I. Course Description
CNEP 5315 – Responsive Services in Schools, 3 semester hours. This course is designed to train school counseling students to design, implement, and evaluate developmentally appropriate responsive services consistent with state and national models of the comprehensive developmental guidance program. The emphasis of this course is on the acquisition of knowledge and skills related to providing intervention strategies for students. Prerequisites: None

II. Rationale
The Model of Comprehensive, Developmental Guidance and Counseling Programs for Texas includes as one of its major elements responsive services to meet the needs of individual and groups of students who may be having difficulties which interfere with their academic success. Additionally, the American School Counseling Association has created a National Model for developmental school guidance programs, which also highlights the need for appropriate responsive services.

III. State Adopted Proficiencies for School Counselors covered in this class are the following:
Learner-Centered Knowledge
1. Counselors learn current technology and decision-making models to help learners monitor and understand their own development.

Learner-Centered Process
1. The counselor practices strategies for promoting the learner's self-direction and self-motivation.
2. The counselor learns to work collaboratively with other team members of their on-site community.
3. The counselor helps others develop goals that are realistic and teaches them how to monitor progress.

Learner-Centered Responsive Services
1. The counselor practices individual and group counseling helping learners to clarify problems and explore options.
2. The counselor learns the referral process and appropriate referral.
3. The counselor learns how to work as a team with others who have direct contact with learners.

**Learner-Centered System Support**
1. The counselor learns consulting roles.
2. The counselor provides assessment to monitor learner's progress and is able to recommend appropriate modifications to enhance learner self-direction.
3. The counselor practices mediation and conflict-resolution skills.
4. The counselor advocates for the learner.

**Learner-Centered Professional Development**
1. The counselor learns professional ethics and legal aspects of counseling.
2. The counselor studies current research and case studies.

**Equity in Excellence for All Learners**
1. The counselor learns to respect and understand cultural diversity.

IV. **TExES Competencies**

**Competency 001** (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

**Competency 002** (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 003** (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

**Competency 004** (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, that promotes all students’ success.

**Competency 006** (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

**Competency 010** (Professionalism)
The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. **Course Objectives/Learning Outcomes**

_This course is designed to enable students to demonstrate knowledge and understanding of:_
(CACREP Standard G (1-e): Assessments specific to P-12 education

(CACREP Standard G (2-a): school counselor roles as leaders, advocates, and systems change agents in P-12 schools

(CACREP Standard G (2-e): school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

(CACREP Standard G (2-f): competencies to advocate for school counseling roles

(CACREP Standard G (2-g): characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

(CACREP Standard G (2-h): common medications that affect learning, behavior, and mood in children and adolescents

(CACREP Standard G (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

(CACREP Standard G (2-k): community resources and referral sources

(CACREP Standard G (3-c): core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

(CACREP Standard G (3-d): interventions to promote academic development

(CACREP Standard G (3-f): techniques of personal/social counseling in school settings

(CACREP Standard G (3-h): skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

(CACREP Standard G (3-i): approaches to increase promotion and graduation rates

(CACREP Standard G (3-j): interventions to promote college and career readiness

(CACREP Standard G (3-k): strategies to promote equity in student achievement and college access

(CACREP Standard G (3-m): strategies for implementing and coordinating peer intervention programs
The following Student Learner Outcomes will be met in this course:

1. School counseling students will demonstrate their understanding of the all responsive services including the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events as evidenced by students earning a grade of 70% or better on examinations and the rated rubric for Activity Kits and an Interview with a Counselor.

2. School counseling students will demonstrate their knowledge of strategies for helping students identify strengths and cope with environmental and developmental problems as evidenced by students earning a grade of 70% or better on examinations and rated rubrics for the Group Project and Poster Presentations.

3. School counseling students will demonstrate their understanding of responsive services, the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis as evidenced by students earning a grade of 70% or better on examinations and rated rubrics for the Annotated bibliography, Interview with a Counselor, and Research paper.

4. School counseling students will demonstrate the ability to design and implement prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development as evidenced by rated rubrics on the Activity Kit, and Group Project and Poster Presentation.

5. School counseling students will demonstrate the ability to use procedures for assessing and managing suicide risk as evidenced by students earning a grade of 70% or better on examinations and rated rubrics on the Activity Kits and an Interview with a Counselor.

