

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership Counseling and Special Education
Counselor Education Program

SPRING 2010

COURSE TITLE: COUN 6900/6920 COUNSELING INTERNSHIP I & II
HOURS: 3 semester hours (3-0-3)
PREREQUISITES: 11 out of 13 program courses
TIME: Tuesdays, 5:00-7:45 pm; Jan. 12, 26; Feb. 9, 23; Mar. 9, 23; Apr. 13, 27
LOCATION: CETC

INSTRUCTOR: Richard G. Deaner, Ph.D., LPCI, NCC
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COURSE DESCRIPTION

Counseling Internship is designed to meet the CACREP accreditation standards and is a tutorial form of instruction. The program requires students to complete a clinically supervised internship of **300 clock hours for each internship (or a total of 600 hours combined for Internship I and Internship II), which is to be fulfilled in an academic semester.** Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform.

- A minimum of **120 hours per semester** of direct counseling service with clients, of which 20 hours must be in leading or co-leading group work (i.e., , conducting a psycho-educational group experience such as a stress management or substance abuse awareness group). The remaining **180 hours per semester** consists of indirect hours accrued performing other counseling-related duties.
- A minimum of **1 hour per week of individual supervision** throughout the internship, usually performed by the on-site supervisor who has been approved a Counselor Education faculty member.
- A minimum average of **1.5 hours per week of group supervision** throughout the internship with the internship instructor. The group supervision will be held as a three-hour meeting every other week. This time typically will focus on a combination of the following experiences: role play situations encountered with clients; listening to and critiquing recorded counseling sessions; discussion of counseling theories and techniques related to common client problems and client work of concern to class members; discussion of pertinent legal and ethical issues; and giving and receiving feedback with instructor and peers regarding personal and professional interactions of mutual interest.

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- The internship provides opportunity for the student to become familiar with a variety of professional activities other than direct service.
- The internship provides opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.
- A formal **evaluation** of the student's performance during the internship will be conducted by the internship instructor in consultation with the site supervisor.

Internship supervision with the university internship instructor will be conducted following Bernard's Discrimination Model, a developmental and integrated theoretical approach as described in:

Bernard, J. M., & Goodyear, R. K. (2003). *Fundamentals of clinical supervision* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

INTERNSHIP SITES

Students will choose their internship site in consultation with the internship professor. The internship will be done in a Counselor Education Program-approved Augusta area school or community agency.

TEXTBOOK REQUIREMENT:

Internship I:

Parsons, R. D. (2009). *Translating theory to practice: Thinking and acting like an expert counselor*. Upper Saddle River, NJ: Pearson.

Internship II:

Kottler, J. A. (Ed.). (2002). *Counselors finding their way*. Alexandria, VA: ACA.

LIVETEXT REQUIREMENT

All students enrolled in programs in the College of Education are required to purchase the LiveText system through the bookstore. LiveText is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload portfolio and other documents to the LiveText system prior to graduation. The Live Text system works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to your computers.

COURSE OBJECTIVES

The overarching objective of the Internship experience is to allow students to gain clinical experience, develop a variety of counseling competencies, integrate past learning experiences, gain further insight into the application of counseling theory and technique, and increase self awareness. To this end, upon completion of this course, the student will, within a multicultural framework:

1. Further develop their counseling skills with individuals and groups and be able to conceptualize

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accurately both client/counselor dynamics and client dynamics in the service of planning and carrying out the counseling process.

2. Demonstrate skills in counseling roles such as individual counseling, group counseling, consultation, service coordination, referral, assessment, and case management.
3. Develop an understanding of the organizational and administrative aspects of delivering counseling services.
4. Understand and demonstrate appropriate ethical principles of the profession.
5. Work with client concerns such as stress, personal abuse, or discrimination. Students will use skills to help clients deal with these issues.
6. Develop skills in conceptualizing the counseling process from a theoretical framework.
7. Present case material clearly and give and receive feedback appropriately.
8. Recognize and address personal and/or professional behaviors affecting both the counseling and supervisory processes.
9. Relate to and work with colleagues in the internship setting.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED IN THE COURSE

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions for, without educators, there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce prepared, able, and responsive professionals to teach diverse learners.

Element 1: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able

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to provide developmentally appropriate learning opportunities and support for these opportunities.
P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element 2: Able (AD)

A1: Understand, use and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element 3: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

TECHNOLOGY COMPETENCIES (ISTE Standards)

Students will:

1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Evaluate and use computers and related technologies to support the instructional process.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software, and associated documentation.
5. Demonstrate knowledge of uses of computers for problem solving, data collection, information management, communications, presentations, and decision-making.
6. Design and develop student learning activities that integrate computing and technology for a variety of

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student grouping strategies and for diverse student populations.

7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and /or grade levels.
8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
10. Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. Identify resources for staying current in applications of computing and related technologies in education.
12. Use computer-based technologies to access information to enhance personal and professional productivity.

PROGRAM SPECIFIC STANDARDS

Through the field experience associated with this course, students will demonstrate knowledge, skills and dispositions associated with CACREP core areas Section II, G1-8 and BOR principles IIA(1), IIA(2), IIA(5), IIA(6), IIA(7), IIA(8), IIA(9)

INSTRUCTIONAL METHODS

The methods of instruction will include lecture, group discussion, role plays, review of live and recorded demonstrations of counseling techniques, and peer and instructor feedback.

