mission of Auburn University. To meet this goal the program focuses on the development of the skills and knowledge needed to work with individuals from diverse backgrounds and abilities. The program believes that meeting this goal requires students and faculty engage in the application of advocacy and social justice principles as counseling professionals within the program, University, communities and schools.

**Student Learning Objectives**

a) Learn activities that foster understanding of the help-seeking behaviors of diverse clients (CACREP II.2.e).

b) Demonstrate knowledge of theories of individual and family development across the lifespan (CACREP, II.3.a).

c) Demonstrate knowledge of theories of learning (CACREP II,3.b).

d) Demonstrate knowledge of theories of normal and abnormal personality development (CACPEP II.3.c).

e) Apply a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.3.g).

f) Apply a systems approach that provides an understanding of family, social, community and political networks (CACREP II.5.b).

g) Learn the development of measurable outcomes for clients (CACREP II.5.h).

h) Demonstrate knowledge of principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness (CACREP CMHC.C.).

i) Apply techniques and interventions related to a broad range of mental health issues (CACREP, CMHC, U).

**Assignments and Instruction Rationale**

The evaluation and assignments in this course are meant to be dynamic and flexible for all learners (hooks,1994). Research indicates that higher levels of learning occur when students are highly participatory (Grunert, 1997). Through group dialogue and debate student more likely to apply, analyze and evaluate newly-learned constructs (Bloom et al., 1956).

All classroom activities will involve action cognition and emotion, and when they are accompanied by reflection, they often result in knowledge that can be transferred across different settings (Kolb 1984). Class time will primarily be spent in seminar format. This process pronounces the notion that a shared commitment to one another often results in self enhancement and movement toward a liberation from habitual thinking (Beauvior,1949). Your final grade will represent your success on assignments, attendance, and in-class participation.

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| Course Assignment | Due Date | Points Available |
| Paper Topic/Rationale | 9/2/19 | Pass/Fail |
| Reflection Journals | 9/16/19; 10/14/19; 11/4/19 | 30 points each |
| Journal Summary | 11/25/19 | 60 |
| In-Class Presentation | 9/23/19; 9/30/19; 10/14/19; 10/21/19 | 100 |
| Research Paper First Draft | 10/28/19 | 50 |
| Research Paper Final Draft | 11/18/19 | 100 |
| **Total** |  | **400** |

**Reflection Journals (30 Points Each)** Students are asked to write and submit reflective journal entries (2 page minimum) on three occasions this semester. In these reflections, please process your personal reactions, thoughts, feelings, and insights regarding issues discussed in class, assignments, and readings. Students can receive a maximum of 30 points for each completed journal entry, based on the quality and depth of the reflections. Consider the following as a way to structure this journal.

1. Identify at least 3 main points/themes of the readings.

2. Identify at least 3 reactions, feelings, and/or questions inspired by the readings.

3. Provide a brief (1 paragraph) reflection as to how the reading may impact your clinical practice, conceptualization of clients, self-awareness, and professional development going forward

Late journals will not be accepted. All journal reflections will remain confidential, although some content expressed in the journals may anonymously be used to supplement class discussion.

**Summary Journal Entry** At the end of the semester, Students will write a summary (3 page, double**-**spaced) of their reflections throughout the semester. These reflections should include a focus on any changes in understanding themselves (e.g., identity and worldview) and others. The reflection should conclude with a self-appraisal of the student’s strengths and limitations in counseling children and adolescents.

**Group Presentation.**  You will prepare a 40-50-minute presentation to deliver to the class on a resource and intervention related to counseling children and youth. Students are expected to present an expressive or active counseling intervention that would be applicable to working with children, adolescents and/or transitional age youth (max age 22). This intervention must be a reflection of the counselor-in-training’s theoretical orientation. This assignment will consist of three parts. Rationale and scholarly support for intervention, introduction to intervention, and class participation in intervention. *Please be sure to bring enough materials to the class so that every student can try the intervention in class. A rubric will be included as an appendix to this document.*

**Research Paper** Students will be expected to write a 10-12 page research paper on a topic relative to counseling children and adolescents. This paper can range in topics. Topic can be the same or different than the topic presented to the class. Students will be expected to make use of current counseling literature that support a particular thesis statement. This project be due in three parts.

First, a topic will be presented to the instructor via email for approval. Please cc GA and use subject “COUN 7240 Paper Topic.” Decide on a topic and provide a rough concept of a thesis statement. For example, children with disruptive classroom behavior. “my paper will discuss youth that present with school based behavioral issues. I will discuss a range of disruptive behaviors and developmentally appropriate interventions for families and teachers” This way in the weeks leading up to the first draft myself and doctoral GA can serve as consultant to your idea and scholarship used to support your paper.