VI. Course Topics

The major school counseling topics to be considered include, but are not limited to:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grief/Loss/Bereavement</td>
<td>Cutting</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>Unhealthy/Toxic Relationships</td>
<td>Homeless</td>
</tr>
<tr>
<td>Suicidal Outcry</td>
<td>Drug and Alcohol Abuse</td>
</tr>
<tr>
<td>Disaster Response</td>
<td>Counseling Students with Disabilities</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Responding to Bullies</td>
</tr>
<tr>
<td>Traumatic Experiences/Events</td>
<td>Environmental and/or School Violence</td>
</tr>
<tr>
<td>Counseling Diverse Students</td>
<td>Child/Adolescent</td>
</tr>
</tbody>
</table>
### Depression

- Sexual Harassment (Regardless of Gender)
- Child Abuse (Verbal/Emotional, Physical/Sexual, Neglect)

### VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

A. Traditional experiences, including lecture and seminar-style discussion, demonstration, and presentations.
B. Clinical experiences, including role-play and cooperative group work and presentations.
C. Students should diversify selection of topics.
D. Students will turn in assignments via email or blackboard on the days we do not meet.

### VIII. Evaluation and Grade Assignments:

*A heavy emphasis on appropriate APA style is emphasized in this course. The methods of evaluation and the criteria for grade assignments are:*

1. **Annotated Bibliography (10 pts.):** Each student shall create an annotated bibliography consisting of 5 reference resources concerning a specific topic, which shall include current resources within the last 5-7 years. All citations must be consistent with the *American Psychological Association (6th Ed.)* citation standards. This will include listing the references/annotations alphabetically and double spacing the entire document. Below each reference/annotation, provide a summary of the article, which is not a rewritten abstract. Papers are submitted in class.

   Bibliographies will be submitted to the instructor. Topics must be approved by the instructor and must be related to responsive services in schools. Each student will have a different topic. Possible subject areas include disability issues; suicide (specify specific age group); grief and loss (specify specific age cohort); normal vs. complicated bereavement; PTSD and acute stress disorder (specify specific age group); disaster response (agencies and models); impact of trauma on early childhood; public/private school intervention models; role and efficacy of community/national hot line services; role of spirituality/religion in adaptation to trauma; impact of violence on [specify age cohort]; school avoidance; relationship problems (specify age group); managing stress; family issues; physical/sexual/emotional abuse and neglect; academic concerns; behavior problems; gang pressures/involvement; school-age pregnancy.

2. **Research Paper (10 pts.):** A paper, between 3 - 5 pages in length, not including the reference section on a topic approved by the instructor, is to be submitted. Papers are to be submitted in-class to the instructor. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to responsive services and the profession. *Include the topic's implications or connection to suicidal ideations and how you might assess these ideations in your client/student based on research and information...*
provided within the course. Papers should be typed using Times New Roman; double spaced with 12-point font and will be evaluated on content as well as appropriate use of APA (6th Ed.) style.

3. **Examinations (20 pts.):** One examination will be given, and will cover information discussed in class as well as from identified readings and chapters. The examination will be objective and will be taken in class on the dates provided on the syllabus.

4. **Group Project and Poster Presentation (15 pts.):** Groups will be research, plan, and provide a poster presentation on a topic related to the course content. All topics and group participants are to be approved by the instructor through a proposal format. Groups will have no more than three members. Each group will present their poster to the class on the date chosen by the group, using a format appropriate for presentation at a professional conference. Group members are able to select a topic linking to any of the chapters in Schmidt (2014). Group members will be expected to knowledgeably discuss their posters with course participants. Handout material shall include an introduction of the subject matter, pertinent research, references/resources, associated outcome studies, and application to the profession. Handout material summarizing the group work will need to be provided to all course participants.

5. **Activity Kit (10 pts.):** Group participants, of no more than 3, will create an activity kit containing two activities appropriate to use with individual students or small groups. These activities will be shared in rotation/discussion format. The activities should focus on two of the four areas: Early childhood (PK-1), Elementary (2-5), Early (6-8), and Late secondary (9-12). Specify age/grade and purpose of activity, with specific information concerning how the activity would be used and in what circumstances. See attached format template.

