

MURRAY STATE UNIVERSITY**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 686****CREDIT HOURS: 3****I. TITLE: Career Counseling****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A survey of the theories, principles, practices and techniques of career development and career counseling.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective.

Upon successful completion of this class, students will gain knowledge of

- A. the history, role and relationship of career/vocational work and counseling (Section II, G.1.a,G. 1.b; Section III CMHC: A1; Section III School);
- B. occupational information and classification systems (Section II, G, 4.b);
- C. sources of occupational information (Section II, G, 4.b; Section III CMHC F1);
- D. process of decision-making regarding occupational choice (Section II, G, 4.a; Section III CMHC D1);
- E. theories of occupational choice (Section II, G, 4.a; Section CMHC: G1; Section III School C1);
- F. materials for use in career development and career education (Section II, G, 4.b; Section III CMHC E3);
- G. assessment devices (Section II, G, 4.c; Section III CMHC E3);
- H. occupational structures and conditions (Section II, G, 4.d);
- I. career guidance in a variety of settings (Section II, G, 4.g; Section III CMHC: A1, A3, D1; Section III School: A1);
- J. research in dissemination of information (Section II, G, 4.f, Section III CMHC D4; Section III School: C4);
- K. decision making processes and skills (Section II, G, 4f; Section III CMHC: C8);
- L. technology's role in assessment and information processing (Section II, G, 4.g); and
- M. internal and external factors that have contributed to their own career development process (Section II, G, 5.b, Section III CMHC: C9, E2, G1; Section III School: A6).

Upon successful completion of this class, students will be able to

- A. evaluate educational-vocational information and materials (Section II, G, 4.f; Section III School: C2);
- B. use appropriate instruments in career exploration (Section II, G, 4.f; Section III CMHC: D2, H4; Section III School: D3);
- C. locate and classify career information (Section II, G, 4.b; Section III CMHC C8, F1);
- D. compile and disseminate information about employment opportunities, job requirements, vocational-technical training, and academic programs (Section II, G, 4.e; Section III CHMC: F1; Section III School: B1,C4, D1);
- E. develop career counseling skills (Section II,G, 4.g; Section III CMHC: A3);
- F. help clients develop decision making skills (Section II, G, 4.f; Section III School: C3, D5); and
- G. utilize computerized assessment and information systems (Section II, G, 4.g; Section III School D1).

The CAEP/EPBSB theme of diversity will be addressed via students engaging in experiential activities regarding educational-vocational topics. With regards to the CAEP/EPBSB theme of assessment, students' skills and knowledge will be assessed to determine the extent of student learning proficiency in career counseling.

Furthermore, this course promotes reflective decision making as students increase their self-awareness and understanding of career/vocational issues.

IV. CONTENT OUTLINE:

- A. Career development theories
- B. Life-long career development
- C. Compiling and assessing career information for career decision making
- D. Systems for classifying career information
- E. Assessments - interest, aptitude, skill, personality & values
- F. Kentucky's Individual Learning Plans (ILP)
- G. Colleges, vocational schools, trade schools

V. INSTRUCTIONAL ACTIVITIES:

- A. Online Discussion
- B. Use of Blackboard tools and resources.
- C. Self-directed study
- D. Career Assessments
- E. Introduction to topic materials
- F. Technology use and involvement
- G. Demonstration of career issues and techniques knowledge

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

- A. Experience and review computerized career guidance program through MSU Counseling & Testing Center.
- B. Explore ILP <http://www.careercruising.com/ILP>

VII. TEXT(S) AND RESOURCES:

- A. Required Texts:
Niles, S. G., & Harris-Bowlsby, J. (2014). *Career development interventions in the 21st century*. Upper Saddle River, NJ: Pearson.

Bolles, R. N. (2014). *What Color is Your Parachute?* New York: Ten Speed Press.

- B. Additional References:
American School Counseling Association. (1988). The practice of guidance and counseling by school counselors. *The School Counselor*, 29(1), 7-12.

American School Counseling Association. (1985). The role of the school counselor in career guidance: Expectation and responsibilities. *The School Counselor*, 32(3), 164-168.

Amundson, N. E., Harris-Bowlsbey, J., & Niles, S. G. (2005). *Essential elements of career counseling: Processes and techniques*. Upper Saddle River, NJ: Pearson.

Brown, D. (2002). *Career choice and development* (4th ed.). New York, NY: Josey Bass.

