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COUN 566.01: Counseling Children and Adolescents in Schools

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COUN 566: Counseling Children and Adolescents in Schools
Course Syllabus
The University of Montana
Department of Counseling
Spring 2023

Scheduled Class Meetings: Mondays 1:00-3:50 PM
Education Building Room 352

Land Acknowledgement

The University of Montana resides on the traditional lands of many Indigenous peoples including the Selis (Salish), Ksanka (Kootenai), and Qlispe Kalispel). Many other Indigenous peoples including the Amskapi Pikuni (Blackfeet), Nimiipuu (Nez Perce), Shoshone, Bannock, and Schitsu'umsh (Coeur D'Alene) also relied upon their traditional knowledge and relationships with this land and this space for survival in the past and today.

We acknowledge that educational, health, and legal systems have led to the direct removal, oppression, and marginalization of Indigenous people throughout Montana and the nation. The University of Montana strives to improve education, service, and scholarship for all Indigenous peoples through actions aimed at respecting tribal sovereignty, empowering Indigenous scholars, and creating safe learning environments for all students to live, work, and learn together in equitable and positive ways.

Instructor Information

Shannon Lollar, Ph.D., LPC (TX), LCPC (MT), CCPT-S, NCC
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Office Hours: Mondays 10:00am-12:00pm & Thursdays 12:00-2:00; by appointment

COURSE DESCRIPTION

This course emphasizes a breadth of knowledge as well as practical approaches to working with children and adolescents, primarily in school settings. These approaches include individual counseling, small group counseling, large group guidance, and consultation. Because children and schools exist in an ecological system that includes parents and teachers, the course will also review and provide specific instruction in practical strategies for parent and teacher consultation and education/in-service.

CLASS TEXTS AND COURSE MATERIAL

Required texts:

Faber, A., & Mazlish, E. (2012). *How to talk so kids will listen and listen so kids will talk*. New York: Scribner.

Landreth, G.L. (YEAR). *Play therapy: Art of the relationship*.

Studer, J. (YEAR). *Essential School Counselor in a Changing Society*.

Recommended readings:

John, A. (2008). *Inscapes of the child's world: Jungian counseling in schools and clinics*. Canada: Spring Publications Inc.

Supplemental Readings:

- Bryan, J., & Henry, L. (2012). A model for building school–family–community partnerships: Principles and process. *Journal of Counseling & Development* 90(1) 408-20.
- Buckley, M., & Mahdavi, J. N. (2018). Bringing children from the margins to the page: School counselors supporting students with learning disabilities. *Journal of School Counseling*, 16(23). Retrieved from <http://www.jsc.montana.edu/articles/v16n23.pdf> **School Focus
- Erickson, A., & Abel, N. (2013). A high school counselor's leadership in providing school-wide screenings for depression and enhancing suicide awareness. *Professional School Counseling*, 16(5), 283-289. Retrieved from www.jstor.org/stable/profschocoun.16.5.283
- Griffin, D., & Farris, A. (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling*, 13(1), 248-256.
- Kohli, R., Pizarro, M., & Nevárez, A. (2017). The “New Racism” of K-12 schools: Centering critical research on racism. *Review of Research in Education*, 41(1), 182–202.
- Littrell, Malia, & Vanderwood (1995). Single-session brief counseling in a high school. *Journal of Counseling and Development*. 73(3). 451-458.
- Richmond-Frank, S. (2015). Because “Mama” said so: A counselor–parent commentary on counseling children with disabilities. *The Professional Counselor*, 5(2), 304-317. ** CMH Focus
- Sobhy, M., & Cavallaro, M. (2010). Solution-focused brief counseling in schools: Theoretical perspectives and case application to an elementary school student. Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_81.pdf
- Thompson, E., Robertson, P., Curtis, R., & Frick, M. (2013). Students with anxiety: Implications for professional school counselors. *Professional School Counseling*, 16(4), 222-234.
- Wilson, B. & Ziomek-Daigle, J. (2013). The use of expressive arts as experienced by high school counselor trainees, *Journal of Creativity in Mental Health*. 8(1), 2-20
- Ziff K. Ivers, N. & Shaw, E.G. (2016). ArtBreak group counseling for children: Framework, practice points, and results, *The Journal for Specialists in Group Work*. 41(1), 71-92.
- Ziffer, J.A. Crawford, E. & Penney-Wietor, J (2010). The boomerang bunch: A school-based multifamily group approach for students and their families recovering from parental separation and divorce. *The Journal of Specialists in Group Work*, 32(2), 154-164.