6. **Interview a Professional School Counselor (15 pts.):** Each student will interview a Professional School Counselor in any school district within the state of Texas. Due to it being a summer course, a phone interview is appropriate. The purpose of this assignment is to allow each student experience in: (1) The interview, information, and feedback process (2) Understanding district/campus-based procedures/philosophies for responsive services, (3) An emergency crisis plan (4) Understanding the importance of knowing campus demographics and issues relevant to that population or community, (5) Understanding the connection between consultation and responsive services, and (6) Begin thinking of the areas the campus needs improvement. Presentations should include the interview questions, which focuses on 2,3,4, and 5, an overview of the general procedures, emergency crisis plan for your selected topic, demographic information and its relevance to your selected topic, and the counselors’ belief of the relationship between consultation and responsive services. Students should briefly discuss and present their findings to the counselor, and are encouraged to audio-tape their interview with the counselor and play excerpts from it to enhance their presentation. Powerpoint slides may be used for presenting. Place informational findings on a flashdrive.

Please label your flashdrive with the following information:
7. Class Attendance, Participation, Chapter Questions, and Professionalism (15 pts.)
   Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time and present for all classes. Students with more than 1 day of an absence (for any reason) will have their final grade dropped one letter grade for the semester. Students are expected to respond in a professional manner, in relation to their classmates and professor of record alike, as delineated in the Masters’ student handbook and student competency evaluation (Appendix B of Handbook). Also, please follow the appropriate sign-in procedures.

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

<table>
<thead>
<tr>
<th>Evaluated Area</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation/Professionalism/ Chapter questions</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Group Poster Presentation</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Research Paper</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Interview a Professional School Counselor</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Activity Kit</td>
<td>15 pts.</td>
</tr>
</tbody>
</table>

B. Grading Scale

   A: 90-100;   B: 80-89;   C: 70-79;   D: 60-69;   F: below 60

IX. Course Schedule and Policies
## A. Tentative Class Schedule

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC/ASSIGNMENTS</th>
<th>CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior to First Class</strong></td>
<td>Select a crisis topic (see page 5 of syllabus) and begin pulling 5 recent journal articles on that topic (2002-2016).</td>
<td>Ch. 1 Schmidt</td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
<td>Course &amp; Syllabus Overview of Responsive Services in Schools Sign-up of Presentations, Chapter Presentations &amp; Topic Selections Discuss Schmidt (Responsive Services of a Comprehensive Program)</td>
<td>Sign up for topics &amp; presentation dates Ch. 2, 3</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Chapter 2, 3 (Crisis Planning and Crisis Team Preparation) <strong>Due: Interview Questions-Share</strong> Discuss Schmitt-(Diverse Students and Leadership)</td>
<td>Chapter 2, 3, Schmidt</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Chapter 4, 5 (Crisis Communication) <strong>Due: Annotated Bibliographies-Share</strong> Discuss Schmitt-(Comprehensive School Counseling Program)</td>
<td>Ch. 4, 5</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Chapter 6, 7 (Prevention, Mitigation, and Response for Accidents and Illnesses) Discuss (Program Development) (Individual Counseling and Group Processes) <strong>Due: Activity Kit-Share</strong> <strong>Due: Proposal for Poster Presentation</strong></td>
<td>Ch. 6, 7, Schmidt</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Chapter 8, 9 (Prevention, Mitigation and Response for Violence) Discuss Schmidt (Collaboration and Consultation) <strong>Due: School Counselor Interviews - Share</strong></td>
<td>Ch. 8, 9 Schmidt</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 10, 11  (Prevention, Mitigation and Response for Disasters)</td>
<td>exam review</td>
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<tr>
<td></td>
<td><strong>Due: Poster Board Presentations</strong></td>
<td>Ch. 10,11 Schmidt</td>
</tr>
<tr>
<td></td>
<td>Discuss Schmidt (Student Appraisal)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Chapter 12, 13 Presentation  (Recovery Psychological Supports in Crisis)</th>
<th>Chapter 12, 13 Schmidt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Due: Research Paper</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss Schmidt (Educational and Career Development)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Evaluation and School Counseling)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

**B. Class Policies**

**Attendance/Chapter Questions, Participation/Professionalism (Late Arrivals, Early Departures, Absences)**

Attendance during each class periods is necessary for an optimal learning experience. Unexcused absences will have an impact on your grade, as participation provides a number of the points earned in this course. It is expected that each person will make an effort to come to class prepared to participate. Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, students are expected to be on time for all classes. Students with more than 2 days of absences (for any reason) will have their final grade dropped one letter grade for the semester. Each additional absence will lower your grade by 5 points. Students are expected to sign-in on the attendance roster upon arrival to class. This is not the responsibility of the instructor. At 6:00 p.m., the signature line will be highlighted, which serves as an indication of being absent or late. If you are late, you will sign over the highlighted section. This allows quick visibility to your record of attendance.