Brown, S. D. & Lent, R. W. (2005). *Career development and counseling: Putting theory and research to work*. Hobokon, NJ: Wiley & Sons.

Figler, H., & Bolles, R. N. (1999). *The career counselor's handbook*. Berkley, CA: Ten Speed Press.

Gibson, R. L. & Mitchell, M. H. (2006). *Introduction to career counseling for the 21st century*. Upper Saddle River, NJ: Pearson.

Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan*. Boston, MA: Pearson.

Occupational Outlook Quarterly: <http://www.bls.gov/opub/ooq>

Occupational Outlook Handbook: <http://www.bls.gov/oco/home.htm>

O*Net Online: <http://online.onetcenter.org/>

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements:
Total of 415 points possible
 - A = 90%
 - B = 80%
 - C = 70%
 - D = 60%

Student evaluations will be based on the following graded assignments.

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|-----------------------------------|-----------|
| 1. Module One Discussion – Canvas | 5 points |
| 2. Theory Reflection | 25 points |

3. Test 1	50 points
4. Module Two Discussion – Canvas	5 points
5. Self Assessment Paper(Flower Exercise)	25 points
6. Test 2	50 points
7. Module Three Discussion – Canvas	5 points
8. Special Population - Group Case Study	25 points
9. Test 3	50 points
10. Module Four Discussion – Canvas	5 points
11. Career Transition – Group Case Study	25 points
12. Test 4	50 points
13. Module Five Discussion – Canvas	5 points
14. Career Cruising/ILP Reflection	25 points
15. Test 5	50 points
16. Final Case Study	<u>15 points</u>
Total:	415 points

B. Course Descriptions:

1. Module One Canvas Discussion/Personal Career History (5 points) Introduce yourself to the class by describing your personal career history. Start by describing your earliest career interests (i.e. cowboy, ballerina), significant influences in your life (loss of a loved one, parent out of work, etc.), work experience, academic interests, and other choices that have influenced you to get to where you are today. Reflect on what you have learned from these life experiences and describe your current career goals or aspirations. Be sure to comment on at least two other student's posts. (Section II: G.4.d; Section III CMHC: E2; Section III School: D1). Answer the posted questions on Canvas (Section II: G, 4.b, G.1.j).
2. Career Theory Paper (25 points) Pick a specific theory that you like and write a 4-5 page paper describing in detail the main tenets of this theory that fit with your personal beliefs of human behavior and career development. Use examples from your own life to demonstrate how you see this theory being useful and beneficial in 1) explaining the career development process and 2) outlining an approach of how to progress through the career development process. Also identify any potential weaknesses or aspects that you may disagree with in the theory and be specific. (Section II: G.4.a, G, 4.d; Section III CMHC Section III E3, G1; School C1, C2, C3).
3. Test 1 (50 points) This quiz will cover material from Module One (Section II: G.1.a, G.1.b, G,1.j).
4. Module 2 Discussion (5 points) Answer the posted question on Canvas with a thoughtful response that appropriately incorporates material from the chapters and other readings. Be sure to respond to at least two other student's comments with thoughtful and original comments (Section II: G.4.b, G.4.c, Section II, G, 4.f).
5. Assessment Paper (25 points)
Complete a formal assessment (Self-Directed Search (SDS) and an informal assessment by reading the chapters in sections II and III of What Color is Your Parachute by Richard Bolles and completing three activities contained in the "Flower Exercise". Write a paper summarizing your results for each type of assessment, formal and informal. What is the purpose of career assessment? What are the strengths and weaknesses of formal assessments and informal assessments? Describe what it was like going each form of assessment. What did you learn from each? What did you not learn? (Section II: G.4.f).
6. Test 2 (50 points) This quiz will cover material from Module Two - Career Theories and Approaches (Section II: G. 4.a, Section II, G, 4.f; Section III CMHC G1; Section III School: C3, C4).
7. Module Three Canvas Discussion (5 points) Answer the posted question on Canvas with a thoughtful response that appropriately incorporates material from the chapters and other readings. Be sure to respond to at least two other student's comments with thoughtful and original comments (Section II: G.4.b, G.4.c, Section II, G, 4.f).
8. Special Population Group Case Study (25 points) Collaborating as a group (automatically assigned by Canvas) discuss the posted case study and answer the questions regarding working with this particular client and their unique needs Issues (Section II: G. 4.g, Section III CMHC School D2, E2; Section III School D1, D3).