CLASS SCHEDULE

Session Date	TOPIC	COUN 6900	COUN 6920
1 Jan 12	Course orientation <ul style="list-style-type: none"> • expectations • requirements • appropriate activities • forms 		
2 Jan 26	Interactions with students / clients	READ: Parsons, Chap 1 DUE: <ul style="list-style-type: none"> • Start submitting recordings (1 of 6) with completed CSS form • Journal Entries (2) 	READ: Kottler: Chap. 1-4 DUE: <ul style="list-style-type: none"> • Start submitting recordings (1 of 6) with completed CSS form • Journal Entries (2)

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		<ul style="list-style-type: none"> Signed contract with all signatures and resume of on-sight supervisor if not submitted during fall semester 	<ul style="list-style-type: none"> Signed contract with all signatures and resume of on-sight supervisor if not submitted during fall semester
<p style="text-align: center;">3 Feb 9</p>	<p>Establishing relationships with staff, administration, parents, students</p>	<p>READ: Parsons, Chap 2</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2) 	<p>READ: Kottler: Chap. 5-10</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2)
<p style="text-align: center;">4 Feb 23</p>	<p>Paper management</p>	<p>READ: Parsons, Chap 3</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2) Start to schedule site visits with course supervisor One of two class presentations of session recordings are due by this date 	<p>READ: Kottler: Chap. 11-16</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2) Start to schedule site visits with course supervisor One of two class presentations of session recordings are due by this date
<p style="text-align: center;">5 Mar 9</p>	<p>Time management</p>	<p>READ: Parsons, Chap 4</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2) 	<p>READ: Kottler: Chap. 17-21</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2)
<p style="text-align: center;">6 Mar 23</p>	<p>Receiving and giving feedback</p>	<p>READ: Parsons, Chap 5</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2) School/Agency Improvement Plan Proposal (if all in one semester) or one-paragraph description 	<p>READ: Kottler: Chap. 22-27</p> <p>DUE:</p> <ul style="list-style-type: none"> Session recording with completed CSS form Journal Entries (2) In-Service / Community Presentation

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SPRING BREAK: April 5-9, 2010			
7 Apr 13	Ending an internship <ul style="list-style-type: none"> • thank yous • gifts • saying goodbye to staff • concluding with clients 	READ: Parsons, Chaps 6 & 7 DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • Journal Entries (2) • Group Project <p style="text-align: center;">Last day to submit tape of sessions with students / clients</p>	READ: Kottler: Chap. 28-31 DUE: <ul style="list-style-type: none"> • Session recording with completed CSS form • Journal Entries (2) • Case conceptualization or school/agency improvement project implementation <p style="text-align: center;">Last day to submit tape of sessions with students / clients</p>
8 April 27	Course closure	READ: Parsons, Chaps 8 & 9 DUE: <ul style="list-style-type: none"> • Journal Entries (2) • Second of two class presentations of recordings are due by this date • Case conceptualization or school/agency improvement project implementation • Completed final folder of all paperwork including on-site supervisor evaluation 	READ: Kottler: Chap. 32-37 DUE: <ul style="list-style-type: none"> • Journal Entries (2) • Second of two class presentations of recordings are due by this date • Reflection paper on your journey • Completed final folder of all paperwork including on-site supervisor evaluation
<i>All Internship Paperwork is due by 5:00 p.m. on Tuesday, April 27.</i>			

PERFORMANCE ASSESSMENT

GRADING SCALE:

COUN 6900

Class preparation/ assigned readings	40 points
Journal (Two pages type-written per class) (14 total – 10 points each)	140 points
Recordings (submit 6 recordings with CSS form) (20 pts each)	120 points
Class presentations (2) of session recordings (50 points each)	100 points
Small Group Project	150 points
School/Agency Improvement Project Proposal or Case Conceptualization	200 points
Instructor and Supervisor Evaluations	250 points

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Completed final folder 0 points

Total 1000 points

COUN 6920

Class preparation/Assigned readings	40 points
Journal (Two pages type-written per class) (14 total – 10 points each)	140 points
Recordings (submit 6 recordings with CSS form) (20 points each)	120 points
Class presentations (2) of session recordings (50 points each)	100 points
In-Service or Community Project Presentation	100 points
School/Agency Improvement Project Implementation or Case Conceptualization	150 points
Reflection paper on your journey (Capstone requirement)	100 points
Instructor and Supervisor Evaluations	250 points
Completed final folder	0 points
Completed Portfolio on Live Text (Capstone requirement)	0 points

Total 1000 points

COUN 6900/6920 (Same Semester)

Class preparation/Assigned readings	40 points
Journal (Two pages type-written per class) (14 total – 10 points each)	140 points
Recordings (submit 8 recordings with CSS form) (20 points each)	160 points
Class presentations (2) of session recordings (50 points each)	100 points
In-Service or Community Project Presentation	100 points
Case Conceptualization	150 points
School/Agency Improvement Project Proposal	150 points
School/Agency Improvement Project Implementation	150 points
Reflection paper on your journey (Capstone requirement)	100 points
Instructor and Supervisor Evaluations	250 points
Completed Final Folder	0 points
Completed Portfolio on Live Text (Capstone requirement)	0 points

Total 1340 points

The quality and completion of the above assignments will determine grades. Grades will be assigned in the following manner:

- A = 900-1000 pts.
- B = 800-899 pts.
- C = 700-799 pts.
- D = 600-699 pts.
- F = 599 or below

Grades will be issued when all course requirements and a complete final folder of Internship Paperwork has been submitted to the instructor.

GENERAL EXPECTATIONS OF INTERNSHIP STUDENTS

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During internship, the role of students shifts more towards that of a professional counselor. Students are expected to follow the rules and regulations governing the school or agency to which they are assigned. This requirement includes standard employee guidelines, such as arriving on time and calling in if you are ill, and following standard operating procedures and protocol. Students are expected to have and demonstrate the prerequisite skills of a professional counselor. Students are expected to recognize and acknowledge skill deficits and work toward refinement of counseling skills. Students are expected to continue to develop their own personal orientation/style of counseling.

