

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, and Family Therapy**

**SCHC 7992
Internship II
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

COURSE DESCRIPTION

Prerequisite: SCHC 7981 and Graduate Standing. Practical supervised experience in counseling, career assessment, and report writing in approved sites. Classroom and weekly meetings with the faculty supervisor will allow students to share their experiences and learn from one another, as well as providing further guidance to students and training in working in a professional setting and presentation of cases to other counselors.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Dimmit, C., Carey, J., & Hatch, T. (2007). Evidence based school counseling: Making a difference with data. Thousand Oaks, CA: Corwin Press.

Conley, D.T., (2012) College and Career Readiness. Jossey-Bass. (ISBN: 978-111-8155677).

COURSE OBJECTIVES

Positively Impacting Learning Through Evidence-Based Practices

M.ED SCHOOL COUNSELING OUTCOMES – Knowledge and Skills:

Students will:

1. Theories of individual and family development across the lifespan. CACREP 2.F.3.a. *Key Performance Indicator*
2. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. CACREP II.F.4.e. *Key Performance Assessment*
3. Development of measurable outcomes for clients. CACREP II.F.5.i. *Key Performance Indicator*
4. Approaches to group formation, including recruiting, screening, and selecting members. CACREP II.F.6.e *Key Performance Indicator*
5. Reliability and validity in the use of assessments. CACREP II.F.7.h. *Key Performance Indicator*
6. Analysis and use of data in counseling. CACREP II.F.8.i.
7. Legislation and government policy relevant to school counseling. CACREP V.2.m.
8. Legal and ethical considerations specific to school counseling. CACREP V.2.n.
9. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. CACREP V.3.c. *Key Performance Indicator*
10. Use of accountability data to inform decision making. CACREP V.3.n. *Key Performance Indicator*
11. Use of data to advocate for programs and students. CACREP V.3.o. *Key Performance Indicator*

OTHER SCHOOL PROFESSIONAL PROGRAM LEVELS OF PREPARATION

Assessment Proficiencies

O-AL-2.1 “collaborates with colleagues to analyze performance on formative and summative assessments across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards” (InTASC, 2013, p.23, progression2).

O-AL-2.2 “aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning” (InTASC, 2013, p.35, progression2).

Ethics and Dispositions Proficiencies

O-EDL_{1,2} “...acts in accordance with ethical codes of conduct and professional standards” (InTASC, 2013, p. 44; GaPSC Rule 505-3-.01, 2013, p. 6).

COURSE TOPICS

1. Program Evaluation
2. Case Conceptualization
3. Career Issues
4. Ethics
5. Diversity

METHODS OF INSTRUCTION

1. Face to face (100%)
2. Online (0%)

COURSE ACTIVITIS/ASSIGNMENTS/REQUIREMENTS

Activities:

1. Discussion
2. Field Experience
3. Case Studies
4. Exercises

Assignments:

School Improvement Plan: Each student will complete the second part of the data driven school improvement plan (SIP). Instructions can be found at the end of the syllabus.

Case Study: An individual case study will be conducted for a minimum of five sessions. The five sessions do not include an introductory or goal setting session. The student must be in at least the fifth grade. The presenting issue may be academic, career, or emotional. However, a career assessment must be included as indicated in the assignment instructions at the end of the syllabus.

Lifespan Interview:

Group Counseling: You will conduct group counseling sessions with a group of students in the fifth grade or higher. The group will be a minimum of five sessions and the lesson template will be used to develop each session. Complete instructions can be found at the end of the syllabus.

Practice: Students are required to work for 300 total clock hours in an school setting approved by the instructor or clinical coordinator. One hundred and fifty hours must be direct contact. The on-site supervisor will complete evaluations of the student during the final week of the semester. Two site visits will take place throughout the semester. At the final observation, the instructor will observe the student conduction a classroom lesson plan. Direct contact should be logged as an intervention.