9. Test 3 (50 points) This quiz will cover material from Module Three – Career and Mental Health Issues (Section II: G. 4.b, G.4.c, G.4.f; Section III CMHC School D2, E2; Section III School D1, D3).
10. Module Four Canvas Discussion (5 points) Answer the posted question on Canvas with a thoughtful response that appropriately incorporates material from the chapters and other readings. Be sure to respond to at least two other student's comments with thoughtful and original comments (Section II: G.4.b, G.4.c, Section II, G, 4.f).
11. Career Transitions Group Case Study (25 points) Collaborating as a group (automatically assigned by Canvas) discuss the posted case study and answer the questions regarding working with this particular client and their unique needs (Section II, G, 4.d).
12. Test 4 (50 points) This quiz will cover material from Module Four – special populations (Section II, G, 4.d).
13. Module Five Canvas Discussion (5 points) Answer the posted question on Canvas with a thoughtful response that appropriately incorporates material from the chapters and other readings. Be sure to respond to at least two other student's comments with thoughtful and original comments (Section II: G.4.b, G.4.c, Section II, G, 4.f).
14. ILP/Career Cruising Review (25 points) Write a 3-4 page review for Career Cruising's computerized guidance component of Kentucky's Individual Learning Plan. Username and password access will be provided. 1. Discuss your overall reactions and thoughts about using an online assessment program. 2. Address the following career exploration components: comprehensiveness of the program, ease of use, noticeable theoretical foundations, appropriateness of this program for various ages and how might a program like this be useful at your future work site? 3. Do you think Kentucky is on the right track by requiring students 6-12 to complete an ILP and to go through these career development stages, why or why not? (Section II: G, 4.b, G, 4.c, G, 4.f; Section III School: C2, C3, C4).
15. Test 5 (50 Points) This quiz will cover material from Module Five – Career Counseling issues in schools.
16. Final Case Study (15 points) Based on the case study the instructor will provide, write how you would go about helping this individual according to the theory you believe best fits you. Identify and briefly describe the steps of the theoretical approach and what you would use to work specifically with this individual. Explain in detail any kind of barriers that are affecting the client's success. List any assessment tools you would use with this client, why you would use them and what would you hope they would tell you (Section II: G.4.a, G, 4.b, G, 4.c, G, 4.d, G, 4.e, G, 4.f; Section III CMHC: C8, C9, D1, D2, D4, E2, E3, F1, G1, H4; Section III School: A1, A6, B1, C1, C2, C3, D1, D3).

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

CACREP Counseling Program Specifics for CNS 686

Clinical Mental Health Counseling Objectives		Assessment
Foundations A1	Understands the history, philosophy, and trends in clinical mental health counseling..	Readings & Exams
Foundations A3	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Readings, Discussions & Exams
Prevention & Intervention C8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Readings, Case Study, Discussions, Self- Assessment
Prevention & Intervention C9	Understands professional issues relevant to the practice of clinical mental health counseling.	Case Study, Discussions, Exams, Self- Assessment
Prevention & Intervention D1	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Case Study, Discussions, Exams, Self- Assessment
Prevention & Intervention D2	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Case Study, Discussions, Exams, Self- Assessment
Prevention & Intervention D4	Applies effective strategies to promote client understanding of and access to a variety of community resources.	Case Study, Discussions, Exams, Self- Assessment, Computerized Guidance Assessment
Diversity E2	Understands the effects of racism, discrimination, and sexism, power, privilege, and oppression on one's own life and career and those of the client.	Readings, Discussions & Exams
Diversity E3	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Discussions & Exams
Diversity F1	Maintains information regarding community resources to make appropriate referrals.	Computerized Guidance Assessment
Assessment G1	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Case Study, Discussions, Exams, Self- Assessment, Computerized Guidance Assessment
Assessment H4	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	Case Study, Discussions, Exams, Self- Assessment, Computerized Guidance Assessment
School Counseling Objectives		Assessment
Foundations A6	Understands the effects of (a) atypical growth and	Case Study, Discussions,

Course Schedule & Assignments

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	development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Exams, Self- Assessment, Computerized Guidance Assessment
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Case Study, Discussions, Exams, Self- Assessment, Computerized Guidance Assessment
Prevention & Intervention C1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Case Study, Discussions, Exams, Self- Assessment, Computerized Guidance Assessment
Prevention & Intervention C2	Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	Case Study, Discussion & Exam
Prevention & Intervention C3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Case Study & Exam
Prevention & Intervention C4	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Case Study, Discussions, Exams, Self- Assessment, Computerized Guidance Assessment
Prevention & Intervention D1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Readings, Self
Prevention & Intervention D3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Readings, Self
Prevention & Intervention D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Readings, Self

