TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5318 CONSULTATION IN SCHOOLS

Instructor: Jennifer Gerlach, Ph.D., NCC
Semester: Summer II 2020
Office/Office Hours: ECDC 148
Class Date: TR
Office Telephone: (361) 825-3318
Class time: 6:00-9:45
Email: jennifer.gerlach@tamucc.edu
Class Location: Online

Course Description

CNEP 5318: Consultation in Schools (3 SCH). This course is designed to train school counseling students to provide indirect services to children and adolescents through effective consultation with parents, teachers, administrators, and external referral sources. Topics addressed in this course include theoretical foundations and practices of consultation in schools, role and function of school counselors as consultants in the school system, ethical and professional issues faced in performing consultation and collaboration, and essential skills necessary to perform as an effective consultant. Students will be expected to learn different consultation models and know how to apply the appropriate model based on various school situations. There are no prerequisites for this class.

Rationale

Consultation continues to be a cornerstone activity for school counselors. Serious social issues like violence in the schools, bullying, child abuse, and teenage pregnancy have led many counselors to take on community involvement through consultation. Consultation has become an increasingly powerful force in the school counseling profession and a tremendous demand for this kind of professional service has developed as the result of the national standards for school counseling programs.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP standards for entry-level specialty area in school counseling (Section 5). The following standards represent the learning objectives established for this course. Upon completion of this course, students will be knowledgeable of:

- CACREP Standard 5-G-1-d: Models of school-based collaboration and consultation. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the reading quizzes and final exam]

- CACREP Standard 5-G-2-a: School counselor roles as leaders, advocates, and systems
change agents in P-12 schools. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the School Counselor Interview paper assessed by the rubric.]

- **CACREP Standard 5-G-2-b:** School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the School Counselor Interview Paper, Parent Workshop presentation, and Crisis Response In-Service Presentation as assessed by the rubrics.]

- **CACREP Standard 5-G-2-d:** School counselor roles in school leadership and multidisciplinary teams [Students will successfully complete this learning objective by achieving a score of 80% or higher on the School Counselor Interview Paper as assessed by the rubric.]

- **CACREP Standard 5-G-2-e:** School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the final exam and a passing score on the Crisis Response Presentation as assessed by the rubric.]

- **CACREP Standard 5-G-2-k:** Community resources and referral sources. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Counselor Interview paper, Parent Workshop, and Crisis Response In-Service Presentation as assessed by the rubric.]

- **CACREP Standard 5-G-3-b:** Design and evaluation of school counseling programs [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Parent Workshop Presentation and Crisis Response In-Service Presentation as assessed by the rubric and the final exam.]

- **CACREP Standard 5-G-3-d:** Interventions to promote academic development [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Parent Workshop Presentation as assessed by the rubric.]

- **CACREP Standard 5-G-3-f:** Techniques of personal/social counseling in school settings. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Crisis Response In-Service Presentation as assessed by the rubric.]

- **CACREP Standard 5-G-3-g:** Strategies to facilitate school and postsecondary transitions. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Parent Workshop as assessed by the rubric.]

- **CACREP Standard 5-G-3-h:** Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement. [Students will successfully complete this learning objective by achieving a score of 80% or higher
on the Parent Workshop as assessed by the rubric.]

- **CACREP Standard 5-G-3-i**: Approaches to increase promotion and graduation rates. 
  [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Parent Workshop as assessed by the rubric.]

- **CACREP Standard 5-G-3-l**: Techniques to foster collaboration and teamwork within schools. 
  [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Parent Workshop and Crisis Response In-Service Presentation as assessed by the rubrics.]

- **CACREP Standard 5-G-3-n**: Use of accountability data to inform decision making. 
  [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Parent Workshop Presentation and Crisis Response In-Service Presentation as assessed by the rubrics.]

- **CACREP Standard 5-G-3-o**: Use of data to advocate for programs and students. 
  [Students will successfully complete this learning objective by achieving a score of 80% or higher on Parent Workshop Presentation as assessed by the rubric.]

### Major Course Requirements

1) **Reading Quizzes (10 points)**

Much of this class revolves around discussion and experiential activities as opposed to solely lecture. Due to the flipped nature of this class, there will be less lecture and a focus on experiential activities while meeting in person. To ensure students are reading the chapters, short reading quizzes will be administered via Blackboard. Quizzes are due by 11:59PM each Thursday evening. Students may use their books for the quizzes, but may not help each other. Chapter reading quizzes must be completed by the due date and cannot be made up. See section Class Policies for more information on participation and late attendance policy.