Use of electronic devices during class, late arrivals, or early departures will be reflected in your participation grade.

*You are responsible for reading the chapters from your book and any additional assigned readings. The*
expectation is for all students to complete all assignments. Clear and elaborate evidence of your having read and understood each week’s assignment is expected to appear throughout your papers and to be clearly articulated during group & class discussions.

Students are expected to remain professional at all times, as delineated by the professor of record and in the Masters Student Handbook. The following is an excerpt from the Student Competency Evaluation Document. Students are expected to exhibit an attitude that respects individual uniqueness and potential growth and development of all individuals;

• personal stability as well as professional and ethical behaviors according to the ACA Code of Ethics and Texas law;
• an awareness of, knowledge about, and skills in working with diverse populations in a pluralistic society;
• a productive and cooperative working relationships that display motivation, independence, maturity, adaptability, and respect for others;
• a commitment to continuing personal and professional growth characterized both by participation in experiential and diverse learning opportunities and professional organizations that promote counselor identity

Note: Students registered to this course will benefit from presentations given by their classmates. Students who are absent on the day they are scheduled to present will receive an automatic “0” for that assignment.

**Late work and Make-up Exams**
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day. No late work will be accepted beyond the last day of class for the semester. There are no make-up examinations.

**Cell Phone/Electronic Device Usage**
Cell phones and electronic devices are to be silenced during class times. Students serving on emergency calls are to notify the instructor.

**Academic Integrity**
University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the University Student Handbook, and should specifically be familiar with the University Student Code of Conduct. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.
Required method of scholarly citations
Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

Request for Resubmission
At the discretion of the professor of record, a request for resubmission may be made on an assignment due to obtaining an unsatisfactory grade of a C, D, F, or NC on an assignment. A resubmission is beneficial to improving your academic (writing) and practice skills and students should take full advantage of this opportunity. This means that all recommendations/suggestions must be made and changed within one week of receiving the professor’s feedback. Failure to return a requested resubmission is your acceptance of the current grade as it stands.

X. Textbook(s)
The textbooks adopted for this course are:

Recommended but not required supplementary textbook(s) is/are:
Additional readings will be required to fulfill various assignments associated with the course learning objectives. It is the student’s responsibility to research and utilize institutional and personal libraries, Internet, and other resources to acquire and represent these sources. Full citation of original and secondary sources is expected.

XI. Bibliography
The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
ANNOTATED BIBLIOGRAPHY RUBRIC (10 PTS.)

Each student shall create an annotated bibliography consisting of 5 reference resources concerning a specific topic, which shall include both current and benchmark materials. Topics must be approved by the instructor and must be related to responsive services in schools.

STUDENT:________________________________________________________

TOPIC: _______________________________________________________

_____Number of references, 5 required (0-1)

_____Included current resources within the last 5-7 years (0-3)

_____Appropriate citations consistent with APA citation standards (0-3)

_____Appropriate summary format/Not an abstract/Followed Guidelines (0-3)

Comments:

Attach this rubric to your annotated bibliography
-Dr. Rosales
RESEARCH PAPER RUBRIC (10 PTS.)

A paper between 3 - 5 pages in length, not including the reference section on a topic approved by the instructor is to be submitted. The subject focus of the annotated bibliography may be used. The paper shall include an introduction of the subject matter, pertinent research and associated outcome studies, and application to the profession. Papers should be typed using Times New Roman; double spaced with 12-point font and will be evaluated on content as well as appropriate use of APA (6th Ed.) style.

_____ clear introduction of topic (0-1)

_____ provided evidence of research/associated outcome studies (0-3)

_____ included topic’s application to responsive services and the profession (0-2)

_____ included topic’s implications or connection to suicidal ideations and how you might assess these ideations in your student based on research and information provided within the course.

_____ provided appropriate format/length (typed, double spaced, 12 point times new roman) (0-3)

_____ APA style (0-1)

Comments:

Please attach this rubric to your research paper

-Dr. Rosales
GROUP PROJECT AND POSTER PRESENTATION RUBRIC (15 PTS.)