Second, a first draft of this paper will be due several weeks prior to the final due date. The first draft should be roughly 80 percent of the final version. Feedback will focus on ensuring you have a clear thesis statement and a logically progressing discussion on this statement.

Final version due 11/18/19

**WRITING EXPECTATIONS**

Writing assignments need to be typed, double spaced, on 8.5 X 11 paper with 1-inch margins, printed in Times New Roman 12-point font. All citations need to be in APA Style. It is assumed that all students taking this course are familiar with the American Psychological Association(APA) writing guide and APA style. If not, I will help you. The APA Publication Manual contains extensive guidelines on how to write an academic paper and how to cite references.

American Psychological Association (2010). Publication Manual of the American Psychological Association (Sixth Edition). Washington, DC: American Psychological Association.

The following websites may also be helpful:

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa>

**Attendance**

Promptness, attendance, and active participation are requirements for the course. You are expected to attend and participate in every seminar. These requirements will be strictly enforced. No more than 2 absences are allowed without remediation. If the instructor determines that a student’s attendance

**Excused Absences**

Please email if you must miss class or arrive late (i.e., due to an emergency or serious illness.)

**Make Up Policy**

Arrangement to make up a missed major exam (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins

**Academic Dishonesty**

Plagiarism is representing someone else’s work as your own and is not acceptable. Plagiarism generally will result in course failure. Students are required to comply with the Auburn University’s Policy on Academic Dishonesty.

**Student Accessibility Services**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course Contingency**

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**

Students are encouraged to share intellectual views and freely discuss and challenge the principles found in course materials. This course operates under the Auburn University’s student code of conduct. It is important for each person to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of other students and the professor. Diversity means the fair representation of all groups of individuals, the inclusion of diverse perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain a classroom atmosphere that is free from discrimination, harassment, exploitation, or intimidation; however, this is not possible without students also working toward this goal

Schedule

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| **Date** | **Topics** | **Readings/Assignments** | **CACREP Standards** |
| Week 1  8/19/19 | Introduction to the course | Course syllabus | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 2  8/26/19 | Developmentally Informed Youth Counseling  Assign presentation groups and determine topic | Kress, Paylo, & Stargell  Chapter 1 | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 3  9/2/19 | Systemically informed youth counseling and strength-based treatment philosophy  Labor Day | Kress, Paylo, & Stargell  Chapter 2  **Paper Topic Due** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 4  9/9/19 | Individual Counseling Foundations  Ethical and Legal Foundations | Kress, Paylo, & Stargell  Chapter 3 & 4 | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 5  9/16/19 | Counseling theories that focus on thought, action, and behavior change  Cognitive Behavioral Therapy  Choice Therapy  Why Adoptees Search: An Existential Treatment Perspective | Kress, Paylo, & Stargell  Chapter 5  Krueger & Hanna 1997  **Reflective Journal 1** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 6  9/23/19 | Theories that focus on background experiences and relationships  Child-Centered play therapy as a means of healing children exposed to domestic violence  Effectiveness of child -centered play therapy among marginalized children. | Kress, Paylo, & Stargell  Chapter 6  Hall (2019) article  Post (2019) article  **Group 1 Presentation** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 7  9/30/19 | Counseling theories that focus on family change and use of creative arts in counseling  Core concepts of family therapy  Play and Creative Arts | Kress, Paylo, & Stargell  Chapter 7 & 8  **Group 2 Presentation** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 8  10/07/19 | Conceptualizing Young Clients’ Situations and Directing Counseling  youth suicide, self-injury, homicide  Treatment planning | Kress, Paylo, & Stargell  Chapter 9 & 10 | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 9  10/14/19 | Family-related and social-emotional transitions and struggles  Types of family-related struggles  Academic and social difficulties | Kress, Paylo, & Stargell  Chapter 11 & 12  **Reflective Journal 2 Due**  **Group 3 Presentation** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 10  10/21/19 | Neurodevelopmental and intellectual impairments  Attention-deficit/Hyperactivity Disorder  Autism Spectrum Disorder  Intellectual disabilities  Learning disorders | Kress, Paylo, & Stargell  Chapter 13  **Group 4 Presentation** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 11  10/28/19 | Disruptive Behavior  Assessment and integrated treatment components | Kress, Paylo, & Stargell  Chapter 14  **Paper First Draft Due** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 12  11/4/19 | Substance Abuse and Trauma  The nature and assessment of substance abuse and trauma-related difficulties | Kress, Paylo, & Stargell  Chapter 15 & 16  **Reflective Journal 3** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 13  11/11/19 | Anxiety, Obsessive-Compulsive and Depressive Disorders  Integrated treatment approaches  Counseling Interventions | Kress, Paylo, & Stargell  Chapter 17 & 18 | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 14  11/18/19 | Physical Health Related Counseling Issues  Eating disorders  Elimination disorders  Chronic Illness | Kress, Paylo, &Stargell  Chapter 19  **Final Draft Research Paper Due** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |
| Week 15  11/25/19 | Course Summary  Processing group  CPCE Prep | **Reflection Journal Summary Due** | 5.C.1.a,b,c,d,e. 5.C.2.a,c,d,e,f,l. 5.C.3.a,b,c,d 2. F.2.a,b,c,d,e,f,g,h. 2.F.3.a,c,g,i. |