2) **Blackboard Discussion Forum (15 points)**

To replicate the exchange of ideas that takes place in a traditional face-to-face course, a class discussion board will be used to allow students to interact with one another in an online format. Each week, new topics or questions will be posted to the discussion board. Students will need to thoughtfully consider the topics or questions presented, and respond to the question(s) posted on the discussion board. In addition to their responses, students will need to post a minimum of two substantive responses to the posts of their classmates for each question. After the posts are due (Thursday evenings at 11:59PM), the instructor will review all posts to determine whether students have met this requirement or not. Discussion posts will be evaluated based on their content and presentation. Specifically, posts should be grammatically correct and free from error, contain thoughtful responses, be based on a critical review of the professional literature, and demonstrate a student’s understanding of the topic being discussed. Responses to the posts of classmates should extend beyond simply pleasantries such as “good job” or “I agree.” The goal
of this assignment is to allow students to engage in a mature and professional dialogue with their peers. Additional details related to the evaluation of discussion board posts will be distributed at the beginning of class. Discussion posts are each worth 3 points (maximum 2 points for original post and 0.5 points each for your response to colleagues). Discussion board posts must be submitted by the deadline and do not qualify for the late assignment policy.

3) School Counselor Interview (10 points)

Interview a current, practicing school counselor and submit a 3-4 page paper reflecting on your discussion, what you learned, and how you can use what you learned in your future as a professional school counselor. Of particular emphasis is the role of the school counselor as a leader, consultant, and multidisciplinary team member. The counselor can work at any grade level. Come up with a list of interview questions prior to interview, so that you can ask information pertinent to your paper. Include interview protocol with your paper. See rubric for details.

4) Texas Department of Family and Protective Services Child Abuse Reporting Training (5 points)

Students will complete the Reporting Suspected Abuse or Neglect of a Child: A Guide for Professionals training provided by the Texas Department of Family and Protective Services. The training can be found at https://www.dfps.state.tx.us/Training/Reporting/default.asp. Students will upload their certificate to Blackboard as evidence of completed training.

5) Texas Dyslexia Identification Academy: Dyslexia Foundations (5 points)

Students will complete training with the Texas Dyslexia Identification Academy which can be found at https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2018-06/about. Students will be required to create an account and will upload their certificate to Blackboard as evidence of completed training.

6) Parent Workshop Presentation (20 points)

This is a group presentation that must address transitions and how school counselors can work with students on facilitating transitions (elementary to middle, middle to high, or high school to postsecondary). This workshop must review academic, behavioral, and social concerns. It should include strategies for parents in working with their students, collaborating with the school, and using community resources. See rubric for more details.

7) Crisis Response In-Service Presentation (20 points)

Students will work in groups to create a 15-20 minute crisis response in-service presentation that will be given to teachers and administrators responding to a selected crisis scenario. The potential scenarios will be given to each group by Dr. Gerlach. You will describe the systemic impact of the crisis, detail anticipated student behavior in response to crisis, provide goals and strategies for working with affected students, explain the school counselor’s role as consultant,
review protocol for teacher referrals, include strategies for working with parents/teachers/administration, and provide list of community and online referral sources. You will also include any ethical dilemmas and multicultural considerations related to the crisis and crisis response. See rubric for details.

8) Final Exam (15 points)

Your final exam will consist of multiple choice and essay response. It will be administered on the last day of class. You will have the entire class period to complete the exam. Students can make arrangements to look over exam once it has been graded by emailing Dr. Gerlach to set up an appointment time.

**Point Allocation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Blackboard Discussion forum</td>
<td>15</td>
</tr>
<tr>
<td>School Counselor Interview</td>
<td>10</td>
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<tr>
<td>Texas DFPS Child Abuse Reporting Training</td>
<td>5</td>
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<tr>
<td>Texas Dyslexia Identification Academy Training</td>
<td>5</td>
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<tr>
<td>Parent Workshop</td>
<td>20</td>
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<tr>
<td>Crisis Response In-Service Presentation</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>15</td>
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**Total** 100 points

**Grade Distribution**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<tr>
<td>C</td>
<td>79-70</td>
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<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59</td>
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**Required or Recommended Readings**

**Textbook**


**Optional Text**


**Recommended or supplemental readings:**


**State Adopted Proficiencies for Counselors**

**Standard I. Learner-Centered Knowledge:**
The certified school counselor has a broad knowledge base.

**Standard II. Learner-Centered Skills:**
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

**Standard III. Learner-Centered Process:**
The certified school counselor participates in the development, monitoring, revision, and evaluation of a campus based on *The Texas Model for Comprehensive School Counseling Programs* that promotes learners' knowledge, skills, motivation, and personal growth.