NOTE: Additional articles, readings, podcasts, or other media sources relevant to course content may be assigned.

COURSE OBJECTIVES

At the conclusion of *COUN 566: Counseling Children and Adolescent in Schools*, students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes

1. Recognize the important childhood and adolescent stages of development and issues that arise at each stage.
2. Define and explain primary psychological disorders found during childhood and adolescence
3. Conceptualize and demonstrate contemporary counseling techniques and theories of child and adolescent therapy
4. Articulate multicultural and gender sensitive awareness within the techniques, tenets, and processes of counseling diverse children and adolescents
5. Identify local and national resources that are available to assist children, adolescents, and their families with specific counseling issues, including the consultation process used with children/adolescents and their families
6. Understand the process of working with diverse children and adolescents in individual, small group and large group counseling settings.
7. Understand the potential impact of crisis, trauma and disasters on students, educators, and schools, and know skills for crisis intervention

CACREP RELATED COURSE OBJECTIVES

Core Curricular Experiences Covered

Curricular experiences will provide an understanding of the following content areas:

School Counseling	CACREP Standard	Curriculum/Evaluation Outcomes
school counselor roles as leaders, advocates, and systems change agents in P-12 schools	5.G.2.a	Small group reflections, mid-term, final
school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	5.G.2.b	Small group reflections, mid-term, final
characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	5.G.2.g	Small group reflections, mid-term, final
techniques of personal/social counseling in school settings	5.G.3.f	Small group reflections, mid-term, final
community resources and referral sources	5.G.2.k	Community referral and consultation project
Professional Counseling Identity	CACREP Standard	Curriculum/Evaluation Outcomes
Theories and models of counseling	2.F.5.a	Small group reflections, mid-term, final
Systems approach to conceptualizing clients	2.F.5.b	Small group reflections Classroom lesson

Characteristics and functions of effective group leaders	2.F.6.d	Reading reflections Classroom lesson
Counseling and Helping Relationships	CACREP Standard	Curriculum/Evaluation Outcomes
1. evidence-based counseling strategies and techniques for prevention and intervention	2.F.5.j.	Small group reflections Classroom lesson

TEACHING METHODS & INSTRUCTIONAL PHILOSOPHY

The course consists of lecture and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. Students will interact with course material through comprehensive case studies, role-plays, in-depth in class discussions, journal entries, and group project.

The Department of Counseling is an in-person program. As we continue the transition from Covid, we are aware that the pandemic continues to present risk for some. Should you have health concerns preventing in-person learning, we will work with you to make accommodations.

Because nearly all classes are designed for an in- person curriculum, arrangements for continuous remote learning must be approved by the faculty. Should short term, immediate needs require remote learning (travel due to the loss of a family member, quarantine, illness) please consult with your instructor as soon as possible. Remote learning will not be used to facilitate convenience, accommodate vacations, or the like.

I prioritize making connections between research and practice by incorporating empirical literature, engaging in experiential activities, facilitating safety to better engage in discussions, and encourage reflection. As an educator I want to help facilitate an enrichment of knowledge where the students can build upon what they already know through experiencing and reflecting. Much like my clinical work I hold relationships high regard and understand that for experiential learning to occur there must be a level of safety created within my classrooms. This safety is crucial for the stimulation of inquiry, and promotion of openness to help students engage in meaningful conversations, and move beyond simply experiencing to personal self-reflection, conceptualization, and action. As an instructor I try to collaborate with my students to facilitate vulnerability to enhance their internal reflection and experiential learning. I do this by modeling, I believe that often students feel uninspired to learn, and my hope is that being an experiential educator can reinvigorate their connection to their learning processes.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom’s habits of engagement and I also encourage you to review UM’s student code of conduct so that we can all start with the same baseline civility understanding

<https://www.umt.edu/student-affairs/community-standards/student-code-of-conduct-2021-pdf>

PRIMARY METHOD OF COMMUNICATION

Throughout the semester, if there are any course updates, assignment modifications, miscellaneous announcements, or any additional information that needs to be shared with the class, these will be posted via the 'Announcements' section of Moodle. If you are able, I encourage you to download the Moodle app on your personal device and set your notifications (in the app and in Moodle itself) to notify you when new announcements are posted. If I have an individual question or concern, I will be emailing you personally via the email address provided via the counseling program, if you have an alternative email address you would like to use please provide that to me. If you send me picture of your pet within the first 2 weeks of the semester, I will give you an extra point to your end of semester grade.