Students are expected to monitor their personal and professional growth and to be able to identify those attitudes, beliefs, feelings, and personal characteristics that facilitate or hinder their growth as professional counselors and discuss them during individual and/or group supervision sessions. Additionally, during group supervision sessions, students are expected to provide constructive feedback to their fellow students, further developing their observation and facilitative skills.

1. **CLINICAL SERVICE.** Each student typically should provide at least 20 clock hours of counseling service at the assigned internship site each week. This typically involves 8 hours of direct clinical service and 12 hours of indirect service. Direct contact hours include face-to-face contact with clients and/or their families. Included in the 8 direct clinical service hours/week should be the following:

Individual counseling

- leading or co-leading a counseling group
- psychoeducational activities (classroom counseling/guidance activities, parent conferences, direct consultation with families, leading workshops with students/clients and/or parents)
- face-to-face intake interviewing
- administering and interpreting assessments to students/clients

Included in the remaining 12 hours/week should be the following:

- telephone intake interviewing (and other telephone activities)
- reviewing and scoring assessments
- report writing and completing paperwork
- professional activities (e.g., preparing for presentations for in-service)
- case conferences/staffings (unless the client/student is present and participating)
- supervision
- development of an outreach project or site improvement project for the school or agency in which you are working
- attending in-services or conferences related to your counseling duties at your site
- other counseling-related duties

2. **WEEKLY LOG SHEET.** Make a copy available to the instructor each class meeting: Copy of Weekly Log Sheet
3. **WEEKLY ON-SITE SUPERVISION.** Meet with on-site supervisor for 1 hour each week for clinical supervision. All relevant internship issues and/or emergencies should be brought directly to the attention of the on-site supervisor.

4. **ON-CAMPUS GROUP SUPERVISION.** Attend and participate in the on-campus group supervision class. Group will meet approximately every other week for 3 hours each session.

SPECIFIC ASSIGNMENT DESCRIPTIONS

CLASS READINGS, ATTENDANCE AND PARTICIPATION

40 points

You will complete all class readings as assigned and be prepared to discuss them in class each week. Students are expected to arrive promptly, be prepared for, and attend all classes. For any absence over 1/2, a deduction of 5 points per half/class absence will be made from the final course grade. **Note: Another section of internship is being offered this semester. That section meets on opposite weeks on another night. If you must miss a class in your internship section, you may be allowed to make up that class by attending a class in the other internship section. Check with your instructor and the instructor of the other internship section to gain permission to substitute a class.** "If the student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for excessive absences." (p. 20, 2007-2008 Augusta State University Catalog). If you must miss class for any reason, please contact the instructor in advance. See the Course Requirements Contract for other management and procedural issues.

JOURNALS

DUE: Weekly (14 total)

140 points (10 points each)

Students will submit *electronically* to the instructor a one page type-written journal for each week or two per class meeting for a total of 14. One of the journal pages should be a reflection on experiences at the internship site (issues, counseling techniques, challenges, goals, etc.). The second journal page should be a reflection on the assigned readings. Students may focus on one chapter of the readings or offer general reflections on all of the assigned chapters for that session. Each journal should have the following heading

Journal # _____

Student Name

Week of _____

Journals are due by 5:00 p.m. of the class meeting.

WEEKLY AUDIO RECORDING OF SESSIONS

Total of 6 per semester (8 if enrolled in 6900 & 6920)

120 points (20 points each)

Start: Session 2

You will record individual sessions with students / clients

- Submit one recording per group supervision session for a total 6 recordings (or 8 if completing COUN 6900/6920 in one semester).
- Each recording must be accompanied with a completed *Counseling Skills Scale (CSS)* form. CSS forms will be sent via ASU Pipeline to students at the beginning of the course. CSS forms may be handwritten.
- Each recording must also be accompanied with a copy of a signed parent permission form, if applicable. Students are to keep the original signed parent permission form. Forms will be sent to students via ASU Pipeline at the beginning of the course.
- Do not leave recordings in the instructor's mailbox. Consult your ethics book and the ethics code on the

proper handling of supervision tapes.

- Students are encouraged to pace submission of recordings throughout the semester starting the second session and one tape per session after that. No more than two recordings will be accepted at any one class. The purpose of recordings is to monitor the development of the student's skills.
- **Start each recording with the following statement:**
This is Tape No. __ recorded on __date__ by your name with student/client's first name.
- At the end of the semester, it is the student's responsibility to erase all tapes.
- **December 4, 2009: Last day to submit recordings of sessions with students / clients**

CLASS PRESENTATION OF RECORDINGS

DUE: Two presentations throughout semester

100 points (50 each)

Students are required to present two case recordings during the semester. Students will select a portion (approximately 5 minutes) of a recorded session (audio or video) and present this to the class. It is the student's responsibility to bring a cassette player to class to play the recording or have a disc that may be played on the classroom computer. Students need to confirm before the presentation that the entire class will be able to hear the recording. Students will begin their presentation with their tape or disc cued to the place in the session that they wish to share with the class.

Students will act as facilitators leading the class discussion—it will be the student's responsibility to lead the class discussion following the topics listed below. Students will be evaluated on the quality of their presentation and facilitation regarding the following information.