**Standard IV. Learner-Centered Equity and Excellence for All Learners:**
The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

**Standard V. Learner-Centered Communications:**
The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**Standard VI. Learner-Centered Professional Development:**
The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

**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, which promotes all students' success.

**Competency 005 (Developmental Guidance Program):** The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

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

**Competency 007 (Assessment):** The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

**Competency 008 (Collaboration with Families):** The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

**Competency 009 (Collaboration with Others in the School and Community):** The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

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

**Attendance**
Class attendance is an important aspect of the course and students are expected to be present for every class. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. Due to the blended nature of this course, students will not be permitted to miss class without documentation. Unexcused absences will result in a 2-point deduction per absence from your final grade. Tardiness to class or leaving class early will result in a point deduction based on the length of tardy (e.g., missing half of an in-person class will result in a 1-point deduction from your final grade). Documentation (i.e., doctor's note, obituary, etc.) is required for an excused absence.

**Communication**
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout
the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

**Late Submissions of Student Work**

Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted and you will receive a zero. Chapter reading quizzes are must be completed by the due date and cannot be made up. Most of your assignments will be submitted through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. In the event that there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email Dr. Gerlach with your assignment attached by the assigned due date and time.

**Extra Credit**

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Cell Phone/Electronic Device Usage**

Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Gerlach. If cell phones or laptops are used during class without explicit instruction from Dr. Gerlach, participation points will be deducted. There will be no courtesy warning.

**Academic Integrity and Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate
penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Classroom Behavior and Professional Conduct
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Additionally, students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

For assignments requiring group work, students are expected to maintain professional and respectful behavior towards their peers at all times. Students are expected to contribute equally to the project, communicate often, be flexible and compromise with one another. Lastly, if there are issues or concerns regarding group members, they are encouraged to resolve them respectfully amongst themselves. If the issues merit instructor involvement, then all group members must be present during the meeting. This is non-negotiable.

Regarding the assignment of grades, grades are earned and not given. The expectation of earning a 100 on every assignment or even an A on every assignment is unrealistic. This is a rigorous graduate program in which students will be training to work with clients in vulnerable situations, so the assignment demands are high. With this expectation of excellence, students are
welcome and encouraged to inquire about how to improve their grades in class. In doing so, students are expected to maintain respectful and professional behavior during such inquiry. Discussion of grades will be focused on the student’s own work in reference to the assigned rubric and instructions. Discussing the work of other students in comparison to your own is not permitted.