COURSE REQUIREMENTS AND GRADING PROCEDURES

ALL assignments should adhere to APA (7th ed.) guidelines, including appropriate title pages, headings, margins, and a reference page. All papers should be typed, double-spaces, and use 12 point, Times New Roman font. ALL assignments will be submitted via Moodle. Late assignments will receive 10% off each day it is late. For example, if you turn in an assignment one day late, the highest grade you could earn is a 90% (if you were to make a 100% on that assignment). **If an assignment is turned in 5 days after the assigned due date, it will not be graded.**

□ **Participation and Attendance: 50 total points**

Due to the interactive and experiential nature of the course and in-class activities, discussions, and lectures, it is required that students regularly attend class, read in preparation for class, and come to class ready to engage in lively discussion. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students preparation for class will be assessed through warm-up assignments and informal discussion throughout class meetings. Additionally, reading reflections will be presented as small group activities. Students are expected to come to class having read assigned articles and ready to discuss them in a small group. See Appendix A for participation and attendance rubric.

Participation, attendance, and reading reflections cover CACREP objectives 6.d., 2.a., and 2.g.

□ **Personal Bibliotherapy: 20 points**

Bibliotherapy can be a powerful tool in when counseling children and adolescents. This counseling technique utilizes story plots and character development in order to relate to someone's issue or presenting problem. You are to **bring to class** a book

(picture book, chapter book, novel) that would have been a tool that could have helped you in a particular stage of your development as a child or adolescent.

*Be prepared to discuss the relevance of the book to your specific stage and particular situation with the class.

*Please choose a book you haven't written about in assignments for other courses (e.g., Risk and Resiliency).

***Required 2 Page Reflection uploaded on Moodle:** (1) What was this experience like selecting a book connecting to your own personal issue as a child or adolescent? (2) How would this type of counseling tool open up the door for healing? And how do you think it would have related to your healing or decision-making. See Appendix B for personal bibliotherapy rubric.

□ **Personal Child Memorabilia: 20 points**

Collect one item from YOUR childhood related to each of the following stages of development.

- Early Childhood (ages 3- 5)
- Middle Childhood (ages 6-12)
- Early Adolescence (ages 10-14)
- Late Adolescence (ages 15-18)

Attach items or pictures of the items to poster board or construction paper and bring them to class.

***Required 2 Page Reflection uploaded on Moodle:** (1) What did you experience participating in this activity? (e.g., the process of selecting memorabilia, reviewing your own various developmental stages through your personal items, etc.... (2) How do your items relate to your physical, cognitive psychosocial and emotional development during each developmental stage? (3) Do you have any ideas on how to use and/or modify this activity to connect with different age groups, developmental levels, diverse populations, targeting certain issues? See Appendix C for Personal Child Memorabilia rubric.

□ **Community Referral and Consultation: 20 points**

Create a list of resources for your community. Because school and child counselors are often called upon to act as a referral source, this list should contain a wide variety of information. Contacts should include local mental health counselors, crisis and suicide hotlines, food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name of the contact, a summarization of services provided, qualifications to receive services, and contact information (e.g. phone number, street address, and email). A minimum of 15 resources should be listed. See Appendix D for community referral and consultation rubric.

This assignment covers CACREP objectives 5.k, 2.a, and 2.k.

□ **30 Minute Classroom Lesson (40 points):**

In pairs, you will select a topic of interest and devise a 30-minute classroom lesson on that particular topic. Your classroom lesson, instructional approach, and classroom management should be tailored to elementary, middle, or high school students. In addition to the presentation itself, you should provide your classmates with a detailed lesson plan (please use the ASCA lesson plan template), including a method of evaluation. Please also articulate on the ASCA lesson plan how your lesson plans are (a) developmentally appropriate, (b) adaptable for diverse learning styles and specific populations (e.g., deaf, ELL), and (c) culturally responsive.

Special topics may include: Mental health literacy, test anxiety, school refusal behavior, self-esteem, depression, bullying, LGBTQ+ issues, grief and loss, etc. Please email me to discuss your topic and initial ideas for your lesson. Participants in the activities (the rest of the class) will provide facilitators with evaluation and feedback. See Appendix E for 30-minute core curriculum rubric.