Detailed Internship Log/Internship Forms: Students will complete a log based on their individual internship experience. It is important that you update your log on a daily basis. The ILS report submitted at the end of the semester must be a detailed log that includes only hours logged for this course. The log also needs to indicate what outcome objective each activity was related to and the appropriate Board of Regent performance standard. I will lock the logs on the certain dates. Any activities that are not entered by the last day of the month will be lost hours - so those are hours you will have to do over. I will check the logs prior to locking them so if there is not activity for the month I will know it. On a TBD date, I will review the logs and lock them for the semester. All internship forms must be submitted by the last day of class. A hard copy of the forms is given to the instructor and the forms are also uploaded into Blazeview (Logs, Hours Verification Form, Site Supervisor Evaluation of Student, Student Evaluation of Site/Supervisor).

Final Exit Survey: You must complete the COEHS Advanced Exit Survey in livetext. I will let you know when the survey is available.

COURSE EVALUATION

School Improvement Plan	40%*
Case Study	20*
Group Counseling	20*
Lifespan Interview	15
Journals	15
Instructor Evaluation	15
Site Supervisor Evaluation	15
Internship II forms	S or U
Final Exit Survey	S or U

Total **140**

***40% of your grade in each of these assignments will be determined based on the student's ability to analyze the data and draw conclusions.**

Grades

Grades in the Practicum and Internship classes are either Pass or Fail with a minimum of 80% (112 points) necessary for a grade of Pass. A total of 112 points must be accumulated prior to the end of the semester to receive a grade of 80%

ATTENDANCE POLICY

Valdosta State University policy requires class attendance. This class will meet every other week so you are expected to be in class when the class is meeting. For each class you miss, you will lose 10 percent of your grade. Two misses and you will fail the class.

PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, be respectful to those you are interacting with, and adhere to ethical guidelines.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and

subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

M.Ed. School Counseling

Outcome	How Standard is Met/Evaluated
Theories of individual and family development across the lifespan. CACREP 2.F.3.a.	Met through Lifespan Review assignment (Paper Rubric)
Analysis and use of data in counseling. CACREP II.F.8.i.	Met through class discussion, assigned readings, and School Improvement

<p>Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. CACREP 5.3.c. <i>Key Performance Indicator</i></p> <p>Use of accountability data to inform decision making. CACREP 5.3.n. <i>Key Performance Indicator</i></p> <p>Use of data to advocate for programs and students. CACREP 5.3.o. <i>Key Performance Indicator</i></p>	<p>Plan (SIP Rubric)</p> <p>Met through class discussion and School Improvement Plan (SIP Rubric)</p> <p>Met through class discussion, assigned readings, and School Improvement Plan (SIP Rubric)</p> <p>Met through class discussion, assigned readings, and School Improvement Plan (SIP Rubric)</p>
<p>Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. CACREP II.F.4.e. <i>Key Performance Assessment</i></p> <p>Reliability and validity in the use of assessments. CACREP II.F.7.h. <i>Key Performance Indicator</i></p>	<p>Met through assigned readings, class discussion and Case Study (Field Experience Case Study Rubric)</p> <p>Met through class discussion and Case Study (Field Experience Case Study Rubric)</p>
<p>Approaches to group formation, including recruiting, screening, and selecting members. CACREP II.F.6.e <i>Key Performance Indicator</i></p>	<p>Met through class discussion and Group Counseling (Paper Rubric)</p>
<p>Development of measurable outcomes for clients. CACREP II.F.5.i. <i>Key Performance Indicator</i></p> <p>Legislation and government policy relevant to school counseling. CACREP 5.2.m.</p> <p>Legal and ethical considerations specific to school counseling. CACREP 5.2.n.</p>	<p>Met through discussion and Case Study (K-12 Case Study Rubric)</p> <p>Met through assigned readings and class discussion</p> <p>Met through class discussion and final site supervisor evaluation</p>

School Improvement Plan

CACREP Standards

CACREP II.F.8.i. Analysis and use of data in counseling.