Confidentiality
Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, discuss only your own reactions or experiences and maintain confidentiality regarding others’ input. This is an ethical issue.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **July 27th, 2020** is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at [http://academicaffairs.tamucc.edu/rules_procedures/](http://academicaffairs.tamucc.edu/rules_procedures/) For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Syllabus Disclaimer**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any portions of the syllabus. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td><strong>Week #1</strong></td>
<td>Course and Syllabus Overview, Dickinson and Parsons (chapters 1-5)</td>
<td>Due 7/9/20 at 11:59PM</td>
</tr>
<tr>
<td>7/6/20-7/10/20</td>
<td>Sign up for presentations, Meeting only Tuesday, 7/7/20</td>
<td>Reading quiz (chapters 1-5)</td>
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<td></td>
<td><strong>CACREP Standards 5-G-2-a, 5-G-2-b, 5-G-2-d, and 5-G-2-k</strong></td>
<td>Discussion prompt #1</td>
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<tr>
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<td><strong>Week #2</strong></td>
<td><strong>Week #2</strong></td>
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<tr>
<td>7/13/20-7/17/20</td>
<td>Dickinson and Parsons (chapters 6-10) Online work for Texas DFPS Child</td>
<td>Due 7/16/20 at 11:59PM</td>
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<td></td>
<td>Abuse Training and Dyslexia Identification Training, <em>No class meeting</em></td>
<td>Reading quiz (chapters 6-10)</td>
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<td><strong>CACREP Standard 5-G-1-d, 5-G-2-b</strong></td>
<td>Discussion prompt #2</td>
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<td><strong>Week #3</strong></td>
<td><strong>Week #3</strong></td>
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<tr>
<td>7/20/20-7/24/20</td>
<td>Dickinson and Parsons (chapters 11-14) Meeting only Tuesday, 7/21/20</td>
<td>Due 7/23/20 at 11:59PM</td>
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<td></td>
<td><strong>CACREP Standards 5-G-1-d, 5-G-2-k, 5-G-3-b, 5-G-3-d, 5-G-3-g, 5-G-3-h, 5-G-3-i, 5-G-3-l, 5-G-3-n, and 5-G-3-o</strong></td>
<td>Discussion prompt #3</td>
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<td><strong>Week #4</strong></td>
<td><strong>Week #4</strong></td>
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<tr>
<td>7/27/20-7/31/20</td>
<td>Parent Presentations, Meeting only Tuesday, 8/1/19 only</td>
<td>Due 7/28/20 at 6:00PM</td>
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<td><strong>Week #5</strong></td>
<td><strong>Week #5</strong></td>
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<td>8/3/20-8/7/20</td>
<td>Crisis Response In-Service Presentations, Meeting Tuesday, 8/4/20 and</td>
<td>Due 8/4/20 at 11:59PM</td>
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<td>Thursday, 8/6/20 (if needed)</td>
<td><strong>Crisis Response In-Service Presentations</strong></td>
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# School Counselor Interview (10 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
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</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Interview a current, practicing school counselor and submit a 3-4 page paper reflecting on your discussion, what you learned, and how you can use what you learned in your future as a professional school counselor. Of particular emphasis is the role of the school counselor as a leader, consultant, and multidisciplinary team member. You must address all three roles in your paper. The counselor can work at any grade level.</td>
<td>School counselor roles as leaders, advocates, and systems change agents in P-12 schools (5.G.2.a.) School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.) School counselor roles in school leadership and multidisciplinary teams (5.G.2.d.)</td>
<td><strong>Does not meet expectations:</strong> (0 points) - Responses are superficial, not well developed, incomplete, and/or lack thoughtfulness and detail. - Paper is missing one or more of the school counselor roles (leader, consultant, and multidisciplinary team member). - Paper does not include what student learned and how it can be applied to future school counseling career. <strong>Meets expectations:</strong> (&gt;0-2 points) - Paper is somewhat developed, but lacking depth. - Paper has some detail and thoughtfulness, but needs more insight and forethought. - School counselor roles of leader, consultant, and member of multidisciplinary team are all addressed. - Paper include what student learned and how it can be applied to future school counseling career, but is lacking depth and thoughtfulness. <strong>Exceeds expectations:</strong> (&gt;2-4 points) - Paper is well developed, provides detail, and shows thoughtfulness and insight. - School counselor roles of leader, consultant, and member of multidisciplinary team are all addressed. - Paper includes thoughtful and in-depth reflection of what student learned and how it can be applied to future school counseling career.</td>
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<tr>
<td><strong>Writing Style and Format:</strong> Paper must adhere to APA format including</td>
<td>N/A</td>
<td><strong>Does not meet expectations</strong> (0 points): - There is no adherence to APA format. - Paper is rife with spelling, grammatical, and punctuation errors. - Paragraph structure, flow, and organization of paper is not evident.</td>
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</tbody>
</table>
| Title page, page numbers, running header, and reference page (if references are used). Paper should be written using correct grammar and spelling. Paper should be considered graduate-level writing. | - Paper does not meet the required guidelines (3-4 pages excluding title page, references, and interview protocol).
- Writing is not considered graduate-level work.

**Meets expectations (> 0-2 points):**
- There is evidence of adherence to APA format, but still has errors.
- Paper has several spelling, grammatical, and punctuation errors.
- Paragraphs need more structure.
- Flow and organization of paper is choppy and hard to follow.

**Exceeds expectations (>2-4 points):**
- Paper adheres to APA format.
- There are zero to few spelling, grammatical, and punctuation errors.
- Each paragraph is well constructed with a topic sentence and supporting sentences.
- There is a clear and easy “flow” and organization to the overall paper.
- Paper is no shorter than three pages, but no longer than four pages (excluding title page, references, and interview protocol).