This assignment covers CACREP objectives 6.d, and 2.g. and KPI 5.g.2.a

**Clinical mental health students should consult with instructor on an alternative presentation that is relevant to their future work setting.*

□ **Midterm and Final (50 points each):**

The midterm exam will cover all readings and classroom content spanning the first half of the semester. The final exam will cover all readings and classroom content spanning the second half of the semester. Exams will consist of multiple-choice questions, true/false questions, short answer questions, and application-based questions (e.g., case studies). Both exams will be take-home and provided to students one week before their due date. While these exams are open-book, keeping up with reading assignments and keeping organized notes on textbook readings, articles, and in-class lectures will be highly beneficial. **Exams are independent work; consulting with classmates is not allowed.**

Test one will include CACREP standards 5.c, 2.k, 2.a, and 5.k. Test two will cover CACREP objectives 2.g., 6.d., and 2.h

GRADING SCALE:

Class Requirement	Points Earned
Participation and Attendance	50
Personal Bibliotherapy	20
Personal Child Memorabilia	20
Community Referral and Consultation	20
30 Minute Classroom Lesson	40
Midterm and Final	100 (50 points each)
TOTAL POINTS	250

GRADING SCALE:

A = 93-100%

B = 83-86%

C = 73-77%

D = 63-66%

A- = 90-92%

B- = 80-82%

C- = 70-72%

D- = 60-62%

B+ = 87-89%

C+ = 77-79%

D+ = 67-69%

F = Below 60%

DISABILITY ACCOMMODATIONS:

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from the Office of Disability Equity verifying your right to reasonable modifications. If you have not yet contacted the Office of Disability Equity, located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications. For more information, visit the Disability Services website at <https://www.umt.edu/disability/>.

IN-CLASS BEHAVIOR AND LEARNING ENVIRONMENT STANDARDS

1. **Participation and attendance.** Students are expected to be engaged in their own learning and be an active participant in the classroom. This class is designed with an activity/discussion/case study focus and attendance and participation are paramount to making this a successful learning experience for everyone. While one cannot participate if one has not attended class, attending class does not

- necessarily mean that one is participating in class. If you have questions or concerns related to your class participation, please see me.
2. **Personal Awareness.** Aspects of this course are designed to be introspective in nature; that is, they are designed for you to apply course materials to yourselves as a way to increase your personal awareness, and refine your counselor identity. Note: your evaluation in this class is *not* dependent on chosen levels of self-disclosure.
 3. **Professional Disposition and Engagement**
Students will be evaluated at midterm and at the final, regarding the following: counseling dispositions and behaviors, adherence to professional ethics, professional behavior, personal boundaries, adherence to course policies, emotional stability and self-control, openness to feedback, flexibility and adaptability, and motivation to learn and grow. If students do not meet expectations in ALL categories by the end of the term, remediation will take place in form of a professional development plan and enrollment in pre-practicum.
 4. **Course Reactions:** Discussions, exercises, and activities in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor. If you would like counseling to address personal concerns, you may contact the Curry Health Center at 406-243-4712.
 5. **Confidentiality Limitations:** In this course, each student is required to reflect on one's own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others' personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one's continued wellbeing and development as a professional in training and a person. If the instructor acquires information relevant to a student's progress or performance in the program, she will contact the student for a meeting to discuss the issue.
 6. **Diversity Statement.** This is meant to be an inclusive and respectful classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative, and culturally appropriate. Together, we will explore our sociocultural identities and their influences on our professional development and implementation of effective counseling.

7. **Electronic Device Notice.** As a matter of courtesy to your classmates and the instructor, please turn off your cell phones and any other electronic devices that make any noise.
8. **Readings.** The texts for this class provide the foundation for the class. Students are expected to come to class having read the material and be prepared to discuss it and engage in activities focused around the readings. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking are welcomed and encouraged.
9. **Late Assignments.** Unless other arrangements are made with the course professor, course assignments are due on the date indicated in the syllabus. *Assignments will be penalized 10% for each day late.* Please call or e-mail the professor if you are experiencing difficulties in turning in an assignment on time.
10. **Academic Dishonesty.** Plagiarism will not be tolerated. Academic dishonesty (plagiarism, falsification of information, cutting and pasting from web-based resources without acknowledgement, etc.) is a serious violation and will result in consequences that affect grades and /or may result in disciplinary charges. Plagiarism is defined as “copying another’s work or portions thereof and/or using ideas or concepts of another and presenting them as one’s own without giving proper credit.”
11. **Extra Credit.** Out of fairness to all students, selective extra credit assignments will not be permitted.
12. **Respectful Behavior.** I believe in creating a learning environment where students experience a sense of safety and trust to support risks of self-expression and class dialogue. This is an environment we must work together to create. Therefore, interacting respectfully and maintaining a curious and engaged way of being with one another is essential.