1. **Information about Counseling Case:** presenting problem, history of presenting problem, previous attempts at problem solution, and pertinent information regarding the counselee. Include information about how counselor's and client's culture lens may influence their perspectives of presenting issues.
2. **Counseling Plan:** goals, action step(s), and desired outcomes.
3. **Counselor's Action:** name techniques, skills, strategies, and interventions.
4. **Counselor's Self Awareness:** thoughts, feelings about client, about self, and about the counseling process.
5. **Counselor's Request:** *I need help with _____.*
6. Watch/listen to video or audio tape (suggested amount of time - 5 minutes). Tape should be prepared to start at the point the student wishes to share information with the class.
7. After all feedback from supervisor / supervisor group, determine
 - Future direction for the case: goals, action steps, evidence
 - Future goals for the counselor: goals, action steps, evidence

During the presentation the roles of the supervisor and supervising group are:

1. Give feedback first about the counselor strengths and then areas needing improvement.
2. Give feedback about the counseling case and future counseling direction(s).

GROUP PROJECT

100 points

In consultation of your site supervisor, design and implement a small group of 6-8 sessions for students/clients with a particular issue. The main purpose of your investigation is to review important considerations when forming groups, to learn more about an appropriate group topic for the population at your site, and to gain experience in conducting group treatment. The group will address a particular issue or phenomenon with which clients are currently struggling. Some examples include:

Depression in children or adults	Witnessing domestic violence	Decision-Making Skills
Having a parent or relative in prison	Assertiveness Training	Anxiety
Bullying	Sexual abuse Divorce	Parent deployment
Self-Esteem	Grief	Improving self-care

You will write a 6-8 page paper that will include the following sections: 1) Rationale for the Group, 2) Member Selection, 3) Group Format, 4) Outline of Sessions, 5) Brief Description of Group Activities and Closing Activities, 7) Description of Evaluation Methods (used to measure the effectiveness of the group), 8) Evaluation Results, and 9) your reactions to working with this group. Research and cite at least three professional references from which you gathered evidence-based successful interventions for the group.

Papers will be graded according to whether you selected appropriate goals for the group you described, whether your plan is realistic, whether you explained your lessons completely, if your evaluation method is appropriate, and whether you expressed yourself well.

CASE CONCEPTUALIZATION PAPER

200 points

In consultation with your site supervisor, write a case conceptualization paper on a client at site with a particular issue and possibly a DSM diagnosis. You will meet with the client on at least 3 occasions to develop a relationship with your client and a deeper understanding of his/her problems/issues. The paper should include the following sections:

- 1) pertinent background and demographic information about the client
- 2) incidence of this problem in current society
- 3) diagnostic criteria, characteristics and/or dynamics exhibited by the person in this particular situation
- 4) reasonable treatment goals, both long-term and short-term
- 5) your theoretical orientation and coinciding intervention strategies
- 6) prognosis for successful outcome

Your paper should be typed, double-spaced 12-15 pages in length. A particular format will be provided for your use. You should include at least FOUR professional references pertinent to treatment with this population written within the last 10 years. You should adhere to APA (American Psychological Association) Manual formatting guidelines. However, you do NOT need to include running heads or an abstract.

Your papers will be graded on your ability to accurately diagnose your client and develop an effective treatment plan, your ability to summarize main points and follow the established guidelines, thoughtfulness of

responses, staying within page and format guidelines, clarity of expression, and organization of ideas.

SCHOOL / AGENCY IMPROVEMENT PROJECT (Portfolio Project) 200 points each

DUE: Proposal: Session 6 Implementation: Session 7

In COUN 6900, students will submit a proposal to include a rationale, review of relevant literature, and a plan for implementation of a School/Agency Improvement Project (SAIP). Students will implement the proposal in either COUN 6900 or COUN 6920. Students remaining at the same site for COUN 6900 and 6920 will propose the SAIP during the first semester and implement during the second semester. These students will complete their Case Conceptualization Paper during their first semester. Students changing sites between COUN 6900 and 6920 will propose and implement their SAIP during their first semester and complete their Case Conceptualization Paper during their second semester. The SAIP fulfills the portfolio requirement for internship.

The SAIP proposal and implementation papers should be sent electronically as part of an attachment to the instructor.

School-Based Project

PROPOSAL: Write an 8-10 page paper outlining in detail the school improvement project (SIP) on which you have embarked at your internship school site. Include a section for each area below in which you will discuss in detail your plan, procedure and anticipated outcome of your project. Attach any supporting documentation. Follow APA style format, and include a reference list. Proposals will be graded on your ability to develop, implement and assess a plan which appropriately addresses the needs of your students and impacts their academic success; your ability to summarize main points and follow the established guidelines; thoughtfulness of responses; staying within page and format guidelines; clarity of expression; and organization of ideas.

A. INITIAL PREPARATION: Your plan should incorporate all or many of the following components:

1. With your supervising counselor, select a problem or issue on which to focus from your school's improvement plan. Each school should have one. In a school setting, most school counselors have had involvement in its creation.
2. Conduct a faculty, parent or student survey, soliciting input pertaining to the problem. Briefly explain to faculty or staff that you will be addressing this issue over the next few months, and ask for their ideas about possible solutions to the problem/issue. Document this activity in your proposal.
3. Create an Advisory Committee around this issue (if there is not one already in place). This is group of people whose expertise you want to draw on to address the identified need. To get a well-rounded perspective, you will want to include parents, teachers, principal (if available) or other administrators, staff, and the counselor(s).
4. Call a meeting of the Advisory Committee, for which you serve as chairperson, reviewing the ideas generated by the faculty, and using them as a starting point to address the issue. Remember to use your group counseling skills in conducting a group meeting such as making introductions, learning what people's positions are, so that people get a sense of who is present and what their contribution might be;

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keeping the purpose very clear; and staying on task. You will want to type an agenda for the meeting to distribute to all members, and also distribute meeting minutes afterwards, so each person knows his/her tasks before meeting again.