**Interview Protocol:**
A list of interview questions must be included with paper and does not count towards 3-4 page total.

**Does not meet expectations: (0 points)**
- Interview protocol is not included with paper

**Meets expectations: (2 points)**
- Interview protocol is included with the paper

**Total:**
### Parent Workshop Presentation (20 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> Students will work in groups to address transitions and how school counselors can work with students on facilitating transitions from either elementary to middle, middle to high, or high school to postsecondary.</td>
<td>School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.)</td>
<td>Does not meet expectations: (0-2.5 points) - All areas in “Exceeds” are not included.</td>
</tr>
<tr>
<td></td>
<td>Community resources and referral sources (5.G.2.k.)</td>
<td>Meets expectations: (&gt;2.5-5 points) - All areas in “Exceeds” are present, but may be lacking in detail, clarity, or depth.</td>
</tr>
<tr>
<td></td>
<td>Design and evaluation of school counseling programs (5.G.3.b.)</td>
<td>Exceeds expectations: (&gt;5-7.5 points) - Workshop includes all of the following:</td>
</tr>
<tr>
<td></td>
<td>Interventions to promote academic development (5.G.3.d.)</td>
<td>- Clearly identified target population and age group</td>
</tr>
<tr>
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<td>Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (5.G.3.h.)</td>
<td>- How data influenced the development of presentation material.</td>
</tr>
<tr>
<td></td>
<td>Strategies to facilitate school and postsecondary transitions (5.G.3.g.)</td>
<td>- Thoroughly reviews appropriate academic, behavioral, developmental, and social concerns that parents need to know as their students transition to the next school.</td>
</tr>
<tr>
<td></td>
<td>Approaches to increase promotion and graduation rates (5.G.3.i.)</td>
<td>- Rationale for why support during these school transitions is important</td>
</tr>
<tr>
<td></td>
<td>Techniques to foster collaboration and teamwork within schools</td>
<td>- School interventions to promote academic development and approaches to increase promotion and/or graduation rates</td>
</tr>
</tbody>
</table>

- Strategies for parents when working with their students, collaborating with the school, and using community resources
- Pretest/posttest questionnaire to evaluate program and how it will be used in a comprehensive school counseling program
- Content for workshop comes from a minimum of five recent peer-reviewed resources (within 10 years) to support information and interventions given in workshop. Other sources may include credible websites, organizations, etc.
| (5.G.3.l.) | Use of accountability data to inform decision making (5.G.3.n.) | Use of data to advocate for programs and students (5.G.3.o.) |
| Presentation: Conduct a group presentation using PowerPoint, Google Slides, or Prezi. The presentation is limited to 25-30 minutes. | N/A | Does Not Meet: (0-2.5 points) - All areas in “Exceeds” are not included |
| Does Meets: (>2.5-5 points) - All areas in “Exceeds” are included, but may be lacking in organization and clarity and/or presenters display overreliance on slides | Exceeds: (>5-7.5 points) - Presentation is clearly and logically organized - Each member of the group participates equally in presentation - No more than 20 slides are used to address content - Slides are easy to read, are not overcrowded or overly animated - Presentation is a minimum of 25 minutes, but no longer than 30 minutes. - All sources used for content are listed on the last slide. |