Hall, J. G. (2019). Child-Centered play therapy as a means of healing children exposed to domestic violence. *International Journal of Play Therapy.* 28 (2). 98 - 106.

Krueger, M., Hanna, F. (1997). Why Adoptees Search: An Existential Treatment Perspective. *Journal of Counseling and Development*. 75. 195-205.

Post, P., Phipps, C., Camp, A., Grybush, A. (2019). Effectiveness of child -centered play therapy among marginalized children.  *International Journal of Play Therapy.*  88 – 97.

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| **Description:**  At the end of the semester, Students will write a summary (4 page, double**-**spaced) of their reflections throughout the semester. These reflections should include a focus on any changes in understanding of yourself as a counselor. The reflection should conclude with a self-appraisal of the student’s strengths and limitations in counseling youth clients. What are some themes from your reflections over the semester that stood out? | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Personal Reflection Journal Summary**  **Score \_\_/40** | 40% | * Clearly summarized reflection journals * Student articulated cumulative experiences | * Clearly summarized reflective journals * Student mostly reflected on cumulative experiences | * Summary mostly clear * Lacking depth in articulating cumulative experiences | * Lacking clarity in reflection * Lacking depth in articulating cumulative experiences |
| **Self-appraisal with respect to counseling skill development**  **Score \_\_/40** | 40% | * Demonstrated an awareness to developing counseling skills * Student connected self to course content | * Demonstrated an awareness to developing counseling skills * Student connected self to course content | * Lacking awareness of developing counseling skills * Student connected self to course content | * Little awareness to developing counseling skills * Student made little connections to course content |
| **APA Format**  **Score \_\_/20** | 20% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page * Length sufficient | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED**: | | | | | |

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| **Description:**  Students will be expected to write a 10-12 page research paper on a topic relative to counseling children and adolescents. This paper can range in topics. Topic can be the same or different than the topic presented to the class. Students will be expected to make use of current counseling literature that support a particular thesis statement. This project be due in three parts.  First, a topic will be presented to the instructor via email for approval. Please cc GA and use subject “COUN 7240 Paper Topic.” Decide on a topic and provide a rough concept of a thesis statement. For example, children with disruptive classroom behavior. “my paper will discuss youth that present with school based behavioral issues. I will discuss a range of disruptive behaviors and developmentally appropriate interventions for families and teachers” This way in the weeks leading up to the first draft myself and doctoral GA can serve as consultant to your idea and scholarship used to support your paper.  Second, a first draft of this paper will be due several weeks prior to the final due date. The first draft should be roughly 80 percent of the final version. Feedback will focus on ensuring you have a clear thesis statement and a logically progressing discussion on this statement.  Final version due 11/18/19 | | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Thesis**  **Score \_\_/40** | 40% | * Major claim of the paper is stated clearly * Demonstrates meaningful context for discussion * Thesis is complex and insightful and consistent throughout | * Thesis is defined and sufficiently complex * Demonstrates meaningful context relevant to argument * Thesis statement articulated and remains consistent throughout paper | * Thesis loosely-defined and articulated * Demonstrates somewhat meaningful context for argument * Thesis statement somewhat unclear and inconsistent | * Thesis not defined * Context for argument loosely defined * Thesis statement unclear and inconsistent throughout paper |
| **Evidence and Analysis**  **Score \_\_/30** | 30% | * Best available evidence used to support argument * Nuances are insightfully explored * Evidence is used to support authors insight into counseling practice | * All claims supported with sufficient evidence * Elements of analysis sufficient for fair argument * Sufficient evidence is used in support authors insight into counseling practice | * Main ideas are supported with well-chosen evidence * Some gaps may exist in explanation of how evidence supports author’s thesis. * Some effort was made to explore subtleties and nuances | * Paper lacking relevant evidence * Analysis is lacking in complexity or author insight * No effort was made to explore subtleties and nuances in the material |
| **Structure and Organization**  **Score \_\_/15** | 15% | * Ideas discussed early on develop over the course of the paper * Argument follows clear and logical path toward conclusion * Writing is clear and concise | * Ideas discussed early on develop over the course of the paper * Argument follows a logical path although confusing at few points * Writing is sufficiently clear and concise | * Ideas discussed often do not relate to overall argument * authors discussion was confusing at times * Writing is somewhat clear and concise | * Ideas discussed to not relate to thesis * Authors discussion was confusing and disorganized * Writing unclear |
| **APA Format**  **Score \_\_/15** | 15% | * Double-spaced 1” margins * 12 Times New Roman * Correct running head Page number * Correct Title Page   Length sufficient | * Adheres to APA format but lacks 1-2 elements | * Adheres to APA format but lacks more than 2 elements | * Does not adhere to APA format |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |

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| **Description:**  You will prepare a 40-50-minute presentation to deliver to the class on a resource and intervention related to counseling children and youth. Students are expected to present an expressive or active counseling intervention that would be applicable to working with children, adolescents and/or transitional age youth (max age 22). This intervention must be a reflection of the counselor-in-training’s theoretical orientation. This assignment will consist of three parts. Rationale and scholarly support for intervention, introduction to intervention, and class participation in intervention. *Please be sure to bring enough materials to the class so that every student can try the intervention in class. A rubric will be included as an appendix to this document.* | | | | | |
| **Criteria** | **weight** | **Exemplary** | **Accomplished** | **Developing** | **Beginning** |
| **Constructive Team Climate**  **Score \_\_/20** | 20% | * Students demonstrate professional timely group practices * Group delegated project tasks effectively * All members made quality contributions | * Students demonstrate professional timely group practices * Group task delegation was effective for most members * All members made quality contributions | * Students lacking professional and timely group practices * Group needs improvement delegating tasks * Most members made quality contributions | * Students demonstrate poor professional and timely group practices * Group demonstrates poor task delegation skills * Member contribution of poor quality |
| **Introduction: Topic and rationale**  **Score \_\_/20** | 20% | * Group articulated a relevant topic with a clear rationale * Group provided reliable accurate information | * Group articulated a relevant topic with a mostly clear rationale * Group provided mostly reliable and accurate information | * Group articulated a relevant topic with a somewhat unclear rationale * Group provided information lacking in reliability and accuracy | * Group articulated a relevant topic with an unclear rationale * Group provided unreliable and inaccurate information |
| **Use of Current Counseling Literature**  **Score \_\_/20** | 20% | * Group used credible resources * Group demonstrated a thorough understanding of selected research * Group effectively communicated relevance to class | * Group used credible resources * Group demonstrated an acceptable understanding of selected research * Group mostly effective at communicating relevance to class | * Group used less than credible resources * Group demonstrated a lacking understanding of selected research * Group ineffective at communicating relevance to class | * Group used less than credible resources * Group demonstrated little to no understanding of selected research * Group ineffective at communicating relevance to class |
| **Use of Community Resources**  **Score \_\_/20** | 20% | * Group thoroughly utilized local resources in researching topic * Group provided useful resources for classmates | * Group utilized an acceptable amount of local resources in researching topic * Group provided mostly useful resources for classmates | * Group utilized few local resources in researching topic * Group provided few useful resources for classmates | * Group utilized no local resources in researching topic * Group provided no useful resources for classmates |
| **Group Activity & Discussion**  **Score \_\_/20** | 20% | * Group successfully connect project experience to counselor skill development * Group facilitated an effective class activity relevant to topic and course content | * Group mostly connected project experience to counselor skill development * Group facilitated an acceptable class activity relevant to topic and course content | * Group lacking in connection of project experience to counselor skill development * Group facilitated a less than effective class activity relevant to topic and course content | * Group provided no connection of project experience to counselor skill development * Group facilitated an ineffective class activity relevant to topic and course content |
| **CACREP STANDARDS ACHIEVED**2. F.2.a; 2. F.2.b; 2. F.2.c; 2.; 2. F.2.f; 5. C.2.j | | | | | |