5. If there are so many items on the school's School Improvement Plan that you do not know where to start, one way to focus on a particular issue is to survey staff with several of the these items and ask them to prioritize their importance. Another strategy is to interview the school administrators and counselors about their priorities.

Using this method, your problems may be specific to a particular group of students, one class, one grade level, or the entire school. The constituency of your advisory committee will vary depending on what the issue is.

Focus your interventions on **something which will result in improved academic achievement of the students, and develop and provide evidence to this in your completed project**. Part of your proposal should include a way of assessing the results of your intervention. If, for example, you chose to implement a study skills group with a particular group of students, you would first need to do research on the best ways to go about teaching study skills to your particular population. Once you have determined your course of action, you could conduct a pre- and post-assessment to measure growth. This could include activities as pre- and post-group grade scores, pre- and post-teacher testimonials (checklist type), and pre- and post-parent observations of study habits (checklist). In this type of study, it is critical to include the pre-testing component.

B. PROPOSAL: Your written paper should include the following sections:

1. **Introduction** – this section will be a discussion of the step-by-step process of how you chose your particular topic for this improvement project. Also include a detailed description of your site.
2. **Management Plan** – this section will describe the process and timeline you followed to address this need (see example).
3. **Literature review** – summarize the results of your research on this issue identifying what types of interventions with similar populations of your study that have met with the greatest success. This research should be cited in your review and appear in the reference list accompanying this paper.

The above three sections will be 8-10 pages in length, and will be completed during Internship I. The implementation of the SIP will be completed in Internship II if students are staying at the same site for their second internship or during Internship I if changing sites after Internship I.

C. IMPLEMENTATION:

4. **Outcome of intervention** - provide a detailed summary of your results in which you describe how student achievement was improved by your intervention(s). Include charts or statistical analyses that clearly describe how your intervention made a difference (or not) improving student achievement. For this you compare scores of the pre- and post-test results. Outline any effect your intervention had on the career or social/emotional development of the students.

5. **Conclusion** – provide a summary of your experience throughout the semester implementing this project. Discuss some of your thoughts and feelings as you began, implemented, and concluded the project. Include a discussion of the obstacles you encountered along the way. Describe what you would possibly modify the next time you undertake this particular or similar project.
6. References list.

The entire paper should be 16-20 pages in length and include both the proposal and implementation. The proposal and final paper should be sent electronically to the instructor.

Community-Based Project

You will write a paper outlining in detail the Community Site Improvement Project (CSIP) on which you have embarked this semester at your internship placement. Include a section for each area below: a detailed description of your plan, procedure and outcome of your project. Attach any supporting documentation. Follow APA style format, and including a reference list. Your papers will be graded on your ability to develop, implement and assess a plan which appropriately addresses the needs of your client population and positively impacts their treatment outcome, either directly or indirectly, your ability to summarize main points and follow the established guidelines; thoughtfulness of responses; staying within page and format guidelines; clarity of expression; and organization of ideas.

A. Your plan should incorporate all of the following components:

1. Form a Multidisciplinary Committee from which to generate a needs assessment. This is group of people should include those who have expertise at your site, are familiar with the agency's procedures, and former or present problems. Include administrators, your supervising counselor, and other clinical and/or office personnel. If your site has had a formal needs assessment done within the last year, you may skip steps 1 and 2 and start with step 3.
2. Collaboratively create a survey to determine the needs of the agency. Determine together whether your survey will focus on the needs of clients, employees, or administration. Distribute the survey to the appropriate audience. Compile the results in a logical and usable way. Include this survey as supporting documentation in an appendix in your proposal.
3. Meet as a group to review, discuss, and prioritize the needs assessment results. Collaboratively decide on which issue you should focus for your CSIP. Remember to use your group counseling skills in conducting a group meeting such as making introductions and including what people's positions are so that people get a sense of who is present and what their contribution might be; keeping the purpose very clear; and staying on task. You will want to type an agenda for the meeting to distribute to all members, and also distribute meeting minutes afterwards, so each person knows his/her tasks before meeting again.
4. Depending on the type of project, it may be helpful at this stage to solicit input from employees about possible solutions to the identified problem/issue, or what other attempts have been made to correct the problem. Your targeted problem may be specific to a particular group of clients, employees, or to the agency as a whole.

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5. Conduct a literature review regarding the topic at hand and what others have determined to be successful and/or best practice procedures in managing the identified issue.
6. Create an intervention that will result in improvement or eradication of the identified problem or issue. Focus your interventions on something which will result in improved delivery of services for clients and/or improvement of the overall effective functioning of the agency.
7. Plan an evaluative component to the project. How will you know that the project has been successful or generated the results that you wanted? If, for example, you chose to implement a self-esteem group with a particular group of depressed clients, you would need to do research on the best ways to go about building self-esteem in your particular population. You would want to do pre- and post-testing of some kind to measure growth. If your desire is to generate a more positive work atmosphere among personnel, how will you measure when that has been accomplished? What is lacking in the work environment now that will be present after the intervention? Consider these factors in planning your evaluation tool.
8. Upon completion of the project, reflect on obstacles encountered and how you would vary or implement the project differently if you were to do it again.