ACADEMIC INTEGRITY

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/student-affairs/community-standards/default.php>

A FEW NOTES ON ETHICS

The Use of “Self” in Learning

This course will involve role-plays, experiential exercises, and assignments that can involve personal exploration. These exercises are intended to be learning activities designed to aid you in your counselor development.

Section F in the ACA ethical standards, addresses the issue of student limitations and student self-disclosure and the role of the counselor educator. Below are two statements relevant to the class:

F.8.c. Self-Growth Experiences Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

F.8.d. Addressing Personal Concerns Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

APPROXIMATE SCHEDULE OF CLASS TOPICS AND ASSIGNMENTS

The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, ***(b) additional readings to be announced during the course***, and (c) the needs of the students.

DATE	TOPIC	READINGS	ASSIGNMENTS & ACTIVITIES
1/23	Welcome/Syllabus/Expectations Developmentally informed youth/child counseling Guest lecturer: Timothy Kempff	Syllabus	Developmental activities Class survey Listen to podcast: https://podcast.inspiresuccess.org/2022/05/16/your-true-self-93/
1/30	Systemically informed school counseling	Kohli, R., Pizarro, M., & Nevárez, A. (2017). Studer, J. R. (2015) Ch. 3 (provided by instructor)	
2/6	Individual Counseling Foundations	Faber & Mazlish (2012). Ch. 1-2 Landreth, G. L. (2012) Ch. 4 (provided by instructor) Studer, J.R. (2015) Ch. 6 (provided by instructor)	Personal Childhood Memorabilia Due

2/13	Counseling Theories and Academic/Social/Emotional Struggles	Faber & Mazlish (2012) Ch. 3-4 Studer J. R. (2015) Ch. 9 (Provided by instructor)	
2/20	No Class: Presidents Day		
2/27	Counseling Theories and Disruptive Behavior Guest Lecture: Ali Bristow - Topic: Group work in schools	Faber & Mazlish (2012). 5-6 Landreth (2012) Ch. 11 (provided by instructor)	
3/6	Family Related Transitions and Struggles Guest Lecturer: JSF	Ener & Ray, (2018) Ziffer, J.A. et al., (2010).	
3/13	School Counselors and Collaboration Guest Lecture: Dr. Sarah Agarwal- CTRT	Bryan & Henry (2012) Griffin & Farris (2010) Studer (2015) Ch. 12 (provided by instructor)	Community Resource List Due Mid-term Assigned
3/20	No Class Spring break!		
3/27	Solution Focused/Brief Counseling	Landreth (2012) Ch. 16	Classroom Lessons -Group 1 -Group 2

	<p>Guest Lecture: Ali Bristow - Topic: Navigating the school system, and stakeholders in the child's life</p>	<p>(provided by instructor)</p> <p>Litrell et al., 1995</p> <p>Sobhy & Cavallaro (2010)</p>	
4/3	<p>Play Therapy</p>	<p>Gambrel et al., 2020 (clinical reading)</p> <p>Hall et al., 2002 (optional reading)</p> <p>Landreth, 2012 Ch. 5</p> <p>Shen 2008 (School reading)</p>	<p>Personal Bibliotherapy Project Due</p>
4/10	<p>Counseling Children with Unique Abilities</p> <p>Anxiety and OCD in Youth</p> <p>Film: Best Kept Secret</p>	<p>Buckley & Mahdavi, 2018 (School)</p> <p>Richmond-Frank, 2015 (Clinical)</p>	<p>Classroom lesson -Group 3 -Group 4</p>
4/17	<p>Trauma and Risks to Self and Others</p>	<p>Studer (2015). Ch. 7</p> <p>Pick 2 articles found on Moodle page for this week to read as well.</p>	<p>Classroom lesson -Group 5</p>
4/24	<p>Substance Use</p>	<p>Dunbar et al., Substance use disorders:</p>	

		<p>what school counselors should know</p> <p>Foss-Kelly et al., (2021)</p> <p>Lambi & Rokutani, (2002)</p>	
5/1	Catch up/Review Day		Final Assigned
5/8	No Class! Final Due		

Appendix A. Participation and Attendance Rubric

Attendance and Participation (50 points)

<i>Points Possible</i>	<i>Description</i>
45-50	Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class, participates actively in small groups in class, attends class regularly (no missed classes or one with prior arrangement).
35-45	Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class, participates in small groups, misses 1 class with prior arrangement, is never late or leaves early w/out due reason.
25-35	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class, does not actively participate in small groups, is occasionally distracted by phone or laptop, misses no more than 1 classes w/o prior arrangement, is occasionally late or leaves early w/out due reason.
Below 25	Does not ask questions or make comments that indicate familiarity with topics for class, does not participate actively in small groups, misses class often, is often distracted in class, and is often late or leaves early w/out due reason.