CACREP V.3.c Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies. *Key Performance Indicator*

CACREP V.3.n. Use of accountability data to inform decision making. *Key Performance Indicator*

CACREP V.3.o. Use of data to advocate for programs and students. *Key Performance Indicator*

Instructions: Each student will construct a profile of the school in which they are placed (if you are at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and design, implement, and evaluate an intervention then present it in class to demonstrate competence. Be sure to select to complete the first part of the SIP at the school you will be placed at for Internship II or a school that will allow you implement the SIP if you are not completing your internship there. Please submit in livetext.

Part A: Completed in Internship I

1. Review the school improvement goals and examine the achievement data, attendance information, behavior referrals, number of suspensions, promotion rates, graduation rates, postsecondary attending, standardized test results, etc. You also need to examine demographic information relevant to the school (number of children, gender, race, number of teachers, etc.) and information about the community that the students live in. If you will be at a different site during Internship II, you will want to gather data on that site since that is where you will implement and evaluate. Be sure to identify a problem that can be addressed during the time you are in the school.
2. Interview an administrator, school counselor, two teachers, a parent, and two students. They need to respond to questions that you develop from your examination of one of the issues noted in the school improvement goals (*See I*). Identify a problem that can be addressed during the time you are in the school.
3. Prepare a report that
 - a. summarizes and disaggregates the school and community demographic data
 - b. includes a discussion of the problems that the school/students are facing
 - c. identifies and justifies the problem you will address in Part II
 - d. include graphs and charts illustrating the school data and information collected
 - e. you must also include a reflection about changes you could make to improve the results

Part B: Completed in Internship II

1. Based on the information learned in #I and # II, design an intervention (counseling program/group, individual, classroom guidance program) to address the issue identified in # II. You are to include a *rationale* for you intervention (base this on the results of #I and # II). Your intervention **MUST** address student academic success, social/emotional development, and/or career preparedness. The intervention will include:
 - a. A rationale for the counseling intervention that is data based.
 - b. Pretest and posttest or other relevant that that indicates the change made as a result of the intervention.
 - c. A detailed description of a guidance unit, small group, and/or individual counseling program
 - d. You must include charts and graphs illustrating the results.
 - e. *You must also include a reflection about what you learned and changes you could make to improve the result.*
2. Implement your intervention by first administering the pretest followed by the counseling program then ending with the posttest.
3. Analyze the results of the pre and post tests and report on differences noted in the comparison of the pre and post tests. Your results must address student academic success, social/emotional development, and/or career preparedness (ex., improvement in students spelling test scores, decrease in students suspensions/behavioral referrals/absenteeism, increase in students with specific postsecondary plans, etc.). You also need to disaggregate the data and report the results by examining gender, ethnicity, and SES in order to demonstrate that your program was successful for **all** students.
4. Report your results in a written format including tables, graphs, and charts illustrating the data and analysis of the data. **Results must be reported as a percentage change.**
5. Please prepare a 20-minute Power Point presentation of the SIP to present in class as scheduled.

Note: If using a group to implement the SIP, you must have a minimum of **six group sessions**. If using classroom guidance activities, you should implement either a series (**at least five**) of activities to one class or the same activity to several classes/grades (**minimum of five**).

Case Study

CACREP Standards

CACREP II.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. *Key Performance Assessment*

CACREP II.F.7.h. Reliability and validity in the use of assessments. *Key Performance Indicator*

Instructions: Working individually with a specific student allows the school counselor to gain an in-depth understanding of a student's issues, factors that contribute to the problems, and implement strategies that help students move toward academic success. You must meet with a student a minimum of **five** individual counseling sessions and address an **academic issue, career, or emotional/behavioral issue** that the student is experiencing. The rationale should include the data indicating the student is experiencing an academic, career or emotional/behavioral issue. You must observe the student for a minimum of 30 minutes in an appropriate setting. You must use two assessment instruments and include the validity and reliability information for each instrument.

The written case study and PowerPoint will be submitted to the livetext. The PowerPoint should be emailed to class members through Blazevue 24 hours before your presentation. Use APA style when writing the case study. Do not use the student's name in the case study.