B. PROPOSAL: Your written paper should include the following sections:

1. **Introduction** – this section will be a discussion of the step-by-step process of how you chose your particular topic for this improvement project. Also include a detailed description of your site.
2. **Management Plan** – this section will describe the process and timeline you followed to address this need (see example).
3. **Literature review** – summarize the results of your research on this issue. What types of interventions have met with the greatest success according to the research with populations similar to the one you have chosen? This information should be cited in your proposal as well as appearing in a reference list accompanying this paper.

The above three sections will be 8-10 pages in length, and will be completed during Internship I. The entire paper will be 16-20 pages in length. The actual implementation of the CSIP will occur during Internship II if the student remains in the same clinical site as Internship I; or in Internship I if changing site at the end of the semester.

C. IMPLEMENTATION:

4. **Outcome of intervention** - provide a detailed summary of your results in which you describe how the delivery of services was improved by your intervention(s). Include charts or statistical analyses that clearly describe how your intervention made a difference (or not) in the delivery of services or other outcome. For this you compare pre- and post-test results. Mention also any other positive effects your intervention had on clients or the agency.

5. **Conclusion** – provide a summary of your experience throughout the semester implementing this project. Discuss some of your thoughts and feelings as you began, implemented, and concluded the project. Include a discussion of the obstacles you encountered along the way. Describe what you may modify on the next time you undertake this particular or similar project. Include the evaluation forms submitted to your staff and counselor(s).
- 6 **References list.**

The entire paper should be 16-20 pages in length and include proposal and implementation. Proposal and final papers should be sent electronically to the instructor.

IN-SERVICE OR COMMUNITY PRESENTATION

100 points

Consult with your site supervisor and choose a topic for a staff training session, “Parent Night,” or other community presentation. If there is no opportunity to present at a staff training session or workshop, arrange to make a presentation to a community organization. Consult with your university supervisor to determine an appropriate audience and topic. Examples of potential topics are crisis response systems in schools, study skill development, preventing burnout, living with a loved one with chronic mental illness, violence prevention, and developing career centers in school.

Students will develop and deliver a 30-minute to one-hour PowerPoint presentation that will be videotaped. Students will also develop an evaluation form that will be completed by those attending this presentation. A sample of an evaluation is included in this syllabus.

Upon completing the presentation, students will write a 3-5 page paper discussing their experience and include evaluation results from the targeted audience. The reflection paper should include

- a) how the topic was chosen
- b) goals of the presentation
- c) target audience
- d) evaluation results
- e) personal reflections on completing this assignment

Students will submit the completed In-service or Community Presentation project to instructor for evaluation including video of presentation, PowerPoint handout (6 slides per sheet), student reflection paper, and completed audience evaluation forms. Project will be graded on the following format:

- | | |
|------------------------|-----------|
| • Video Presentation | 40 points |
| • PowerPoint slides | 20 points |
| • Reflection paper | 30 Points |
| • Audience evaluations | 10 points |

REFLECTION PAPER ON YOUR JOURNEY AS A COUNSELING STUDENT

(Portfolio Assignment)

100 points

Students in COUN 6920 will write a reflection paper on their experiences during their time as counseling student at Augusta State. A more detailed description of the assignment is included in the Portfolio Matrix that you received during the Professional Orientation and Ethics course. Include classes, clinical experiences,

personal experiences, and peer interactions that helped you grow into your role as a counselor. This reflection paper will be included in your portfolio.

PORTFOLIO ON LIVETEXT (COUN 6920):

DUE: Date to be determined

Graduation points

Students will upload all portfolio assignments for each course, personal reflections of each course, Reflection on Your Journey paper, and current resume into final Portfolio file on LiveText.

SUPERVISOR EVALUATION

Throughout the semester, the instructor's evaluation will also be based on demonstration and observation of the following characteristics, as noted by university and on-site supervisors:

1. **Relationship:** Ability to establish and maintain counseling relationships. This will be demonstrated through recordings, number of clients seen, and number of sessions with each client.
2. **Conceptualization:** Ability to frame the counseling process from a theoretical perspective, conceptualizes the client's psychological dynamics consistent with the student's theoretical perspective, and constructs a coherent counseling/treatment plan.
3. **Goals:** Ability to help the client develop realistic, measurable, specific goals for counseling.
4. **Counseling/Consultation Interventions:** Flexibility and appropriateness of interventions.
5. **Monitoring Progress:** Ability to monitor the progress of clients as well as your own growth as a counselor.
6. **Performance During Group Supervision:** Ability to present case material clearly and systematically. Ability to give and receive feedback and the ability to participate with a general level of frequency and appropriateness within the group.
7. **Intrapersonal Growth:** Ability to recognize and modify personal and/or professional behaviors that interfere with the counseling and/or supervisory process. Demonstrate openness for feedback in the individual supervision process.
8. **On-site Performance:** Ability to relate to colleagues in the internship setting. Ability to take initiative (function without a need for excess direction); generate an independent client load, etc. Demonstrate appropriate professional conduct.
9. **Professional Activities:** Show evidence of involvement in professional activities other than direct services.
10. **Fulfillment of Contact Clock Hour Minimum Requirements:** Completion of the minimum **300 clock hours** of approved professional counseling activity with not less than 120 hours of direct clinical service. All internship hours must be documented by the student and signed by the internship site supervisor using the **Weekly Schedule**.
11. **Supervisor Evaluations:** Your site supervisor will be asked to submit a rating on each designated component of this **Scale** to the internship instructor by the end of the semester. The site supervisor's ratings will be considered along with the instructor's ratings for the final grade.
12. **Computer Competency:** Student utilizes computers in school or community counseling centers

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for personal and program goals; is able to locate, evaluate, and design utilization for student career exploration; and facilitates use of computerized assessment instruments related to counseling services, based on technologies available at the site.