CNS 686 Career Counseling

Topics to Read & Discuss	Readings	Assignments
MODULE ONE: To be completed by Sunday, September 15th at 11:59 pm		
Historical Development Theories of Career Development Career Counseling Models Ethics in Career Counseling	Zunker Chapters 1, 2, 3 & 8	Discussion 1 Theory Reflection Test 1
MODULE TWO: To be completed by Sunday, October 6th at 11:59 pm		
Integrating Career & Personal Counseling Career Counseling Intake Interview Using Standardized Tests & Self Assessment Procedures in Career Counseling Career Information Resources	Zunker Chapters 4, 5, 6 & 7 Bolles Chapter 5 (flower petal chatper)	Discussion 2 Self-Assessment paper Test 2
MODULE THREE: To be completed by Sunday, October 20th at 11:59 pm		
Career Counseling for Multicultural Groups Gender Issues and Dual Careers Career Counseling for GLBT Clients Career Counseling for Individuals with Disabilities	Zunker Chapters 9, 10, 11 & 12	Discussion 3 Group Case Study Test 3
MODULE FOUR: To be completed by Sunday November 10th at 11:59 pm		
Career Transitions and Job Loss Adult Career Development Concerns	Zunker Chapters 13 & 14 Bolles Chapters 1, 2, 3, 4,7 & 11	Discussion 4 Group Case Study Test 4
MODULE FIVE – Career Counseling Issues in Schools (All Readings & Assignments to be completed by Sunday December 1st at 11:59 pm)		
Career Development in Elementary Schools Career Development in Middle School Career Development in High School	Zunker Chapters 15, 16 & 17	Discussion 5 ILP/Career Cruising Reflection Test 5

CNS 686 Career Counseling Rubric : Blackboard Discussion Participation

CATEGORY	2.5 Above Standards	1.5 Meets Standards	.5 Below Standards	Score
Original Response to Discussion Posting	The student makes a clear response of 200 words or more to each original posting.	The student makes a response of around 150-200 words to the original posting or addresses only part of the postings	The student makes a response of 100 words or less to the original posting.	2.5
Evidence of reading	The student provides clear evidence of having read the background material by quotation or reference to at least one resource in addition to the textbook or uses specific personal examples from their life experience	The student provides some evidence of having read the background material or refers to life experience	The student provides little or no evidence of having read the background	2.5
Responses to Colleagues	The student makes several responses to other students' postings of 100-150 words.	The student makes at least one response to other students' postings of about 50-100 words.	The student makes at least one response to another student's posting of about 50 words or less.	2.5
Response content	The responses show clear evidence of reflection about and understanding of the original poster's point of view.	The response(s) show(s) some evidence of reflection about and understanding of the original poster's point of view.	The response(s) show(s) little or no evidence of reflection about and understanding of the original poster's point of view.	2.5
Total				10 Points

CNS 686 Rubric: Theory Paper

CATEGORY	15 Exceeds Standards	13 Meets Standards	11 Below Standards	6 Does Not Meet Standards	Score
Theory CACREP Section II: G.4.a	Identifies a theory and clearly describes how group interventions will be influenced from that theoretical approach.	Identifies a theory and describes how that theory will shape their group interventions.	Partial or unclear description of how identified theory applies to group counseling.	No mention of theory or very weak application to group.	
Self-awareness CACREP Section II.G.4.d	Demonstrates self-awareness by recognizing and clearly describing interrelationships among family, work and other personal life roles.	Recognizes and describes some interrelationships among family, work and other personal life roles.	Partially describes or misidentifies interrelationships among family, work and other personal life roles..	Does not demonstrate any self-awareness of interrelationship among famil, work and other personal life roles.	
CATEGORY	10 Exceeds Standards	4 Meets Standards	3 Below Standards	1 Does Not Meet Standards	Score
Writing Style	Well organized, appropriate introduction, effective transitions and flow of thoughts and 12 pt. font, double spaced, without grammar or spelling errors.	Recognizes and clearly describes interrelationship among family, work and other personal life roles.	Lacks one or more components of organization, grammar and spelling errors.	Poor organization, significant grammar and or spelling errors.	
Total Points Possible: 25					