Groups will be assigned to research, plan, and provide a poster presentation on a topic related to the course content. Each group will present their poster to the class using a format appropriate for presentation at a professional conference. Group members will be expected to knowledgeably discuss their posters with course participants. Handout material shall include an introduction of the subject matter, pertinent research, associated outcome studies, and application to the profession. Papers, 3-5 pages, will be evaluated on content, as well as appropriate use of APA (6th Ed.) style. Handout material summarizing the group work will be provided to all course participants.

_____Appropriate presenting techniques (properly displayed poster, clear communication, eye contact (0-2)

_____Clear introduction of subject (0-2)

_____Provided evidence of research/associated outcome studies (0-2)

_____Included topic’s application to the responsive services and the profession (0-2)

_____APA style of Presentation (0-2)

_____Provided handouts (0-2)

_____Overall presentation (0-2)

Name of Presenter/s Name_______________________________________________________________

Topic _______________________________________________________________________________

Comments:

Attach this rubric to your poster board
-Dr. Rosales
SCHOOL COUNSELING ACTIVITY KIT
TEMPLATE

I. Title of Activity

II. Identify the type of Counseling Activities (e.g. Individual counseling).

III. Title of supplemental texts, books, or poem

IV. Participants – developmental level and grade level (e.g., Elementary School – 2nd grade).

V. Topic Selected for Responsive Services

VI. Include Goals (ASCA’s standards) and Objectives (ASCA’s competencies) for the activities. (e.g., Personal/Social Development Standard 1; Academic Development, Standard 2).

VII. Provide an evaluation method you will use to determine your activity’s outcome. Remember the evaluation must be related to the goals of the activity. (i.e., writing assignment, artwork, etc.).

VIII. Provide a description of the instructions for the lesson facilitator (teacher or counselor).

IX. Provide a description of the activity’s format and time frame.

X. Integration Suggestion (how can you integrate the activity into the classroom academic curriculum).

XI. References used. Indicate the reference use for the activity in the lesson plan and also on your reference page in the paper.

XII. Appendix
SCHOOL COUNSELING ACTIVITY KIT
RUBRIC (10 PTS.)

_____ Identified type of counseling activities
   (0-1 pts.)

_____ Identified participants – developmental level and grade level
   (0-1 pts.)

_____ Included Goals (ASCA’s standards) and Objectives (ASCA’s competencies) for the activities.
   (e.g., Personal/Social Development Standard 1; Academic Development, Standard 2).
   (0-1 pts.)

_____ Provided a description of the instructions for the lesson facilitator.
   (0-1 pts.)

_____ Provided a description of the activity’s format and time frame.
   (0-1 pts.)

_____ Provided integration suggestion
   (0-1 pts.)

_____ Provided references used
   (0-1 pts.)

_____ Provided an evaluation method to determine activity’s outcome. Remember the evaluation must
   be related to the goals of the activity.
   (0-1 pts.)

_____ Addressed an evaluation (0-1 pts)

_____ Overall (0-1 pts)

Presenter/s Name____________________________________________________________________

Topic ____________________________________________________________

Comments:

Attach this rubric to your School Counseling Activity Kit
INTERVIEW WITH A PROFESSIONAL SCHOOL COUNSELOR
RUBRIC (15 pts.)

_____ Interview Questions (0-2 pts.) Developed/Comprehensive and Purposeful

_____ General Philosophy (0-2 pts.)

_____ General Procedures (0-2 pts.)

_____ Specific Linking Topic (0-2 pts.)

_____ Potential of Responsive Service/Campus Demographics (0-2 pts.)

_____ Connection between Consultation/Responsive Services (0-2 pts.)

_____ Integration of Technology (0-3 pts.)

Comments:

Attach this rubric to your professional school counselor interview assignment

Student Name:_________________________________________ Date Submitted:________________

Student Name________________________________________
Counselor Name_____________________________________
School______________________________________________
Grade Level__________________________________________
CHECKLIST PROCESS

_____Submit Interview Questions to Professor

_____Make Revisions to Interview Protocol

_____Send Interview questions to Counselor 2-3 Days Ahead of Time

_____Schedule a Time to Meet with Campus Counselor

_____Conduct Interview with Counselor via phone or face-to-face

_____Track the Campus’ Need for Implementation or Revision of their Crisis Plan/Responsive Services

_____Create Video/DVD for Class and Feedback to counselor (What is in place/areas that need to be addressed)

_____Provide feedback to Counselor