All internship-related paperwork, including the site supervisor's evaluation, is due to the internship instructor no later than **5:00 p.m. on April 28, 2010**. Students submitting paperwork after this date will receive a grade of IP (Incomplete) for the course and will have the following semester in which to fulfill the requirements. Students will be required to register for Internship for each semester in which they are accruing hours (refer to pg. 30 Counselor Education Program Student Handbook). Failure to complete all internship requirements after this time will result in the grade IP changing to F for the course. Receiving an IP for the course also will delay those wishing to graduate at the end of the semester.

OTHER IMPORTANT INFORMATION

Written Assignment Guidelines:

All written assignments, with the exception of weekly reflections, are to follow APA 6th edition guidelines:

- Papers should be double-spaced, have one inch margins around, and typed in 12 point of either Times New Roman font.
- A title page should accompany each written assignment (refer to APA guidelines handout).
- All assignments must include headers that indicate an abbreviated assignment title, student's last name, and page number.
- A reference page should accompany each assignment when citations or references occur within the assignment text.
- Neither the title page nor reference page may be considered in meeting assignment page-length requirements.
- Abstracts are not required for any of the assignments in this course.

Due Dates

Unless otherwise indicated, any assignment may be submitted before the due date. All assignments are expected to be completed and submitted no later than 5:00 p.m. on the indicated due dates unless prior arrangements have been made with the instructor. Late assignments will be given a 5 percent grade reduction per day past the due date, in accordance with program guidelines.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's

actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge."

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at www.aug.edu/elcse. A variety of forms, some interactive, may be downloaded from the websites. There also are newsletters, registration information, and announcements, which students will find useful. Most forms are in Adobe Acrobat format. All campus computers have Adobe Acrobat Reader software installed, and students can download Adobe Acrobat Reader software for their home computer at no charge from:
<http://www.adobe.com/products/acrobat/>

Writing Assistance

Students may submit a rough draft of any paper to the instructor for comments a minimum of two weeks before the assignment is due. This is an optional activity and offered to assist students in the development of their writing skills.

Additional writing support is offered through the ASU Writing Center, located in University Hall 235. The Writing Center is open Mondays through Thursdays (9-3 and 5-8) and Fridays (9-2) and may be contacted at 706-737-1402. For additional support with APA guidelines, refer to the APA website (www.apastyle.org). A handout on APA Guidelines and differences between the APA Manual 5th and 6th editions is available on the Department of Educational Leadership, Counseling, and Special Education under Student Resources.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let your instructor know promptly about problems or concerns with assignments or requirements of the course.

Student Safety

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Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones/Laptop Computers

Use of cell phones for calls, text messaging or other tasks is prohibited in class. Laptop computers may be used for note taking as long as they are not a distraction to students.

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School Improvement Project Assignment COUN 6900/6920: Counseling Internship I & II

Management Plan (example)

Involve Parents in Assessing and Making Goals for Their Children

Steps	Description	Responsibility	Timeline	Status
1. Create a parent priorities survey	Survey created to find out what parents' views are of what their children need to succeed in school	Committee members / counselor	Before August 1 st	
2. Send survey home with students	Surveys are sent home with the students at the beginning of the school year.	Homeroom teachers to distribute	First day of school	
3. Call parents	Parents are to be contacted by phone to convey to them how important their input is to the school and to thank them for participating in the surveys.	Homeroom teachers	Before the end of first week.	
4. Collect surveys	Surveys are collected and returned to the committee...	Homeroom teachers	Before end of second week of school	
5. Survey results	Survey responses are compiled and results are shared with all administrators, faculty, and staff. Individual parent surveys are kept in separate files.	Committee members / counselors	Before the end of the third week of school	
5. Parent-teacher conferences	Parent-teacher conferences are scheduled with every parent at least twice a year, especially in areas in which students need improvement.	Counselors	Ongoing	

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership Counseling and Special Education
Counselor Education Program

COUN 6900/6920 COUNSELING INTERNSHIP I & II
CLASS PRESENTATION OF RECORDINGS

STUDENT: _____ **DATE:** _____

1. **Information about Counseling Case:** presenting problem, history of presenting problem, previous attempts at problem solution, and pertinent information regarding the counselee. Include information about how counselor's and client's culture lens may influence their perspectives of presenting issues. _____/10 pts

2. **Counseling Plan:** goals, action step(s), and desired outcomes. _____/10 pts

3. **Counselor's Action:** name techniques, skills, strategies, and interventions. _____/10 pts

4. **Counselor's Self Awareness:** thoughts, feelings about client, about self, and about the counseling process. _____/10 pts

5. **Counselor's Request:** *I need help with* ____.

6. Watch/listen to video or audio tape (suggested amount of time - 5 minutes). Tape should be prepared to start at the point the student wishes to share information with the class.

7
determine

After all feedback from supervisor / supervisor group,
_____ /10 pts

- Future direction for the case: goals, action steps, evidence

- Future goals for the counselor: goals, action steps, evidence

Comments:

Points Earned

_____ / **50 pts**

Counseling Intern Presentation Evaluation

Presenter: _____
Presentation Topic: _____
Date Presented: _____

<i>Please respond on a scale of 1-5 with 5 being the highest, your agreement to the following:</i>	<i>Score (1-5)</i>
1. The presentation was well organized, easily understood, and based on recent documentation.	_____
2. The presenter appeared to be comfortable and in command of the topic.	_____
3. The presenter has a relaxed and engaging delivery style which kept my interest throughout the presentation.	_____
4. The handouts were helpful and well designed.	_____
5. The PowerPoint used in this presentation was visually appealing, well organized, and helped my understanding of the presentation content.	_____
Overall rating for this presentation on a scale of 1-5	_____

Strengths of this presentation:

Recommendations for improving future presentations.