CNS 686 Rubric: Case Study

CATEGORY	10 Exceeds Standards	8 Meets Standards	7 Below Standards	4 Does Not Meet Standards	Score
Case Conceptualization CACREP Section II: G.4.d	Clearly identifies and describes significant interrelationships among family, work and other personal life issues affecting case study.	Describes some interrelationships among family, work and other personal life roles.	Partially describes or misidentifies interrelationships among family, work and other personal life roles.	Fails to identify accurate interrelationship among family, work and other personal life roles.	
Counseling Process CACREP Section II: G.4.a,e, f, g	Clearly identifies appropriate career plan including assessments which are justified and grounded in a sound theoretical perspective	Identifies a career plan including assessments from a theoretical perspective	Partially identifies a career plan including weak or no justification for the plan or proposed assessments/activities	Confusing and/or inappropriate career plan. Provides no justification or inaccurate reasoning for the plan and proposed assessments/activities	
CATEGORY	5 Exceeds Standards	4 Meets Standards	3 Below Standards	1 Does Not Meet Standards	Score
Group Collaboration	Submitted individual work in a timely manner that worked well with other's approaches. Made helpful and beneficial comments on other's work that strengthened the project as a whole.	Submitted individual work in a timely manner and commented on other's.	Individual work was submitted just before the deadline making it difficult for others to comment on. Comments to others were short or incomplete.	Individual work late. Comments to others were inaccurate or inappropriate.	

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CNS 686 Rubric: ILP/Career Cruising Paper

CATEGORY	10 Exceeds Standards	8 Meets Standards	7 Below Standards	4 Does Not Meet Standards	Score
Career Cruising Descriptions CACREP Section II: G.4.c, f & g	Identifies a theory and clearly describes how group interventions will be influenced from that theoretical approach.	Identifies a theory and describes how that theory will shape their group interventions.	Partial or unclear description of how identified theory applies to group counseling.	No mention of theory or very weak application to group.	
Descriptive CACREP Section II.G.4.c	Demonstrates self-awareness by recognizing and clearly describing interrelationships among family, work and other personal life roles.	Recognizes and describes some interrelationships among family, work and other personal life roles.	Partially describes or misidentifies interrelationships among family, work and other personal life roles..	Does not demonstrate any self-awareness of interrelationship among family, work and other personal life roles.	
CATEGORY	5 Exceeds Standards	4 Meets Standards	3 Below Standards	1 Does Not Meet Standards	Score
Personal Reaction/Writing Style	Thoughtful ideas. Includes appropriate justification and support to back opinions. Well organized and without grammar or spelling errors.	Expresses and explains personal opinions. Readable paper with very minor errors.	Unclear or confusing conclusion. Lacks one or more components of organization, grammar and spelling errors.	Inaccurate conclusion. Poor organization, significant grammar and or spelling errors.	
Total Points Possible: 50					/50

CNS 686 Rubric: Assessment Paper

CATEGORY	10 Exceeds Standards	8 Meets Standards	7 Below Standards	4 Does Not Meet Standards	Score
Assessment Review CACREP Section II: G.4. f	Clearly describes formal and informal assessment processes and thoughtfully discusses and applies results	Describes formal and informal assessment process and discusses the results.	Partially describes assessment process with weak or inconclusive results	Failed to complete assessments or description is inaccurate.	
Interrelationships CACREP Section II.G.4.d	Demonstrates self-awareness by recognizing and clearly describing how formal and informal assessments demonstrated interrelationships among family, work and other personal life roles.	Recognizes and describes assessment identified some interrelationships among family, work and other personal life roles.	Partially describes or misidentifies how assessment addressed interrelationships among family, work and other personal life roles..	Does not demonstrate or explain any connections between assessment and self-awareness of interrelationship among family, work and other personal life roles.	
CATEGORY	5 Exceeds Standards	4 Meets Standards	3 Below Standards	1 Does Not Meet Standards	Score
Personal Reaction/Writing Style	Thoughtful ideas. Includes appropriate justification and support to back up opinions. Extensive effort. Well organized and without grammar or spelling errors.	Expresses and explains personal opinions. Completed assessments. Readable paper with very minor errors.	Unclear or confusing conclusion. Lacks one or more components of the assessments. Many grammar and spelling errors.	Inaccurate conclusion. Poor organization, significant grammar and or spelling errors. Demonstrates little effort at completing the assessments	

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	Total Points Possible: 25	/25
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