| Presentation Handout: The group will create one group handout to each student and instructor in class. Handout will include highlights of the workshop with the | N/A | Does not meet expectations: (0-1.5 points) - All components in “Exceeds” are not included |
| Meets expectations: (>1.5-3.5 points) - Handout includes at least five references, but they are not within 10 years and/or are not peer-reviewed - Handout has some spelling, grammar, and/or punctuation errors |
| Relevant information and resources provided in presentation. | **Exceeds expectations: (>3.5-5 points)**  
- Handout includes at least five peer-reviewed references (within 10 years) with at least three from peer-reviewed journals in the field of counseling. Other sources may include credible websites, organizations, etc.  
- Handout has little to no spelling, grammar, and/or punctuation errors  
- Handout provides sources and reference materials in APA format |
<table>
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<tbody>
<tr>
<td>Total:</td>
<td></td>
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</table>
## Crisis Response In-Service Presentation (20 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
</table>
| **Content:** | School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (5.G.2.b.) | **Does not meet expectations:** (0-2.5 points)  
- All areas in “Exceeds” are not included. |
| Students will work in small groups to create a 15-20 minute in-service presentation for teachers and administrators that is a direct result of a school crisis. | School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (5.G.2.e.) | **Meets expectations:** (>2.5-5 points)  
- All areas in “Exceeds” are present, but may be lacking in detail, clarity, or depth. |
| | Legal and ethical considerations specific to school counseling (5.2.G.n.) | **Exceeds expectations:** (>5-7.5 points)  
- Presentation includes all of the following:  
  - Systemic impact of the crisis  
  - Anticipated student behavior in response to crisis  
  - Destigmatize any potential myths or misconceptions about crisis  
  - Provide school counseling strategies for working with affected students  
  - Explain school counselor’s role as consultant  
  - Review protocol for teacher referrals  
  - Include relevant strategies for teachers working with affected students and parents  
  - Provide list of community and online referral sources  
  - Identify potential ethical dilemmas and multicultural considerations related to crisis and crisis response |
| | Design and evaluation of school counseling programs (5.G.3.b.) | **Does Not Meet:** (0-2.5 points)  
- All areas in “Exceeds” are not included |
| | Techniques of personal/social counseling in school settings (5.G.3.f.) | **Meets:** (>2.5-5 points)  
- All areas in “Exceeds” are included, but may be lacking in organization and clarity and/or presenters display overreliance on slides |
| | Techniques to foster collaboration and teamwork within schools (5.G.3.1.) | **Exceeds expectations:** (>5-7.5 points)  
- Presentation includes all of the following:  
  - Systemic impact of the crisis  
  - Anticipated student behavior in response to crisis  
  - Destigmatize any potential myths or misconceptions about crisis  
  - Provide school counseling strategies for working with affected students  
  - Explain school counselor’s role as consultant  
  - Review protocol for teacher referrals  
  - Include relevant strategies for teachers working with affected students and parents  
  - Provide list of community and online referral sources  
  - Identify potential ethical dilemmas and multicultural considerations related to crisis and crisis response |
| **Presentation:** | Conduct a group presentation using PowerPoint, Google Slides, or Prezi. The presentation is limited to 15-20 minutes. | **Does Not Meet:** (0-2.5 points)  
- All areas in “Exceeds” are not included |
| | | **Meets:** (>2.5-5 points)  
- All areas in “Exceeds” are included, but may be lacking in organization and clarity and/or presenters display overreliance on slides |
<table>
<thead>
<tr>
<th><strong>Exceeds: (&gt;5-7.5 points)</strong></th>
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<tbody>
<tr>
<td>- Presentation is clearly and logically organized</td>
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<tr>
<td>- Each member of the group participates equally in presentation</td>
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<tr>
<td>- No more than 20 slides are used to address content</td>
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<tr>
<td>- Slides are easy to read, are not overcrowded or overly animated</td>
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<tr>
<td>- There are no APA, spelling, or grammar errors in presentation</td>
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<tr>
<td>- Presentation is a minimum of 15 minutes, but no longer than 20 minutes.</td>
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<thead>
<tr>
<th><strong>Presentation Handout:</strong></th>
<th></th>
<th><strong>Does not meet expectations: (0-1.5 points)</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The group will create one group handout to each student and instructor in class.</td>
<td></td>
<td>- All components in “Exceeds” are not included</td>
<td></td>
</tr>
<tr>
<td>Handout will include highlights of the workshop with the relevant information and resources provided in presentation.</td>
<td></td>
<td><strong>Meets expectations: (&gt;1.5-3.5 points)</strong></td>
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<td>- Handout has some spelling, grammar, and/or punctuation errors</td>
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<td><strong>Exceeds expectations: (&gt;3.5-5 points)</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Handout has little to no spelling, grammar, and/or punctuation errors</td>
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<td>- Handout provides sources and reference materials in APA format</td>
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<td>- Handout includes at least five peer-reviewed references (within 10 years) with at least three from peer-reviewed journals in the field of counseling. Other sources may include credible websites, organizations, etc.</td>
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</table>