AUGUSTA STATE UNIVERSITY
 College of Education
 Department of Educational Leadership, Counseling, and Special Education
 Counselor Education Program

WRITING RUBRIC

Student name: _____ **Date:** _____

Assignment: _____

1-4	5	6-7	8	9-10	Score
WRITING MECHANICS:					
Organization – paper begins with an appropriate introduction. Transitions lead the reader through the paper in a logical way to a strong and rational conclusion. Details are appropriately placed and support premise of paper.					
<input type="checkbox"/> Little sense of direction <input type="checkbox"/> Paragraphs do not cohere <input type="checkbox"/> No transitions <input type="checkbox"/> Details do not relate to topic <input type="checkbox"/> No clear beginning/ending <input type="checkbox"/> Noticeable information gaps		<input type="checkbox"/> Sequence logical <input type="checkbox"/> Paragraphs cohere most of the time <input type="checkbox"/> May be missing transitions <input type="checkbox"/> Some details missing <input type="checkbox"/> Start/finish need improvement		<input type="checkbox"/> Sequence enhances understanding of topic <input type="checkbox"/> Paragraphs cohere <input type="checkbox"/> Transitions work well <input type="checkbox"/> Details fit/enhance piece <input type="checkbox"/> Clear, inviting beginning/satisfying conclusion makes paper come full circle	
Word Choice / Sentence Structure – writer has carefully chosen words specific to the topic. The paper flows smoothly, without monotony, when read aloud. Sentences are carefully crafted.					
<input type="checkbox"/> Limited vocabulary <input type="checkbox"/> Meaning difficult to determine <input type="checkbox"/> Wording often inaccurate <input type="checkbox"/> Clichés appear frequently <input type="checkbox"/> Rambling, awkward phrasing <input type="checkbox"/> Choppy, incomplete sentences <input type="checkbox"/> No variety		<input type="checkbox"/> Vocabulary ordinary <input type="checkbox"/> Words lack precision; meaning is lost occasionally <input type="checkbox"/> Clichés occasionally appear <input type="checkbox"/> Structure usually correct <input type="checkbox"/> Sometimes awkward <input type="checkbox"/> Doesn't flow smoothly <input type="checkbox"/> Some variety in structure		<input type="checkbox"/> Accurate, interesting, lively vocabulary, appropriate to topic <input type="checkbox"/> Strong, full, rich imagery as appropriate <input type="checkbox"/> Words are concise, eloquent <input type="checkbox"/> Words are chosen carefully / carry their own weight <input type="checkbox"/> Flows easily if read aloud <input type="checkbox"/> Structure effective, deliberate <input type="checkbox"/> Varied sentence structure	
Mechanics – writer has eliminated most, if not all mechanical errors, and uses mechanics to enhance paper.					
<input type="checkbox"/> Numerous errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Some errors <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation/capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other		<input type="checkbox"/> Sophisticated use of mechanics <input type="checkbox"/> Few errors in <input type="checkbox"/> spelling/wrong words <input type="checkbox"/> punctuation and capitalization <input type="checkbox"/> run-ons/fragments <input type="checkbox"/> other	
APA Guidelines – writer demonstrates a knowledge of and ability to correctly apply national writing guidelines.					
More than 5 errors in paper <input type="checkbox"/> omitted to cite reference in text <input type="checkbox"/> incorrectly cited reference in text <input type="checkbox"/> improper headings <input type="checkbox"/> reference sheet missing or improperly formatted		Not more than 5 errors in paper <input type="checkbox"/> sometimes failed to cite reference <input type="checkbox"/> some incorrectly formatted citations <input type="checkbox"/> some errors in headings <input type="checkbox"/> some errors in reference citations		Not more than 3 errors in paper Demonstrates understanding of APA formatting in <input type="checkbox"/> citations within text <input type="checkbox"/> heading formation <input type="checkbox"/> reference page	
TOTAL POINTS FOR WRITING MECHANICS					/ 40 pts

Comments:

IDEAS AND CONTENT:					
1-4	5	6-7	8	9-10	Score
Ideas and Content – writer thinks critically, knows subject content, and presents a balanced view with enough detail to enhance the paper.					
<input type="checkbox"/> Needs fully developed purpose <input type="checkbox"/> No central idea <input type="checkbox"/> No balance <input type="checkbox"/> No knowledge of topic <input type="checkbox"/> Details missing <input type="checkbox"/> No critical thinking evident		<input type="checkbox"/> Purpose reasonably clear <input type="checkbox"/> Ideas could be more appealing <input type="checkbox"/> Balance a little off <input type="checkbox"/> Knowledge of topic limited <input type="checkbox"/> Skimpy supporting details <input type="checkbox"/> Little critical thinking evident		<input type="checkbox"/> Clear purpose <input type="checkbox"/> Ideas conveyed in insightful, original manner <input type="checkbox"/> Paper is balanced/important ideas stand out <input type="checkbox"/> Knows topic well <input type="checkbox"/> Effective amount, discriminating use of, detail; critical thinking obvious	/50 pts
Requirements of Assignment – has met all requirements of assignment					
Did not meet requirements of assignment		Has met all requirements of assignment		Surpassed all requirements of assignment	/10 pts
TOTAL POINTS FOR IDEAS AND CONTENT					/ 60 pts

Total Rubric Points _____/100 pts

Total Earned Points for this Paper

(total points as % x total possible points for assignment)

_____ pts

Comments:

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