Appendix B. Personal Bibliotherapy Assignment

	<i>8-10 points</i>	<i>5-7 points</i>	<i>0-4 points</i>
<i>Classroom Participation</i>	Brought book to class, shared the relevance of the book and developmental stage, actively listened and engaged with group members	Brought book to class, shared the relevance of the book and developmental stage, was inactive during classroom discussion	Did not bring book to class or share relevance of the book and developmental stage, was inactive in classroom discussion
<i>Classroom Participation Grade</i>			
	<i>8-10 points</i>	<i>5-7 points</i>	<i>0-4 points</i>
<i>Reflection</i>	Thoughtful and though completion of reflection	Somewhat thorough completion of assignment. Few errors.	Incomplete reflection
<i>Reflection Grade</i>			
Total Points:			

Appendix C. Personal Child Memorabilia

	<i>8-10 points</i>	<i>5-7 points</i>	<i>0-4 points</i>
<i>Child Memorabilia and Engagement</i>	Brought items to class, shared the relevance of the items and corresponding developmental stages, actively listened and engaged with group members	Brought items to class, shared the relevance of the items and developmental stages, was somewhat inactive during classroom discussion	Did not bring items to class or share relevance of the items and corresponding developmental stage, was inactive in classroom discussion
<i>Engagement Grade</i>			
	<i>8-10 points</i>	<i>5-7 points</i>	<i>0-4 points</i>
<i>Reflection</i>	Thoughtful and though completion of reflection	Somewhat thorough completion of reflection	Incomplete reflection
<i>Reflection Grade</i>			
Total Points:			

Appendix D. Community Referral and Consultation

	<i>8-10 points</i>	<i>6-7 points</i>	<i>Less than 5 points</i>
<i>Referral list</i>	Inclusion of 15+ resources. Covers a variety of services in the community. Thorough summary of services including contact information.	Less than 15 resources. Less variety in services. Somewhat complete summary of services.	Did not bring items to class or share relevance of the items and corresponding developmental stage, was inactive in classroom discussion
<i>Referral Grade</i>			
<i>Summary of Resources</i>	Thoughtful and thorough summary of services including contact information.	Somewhat thorough summary of services, missing some information	Incomplete description of resources
<i>Summary Grade</i>			
Total Points			

Appendix E. Special Projects Presentation

	8-10 points	5-7	3-4	Below 2 points
<i>Background of Special Topic</i>	Includes a brief and clear description of your topic including background, rationale, and importance in the school setting	Mostly clear description of topic and background of special topic, rational, and importance in school setting	Unclear description of topic and unclear rationale, does not connect special topic to the school setting	Requirements not met.
Background Grade				
	8-10 points	5-7	3-4	Below 2 points
<i>Individual Counseling Component</i>	Includes a thorough description of an individual counseling approach	Includes a somewhat clear description of an individual counseling approach	Includes a vague description of an individual counseling approach	Requirements not met.
Individual Grade				
	8-10 points	5-7	3-4	Below 2 points
<i>Group Counseling Component</i>	Includes a thorough description of a group counseling approach	Includes a somewhat clear description of a group counseling approach	Includes a vague description of a group counseling approach	Requirements not met.
Group Grade				
	8-10 points	5-7	3-4	Below 2 points
<i>Guidance Lesson Component</i>	Includes a thorough description of a guidance counseling approach, utilizes ASCA lesson plan template	Includes a somewhat clear description of a guidance counseling approach; somewhat utilizes ASCA lesson plan template	Includes a vague description of a guidance counseling approach, does not utilize ASCA lesson plan template	Requirements not met.

	<i>8-10 points</i>	<i>5-7</i>	<i>3-4</i>	<i>Below 2 points</i>
Engagement and Creativity	Engaged with the audience, uses creativity to get audience involved, provides 2-page handout	Moderately engaged with the audience, provides 2-page handout	Not engaged with audience. Does not provide 2-page handout	Requirements not met
<i>Engagement and Creativity Points</i>				
Total Points:				