The case study should contain the following information written in APA style

Case Study Format

1. Rationale for the assignment – the rationale should contain the data indicating this student is having an academic, career, or emotional/behavior problem.
2. Identifying Data
 - a. age
 - b. grade
 - c. SES
 - d. gender
3. Presenting Problem (including who referred the child)
4. Relevant History
 - a. family/friends
 - b. academic history – schools attending, grades, social relationships, academic problems
 - c. assessment/testing and interpretation of results
 - d. summary of previous counseling
5. Summary and Recommendations
 - a. brief summary of information gathered
 - b. summary of Student Observations
 - c. describe recommended session topics and their relevance

- d. describe two assessment instruments that will be administered to the student. The description must include the validity and reliability instrument for each assessment.
6. Sources of Support
 7. Child's Strengths
 8. In addition a table will be created that indicates strategies for assessing abilities, interests, values, personality and other factors that contribute to academic, career development, and emotional development. Use the table below to complete this section of the case study.

	Academic	Career	Emotional/Behavioral
Abilities			
Interests			
Values			
Personality			
Other Factors			

9. Pretest information - Use one pre and one post that measures all the objectives used in the sessions that is given at the beginning of the counseling process and at the end of the counseling process.
10. Session Plans – Use the individual session plan template for each session. The session plan must be fully developed and include all relevant information.
11. Community Resources – discuss the referral process that would be used to refer the student to a community resource. Include a description of at least three community resources the student could be referred to for additional academic assistance.
12. Overall Post-Test Results. **Results must be reported as a percentage change.**
13. Based on the results how where and how would you advocate for this student.
14. Reflection

Group Counseling

CACREP Standards

CACREP II.F.6.e. Approaches to group formation, including recruiting, screening, and selecting members. *Key Performance Indicator*

Instructions. Students will conduct a group for a minimum of six sessions. The lesson plan template will be used to develop each group session. The written report will be written in APA style and include the following:

1. Type of group.
2. Demographic information about students
3. Recruitment strategies
4. Screening process
5. Selection criteria

6. Pre/Post Test
7. Session plans
8. Analysis of data
9. Reflection

Practice

CACREP Standards

CACREP II.F.5.i. Development of measurable outcomes for clients. *Key Performance Indicator*

CACREP V.2.m. Legislation and government policy relevant to school counseling.

CACREP V.2.n. Legal and ethical considerations specific to school counseling.

Instructions. Each student will complete three hundred hours of practice in an approved school setting. Evaluations will be completed by the site supervisor and the instructor. The final instructor observation must be a classroom lesson. The lesson plan will be developed using the guidance template and submitted to the instructor 24 hours prior to the observation.

Journals

Instructions: Each student will write three three-page journal with each journal describing the internship experience since the prior journal. Each journal should include the following plus the components specific to each journal.

1. any problems or concerns encountered
2. ethical issues
3. the situation that you thought you were most effective in and what your strengths were in this situation
4. the experience that you thought you struggled the most with, what limited your response in the situation, and what strategies you could have used to be more effective

Additional Instructions: In addition, the following topics will be addressed in the assigned journal:

Journal I: Describe three goals that you have for Internship I.

Journal II: Describe your level of self-awareness, sensitivity to others, strengths as a school counselor related to individual, group, and classroom guidance. What do you view as your limitations?

Journal III: What do you view as your limitations in working with students? What is the process you would follow if you thought you were in a situation where you were working outside your limits?

Life Review Interview

CACREP Standard

CACREP 2.F.3.a. Theories of individual and family development across the lifespan.

Instructions:

1. Interview an individual who is at least 60 years old.
2. Develop a set of questions that you can ask the individual prior to the interview (see sample questions below).
3. Provide a brief summary of the interview.
4. Select a developmental theory and apply it to the individual based on the information that you gathered.
5. Include a paragraph indicating what you learned from the experience.
6. APA Style

Questions that you can use in the life review.