**Total:**
### Classroom Guidance Consultation – Study Abroad Experience (20 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standard</th>
<th>Rating/Scoring</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Content of Unit:</strong> Develop a classroom guidance lesson plan in consultation with the local school district in San Miguel.</td>
<td><strong>Standards Assessed:</strong>&lt;br&gt;5-G-3-b: design and evaluation of school counseling programs&lt;br&gt;5-G-3-c: Demonstrate core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</td>
<td><strong>Does Not Meet Expectations:</strong> (0-5 points)&lt;br&gt;- Content of unit and each lesson is missing and/or incomplete.&lt;br&gt;- There is little organization or attention to current research.&lt;br&gt;- Lessons and activities are inappropriate for age group with no attention to developmental considerations.&lt;br&gt;- Differentiated learning strategies are not incorporated.</td>
</tr>
<tr>
<td><strong>Standards Potentially Assessed:</strong>&lt;br&gt;5-G-3-e: Demonstrate use of developmentally appropriate career counseling interventions and assessments&lt;br&gt;5-G-3-j: Demonstrate interventions to promote college and career readiness&lt;br&gt;5-G-3-k: Demonstrate strategies to promote equity in student achievement and college access&lt;br&gt;5-G-3-n: Demonstrate the use of accountability data to inform decision-making</td>
<td><strong>Meets Expectations:</strong> (6-8 points)&lt;br&gt;- All of the content of unit and each lesson plan are included.&lt;br&gt;- Unit lacks organization and/or is not conducive with current research.&lt;br&gt;- Lessons and activities are somewhat relevant for age group with some attention to developmental considerations.&lt;br&gt;- Some attempt is made at differentiating strategies, but needs more variety.</td>
<td></td>
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<tr>
<td>Demonstrate the use of data to advocate for programs and students (5.G.3.o.)</td>
<td><strong>Exceeds Expectations:</strong> (9-10 points)&lt;br&gt;- Content of the lesson includes all of the following below:&lt;br&gt;- Lesson title&lt;br&gt;- Lesson standards (ASCA/ TMSCCP aligned)&lt;br&gt;- Lesson goals/objectives&lt;br&gt;- Applicable counseling theory&lt;br&gt;- Anticipated amount of time for whole lesson&lt;br&gt;- Anticipated amount of time for each activity listed (icebreaker, main activity, processing, closing, etc.)&lt;br&gt;- Materials needed&lt;br&gt;- Icebreaker/introductory activity- Step-by-step instructions of main activity&lt;br&gt;- Reflection/processing questions for activity (3-5)</td>
<td></td>
</tr>
</tbody>
</table>
- Closing activity (should include a review of info)
- Provide a suggestion for a follow-up activity or assignment for teacher to use after each class to help reinforce lesson concepts
- Appropriate references in APA format (minimum of one per lesson)
- Unit is organized, based in current research, accurately and professionally conveyed, developmentally appropriate and relevant to the target audience/grade level.
- Differentiated learning strategies are well developed and present throughout unit.
- Student collects pretest/posttest data to help evaluate effectiveness of the program

<table>
<thead>
<tr>
<th>2. Presentation of Lesson</th>
<th>Does Not Meet Expectations: (0-1.5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student delivers lesson to students.</td>
<td>- All components in “Exceeds” are not included</td>
</tr>
</tbody>
</table>

**Meets Expectations: (>1.5-3.5 points)**
- All elements in “Exceeds” are included, but may be lacking in clarity, explanation, and/or may not be demonstrated well.

**Exceeds Expectations: (>3.5-5 points)**
- Presentation is clearly structured, organized, and well-prepared
- Materials, if necessary, are provided
- Time is well-managed
- Directions/steps to activities are clearly explained
- Pacing of activities is appropriate
- Student has strong grasp of basic counseling skills (i.e., open questions, body language, active listening, etc.)
| **3. Reflection Paper**  
Student engages in thoughtful self-reflection of study abroad experience and consulting with local school district. | **Does Not Meet Expectations: (0-1.5 points)**  
- There is no adherence to APA format.  
- Sources are absent from unit plans.  
- Unit is rife with spelling, grammatical, and punctuation errors.  
- There is no logical semblance to formatting.  
**Meets Expectations: (1.5-3.5 points)**  
- There is evidence of adherence to APA format, but still has errors.  
- Sources are credited in plans, but have errors.  
- Unit plans have several spelling, grammatical, and punctuation errors.  
- The formatting is somewhat unclear, illogical, and/or not easily read due improper labels and headings.  
**Exceeds Expectations: (>3.5-5 points)**  
- Proper APA format is followed  
- Sources are given credit in unit plans and cited correctly.  
- There are zero to few spelling, grammatical, and punctuation errors.  
- Formatting is clear, logical, and easy to read with proper labels and headings. |