1. Person's Name, Age.
2. What is your FAMILY CONTEXT? Who were your ancestors, grandparents, etc? WHERE DID THEY COME FROM? Where did they live? What kind of work did they do? What special stories do you remember about your grandparents' or parents' lives?
3. WHEN AND WHERE WERE YOU BORN? Who were your parents and siblings? Where did you live when growing up? Who were your friends? What kind of activities did you engage in? What kind of student were you? What are some special stories about your life up until the time you left your parents' home?
4. What are some STORIES FROM YOUR ADULT LIFE (from the time you left your parents' home to the time your children left your home)? Try to include stories that span the years, rather than focusing on one period.
5. Try to recall a SINGLE DAY FROM YOUR CHILDHOOD and re-create it with stories. This could be (a) an ordinary day (b) a special holiday (c) a special day in history as you remember it or (d) a special day in your personal life. Try to include as many details as possible, including visual and auditory cues, smells, music, etc.
6. TURNING POINTS IN YOUR LIFE: crucial times when the course of your life was changed. Often these turning points are associated with a life crisis or major dilemma. These may include actions not taken or decisions not made that were significant. They may be positive or negative. Turning points may occur when you came to a major realization about yourself or life in general. Try to explain what led up to the turning points. Looking back now, how do you think these events figured into your life as a whole? How did the turning point change the course of your life afterward? How did the turning point change you?

7. **HIGH POINTS AND LOW POINTS.** They may be big or small. Make sure to provide the context for these stories and how you felt at the time and later. How did they change your life?
8. **EPIPHANIES AND LESSONS:** According to Robert Akeret, an epiphany is a sudden realization of a significant truth, often arising out of an ordinary life experience. The meaning of life becomes clear. What are the epiphanies of your life? What are the lessons you've learned? Which lessons would you like to pass on to other members of your family?
9. **WORKING TITLES:** Try to come up with titles that convey something essential about who you are and the way you have lived your life (for example, "living well is the best revenge!"). Song titles are appropriate here. This exercise gets at some of the core elements of your personhood.
10. **MAJOR AND MINOR CHARACTERS** who influenced your life.
11. How would you like to be remembered? For what?

Adapted from Robert Akeret's *Family Tales, Family Wisdom* (New York: Morrow), 1991

Rubrics

Valdosta State University School Counseling School Improvement Plan Evaluation

Student: _____

Semester/year _____

Course/Component	Criteria				Points
	1	2	3	4	
School Improvement Goals	School improvement goal statements are incomplete or sketchy	School improvement goal statements are complete, addressing data on all school factors but lack depth.	School improvement goal statements are complete, addressing data on all school factors and have depth.	School improvement goal statements are complete, addressing data on all school factors and have depth including information on all demographic groups in the school.	_____
SIP Interviews	The interviews report is incomplete and sketchy.	The interviews report is complete but does not include questions related to issue/s from the SI goals.	The interviews report is complete and includes questions related to issue/s from the SI goals but does not include an identified problem.	The interviews reports are complete, include questions related to issue/s from the SI goals and does identify a problem to address through a counseling intervention.	_____
SIP Report – Part A	The report is incomplete or sketchy	The report is complete but lacks depth.	The report is complete and has depth but does not identify and/or justify a problem based on the SI goals.	The report is complete, has depth and does identify and justify a problem based on the SI goals.	_____
SIP Counseling Intervention	The intervention plan is not relevant to school counseling or is not based on the school improvement goals.	The intervention plan is relevant and based on the school improvement goals but the information lacks depth and organization.	The intervention plan is relevant and is based on the school improvement goals but the activities are not fully developed.	The intervention plan is relevant to school counseling and is based on the school improvement goals and the activities are fully developed.	_____
	The analysis of the	The analysis of the	The analysis of	The analysis of the	

Analysis of Intervention	results is incomplete.	results is not clearly or correctly done.	the results is clear and correct but is not related to the SIP goals.	results is clear, correct, and is related to the SIP goals.	_____
SIP Presentation					

Overall SIP Evaluation

Objective	Criteria				Points
	1	2	3	4	
SIP is well organized.	Poor	Adequate	Very Good	Excellent	_____
Writing Mechanics The writing is clear with appropriate grammar and spelling.	Poor	Adequate	Very Good	Excellent	_____
All artifacts and work samples are clearly and directly related to school counseling, and provide evidence of professional competence.	Poor	Adequate	Very Good	Excellent	_____
SIP demonstrates effort, attention to detail, and a level of excellence throughout.	Poor	Adequate	Very Good	Excellent	_____
Total					_____

Total Score: _____

Comments:

Evaluator Signature: _____

Date: _____

Field Experience Case Study Rubric

Name: _____

Semester/Year: _____

Class: _____

Instructor: _____

	Target	Acceptable	Unacceptable
Case Background	The case study demonstrates a thorough consideration of identifying information and relevant background information for the client.	The case study demonstrates some consideration of identifying information and background information for the client.	The case study demonstrates a lack of consideration of client information and history.
Assessment	The case study demonstrates an advanced understanding of assessment and appropriate use of results with the client. Assessment results are used to plan sessions.	The case study demonstrates some understanding of assessment and use of results with the client. Assessment results are used to plan sessions somewhat effectively.	The case study does not employ assessment methods or does so ineffectively. Assessment results are not used to plan sessions.
Session Reports	In-depth discussion & elaboration of every session.	In-depth discussion & elaboration in most sessions.	Brief or superficial discussion of sessions.
Outcomes	The case study ties together the background, assessment(s), and sessions that provide a summary of intervention with the client. Includes a	For the most part, ties together the background, assessment(s), and sessions to provide some summary of the intervention with the client. Includes a reflection and questions that might facilitate some additional	Does not tie together the background, assessment(s), or sessions. Includes a superficial reflection and questions (or none at all) that do not facilitate deeper understanding of the case.

	reflection and questions to facilitate deeper understanding of the case.	understanding of the case.	
SPELLING & GRAMMR	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.

Adapted from: Whalen, S. "Rubric from Contemporary Health Issues Research Paper"
http://academics.adelphi.edu/edu/hpe/healthstudies/whalen/HED601_r2.shtml

Paper Rubric

Important note: The paper rubric can be adapted for a variety of assignments. In the component “Depth of Discussion,” the CACREP Standards for assignments are specified in checklist fashion. For some assignments, one standard may be assessed under Depth of Discussion; for others, multiple standards are assessed under Depth of Discussion. For each assignment, point values differ for each component, but for every assignment, the component Depth of Discussion carries greater point value.

Student Name(s) _____

Course _____

Semester/Year _____

Assignment _____

	Target	Acceptable	Unacceptable	Points
Paper Components				
Integration of Knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer’s own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	_____
Topic Focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is not clearly defined.	_____

Depth of Discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	<hr/>
CACREP standards addressed: 1. 2. 3. 4. 5.				<hr/>
Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.	<hr/>
APA Style				
APA Format (Headings, double spaced, margins, etc)	The paper is formatted using APA format.	At least 80% of the paper is formatted using APA style.	The paper is not formatted using APA style.	<hr/>
Sources	The paper meets or exceeds the minimum number of required sources. Sources include both general background sources.	At least 80% of the required number of sources is present. All web sites utilized are authoritative.	Less than 50% of the required sources are present in the paper. Not all web sites utilized are credible, and/or sources are not current.	<hr/>
Citations	Cites all data obtained from other sources.	Cites most data obtained from other	Does not cite sources.	

	APA citation style is used in both text and bibliography.	sources. APA citation style is used in both text and bibliography.		_____
References	References are formatted using APA style	At least 80% of the references are formatted using APA style	Less than 50% of the references are formatted using APA style.	_____
Spelling and Grammar	No spelling &/or grammar mistakes.	Minimal spelling &/or grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.	_____

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