

The College of Education and Behavioral Sciences
School of Psychology/School of Education
Houston Baptist University

Course Syllabus

PSYC 5323 Theories of Counseling
Fall 2014

COURSE DESCRIPTION

Comprehensive and intensive study of major theoretical orientations in counseling and psychotherapy, stressing implications for research and practice. Includes experiences in micro-counseling and other simulations to develop counseling skills.

COURSE CORRELATION TO PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

This course fulfills the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "Counseling Theories – the major theories of professional counseling" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (4).

This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Interventions, including: counseling" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(5) (A)

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken any time during graduate studies. It is required for the MAC, MACC, and MAP-LSSP degree plans.

DATE AND TIME OF CLASS MEETINGS:

Wednesdays, 630-900pm; Hinton 124

INSTRUCTOR INFORMATION

Name: Stephanie Ellis, Ph.D.
E-mail: sellis@hbu.edu
Office phone: x3608
Office location: Hinton 332
Office Hours: TBA

LEARNING RESOURCES

Course Text(s):

Corey, G. (2009). Theory and practice of counseling and psychotherapy (9th Ed.). Brooks/Cole Cengage Learning: Belmont, CA. ISBN: 978-0840028549

Supplementary Text(s):

Supplemental readings will be provided or placed on HBU Blackboard on an as needed basis as relevant issues surface in the course. Blackboard is available on the HBU portal. Students will also choose an approved additional text to complement and personalize their learning experience.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, “Jesus Christ is Lord.”

In relation to the mission of the University, this course encourages honesty and accountability. Open inquiry and the integration of scholarship, service, and spirituality will be supported in this course. Furthermore, this course will support the integration of a psychological perspective in many service and community contexts.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

This course provides the foundational skills for provision of services in the mental health field. It provides the didactic experiences that will allow students to understand the fundamental principles of counseling/psychotherapy. It encourages students to develop their own understanding of how mental health concerns develop, are maintained, and can be treated in the context of empirical literature. It gives opportunities for students to examine their own values and beliefs as part of their professional development.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing a graduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student’s degree program by enhancing his/her basic understanding of the scientific and systematic study of behavior and mental processes.

This course provides the foundational skills for provision of services in the mental health field, including the counseling functions of an LSSP. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and

- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course provides the foundational skills for provision of services in the mental health field, especially counseling. It provides the broadest possible base from which students can develop their theoretical orientation. It encourages students to utilize the scientific literature to determine best practices and promotes critical thinking in the conceptualizing of mental health distress and treatment. It emphasizes professionalism and integrity, and utilizes a broad variety of resources to encourage continued development.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. understand key elements in major psychological perspectives ,
2. critically consider the strengths, weaknesses, and empirical support for the application of these perspectives to various psychological issues,
3. begin developing their theoretical orientation to therapy.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Introduction to theories, ethics, multiculturally competent counseling
2. Introduction to empirically supported treatment, evidence based practice, and the common factors
3. Introduction to the major theories of psychotherapy: psychodynamic, Adlerian, existential, person-centered, behavioral, cognitive, gestalt, reality, feminist, and social constructivist therapies

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Reflection (both oral and written)
3. Media presentations
4. Small group activities and simulations

ASSESSMENT OF LEARNING

Course requirements

This course is an upper level undergraduate elective. It is a required course in the MAP program and may also be taken by M.Ed. and MACC students. Each student should be prepared to discuss the course topic each week. Non-participation in the course will negatively affect your evaluation in the course.

Students will be expected to demonstrate knowledge of the course material on three exams, one course project, and several role-play activities. Participation in discussion will also be evaluated.

Your exams may consist of multiple choice, short answer, and essay questions. Your exams will be weighted equally (each worth 100 points), though the final exam will be cumulative. Exam material can include information from the text, lecture, handouts, media materials, supplemental readings, and in class exercises.

*NOTE- the course content does not directly follow the text. The instructor's intent is to use lectures to provide

supplemental material that will expose the student to more applications of the various perspectives and augment the perspective or highlight particular areas of the theory or included techniques. Exams will be based on both lecture content and reading assignments. The student is responsible for digesting the reading assignments and has access to the professor if they need help comprehending the reading material.

The **written assignment** will be a 3-6 page paper covering a minor theory not covered in class. You will need to select a theory on which to write your paper and select the book you will read to prepare for your written assignment and project. This book must be approved by the instructor on Wednesday, **Sept 3!** The written assignment will cover the main concepts of the chosen theory, the main techniques of the theory, any efficacy data (if available), and an application to a provided case. The written assignment is due (in hard copy) **Wednesday, Oct 22.** Your paper should be typed, double-spaced, Times New Roman, 12 pt font, with 1" margins. It should conform *entirely* to APA guidelines, including formatting, language, citations, references, etc. It must also be turned in to TurnItIn, via Blackboard, no later than the beginning of class on the due date.

The **class project** will be an opportunity for you to actually apply a theoretical orientation to a mock client. You will produce a 15-20 minute video demonstration, applying the theory chosen for your written assignment to a "client." This may be a classmate, relative, friend, etc. You can prepare this assignment on your own (e.g., utilizing a webcam, iphone) or you may check-out a video recorder from the instructor. The resulting video must be playable in Windows Media. The purpose of the video is to demonstrate both basic counseling skills and the skills specific to your theory. It should include a 1-3 minute introduction of the theory for the class. You should also provide a handout for the class include the main concepts and techniques of the theory, as well as the reference for your text. Class projects will be viewed in-class Nov 21 and 28, but will be due to the instructor (e.g., on CD or DVD) on **Nov 19.**

The grading breakdown is as follows:

Exam 1 ("Midterm")	_____ / 100
Exam 2 ("Final")	_____ / 100
Written Assignment	_____ / 100
Role-play performance/Participation	_____ / 100
Final Project	_____ / 100

Grading standards

Final course grades will be based strictly upon exam performance and activity completion. "Final percentage correct" will be used to assign course grades according to the following scale:

94 and above = A
90-93 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
69 and below = F

In the event that the computation of the course percentage correct ends in a 9 and a decimal (for example, 89.49 or 69.5) the following *non-negotiable* rule will be used to determine the final grade:

- .5 or greater will be rounded up (69.5 would receive a "C")
- .49 or below will be rounded down (89.49 would receive a "B")

If you wish to look at an exam that you have already taken, or check invalid responses you must do so before the next scheduled exam.

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

LATE WORK STATEMENT. Late work will be penalized.

Late work will not be accepted and will result in a zero for that assignment. Work that is turned in after the beginning of class is considered late.

Missed Tests. **No make-up exams will be given except under the most extraordinary, unforeseeable, emergent, and well documented reasons.** For example, you are hospitalized following a car accident and bring the dated medical records or a close relative passes away and you bring the dated program in which you are mentioned, and the date falls within one calendar day of the class missed.

You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Other Class Policies

- Only HBU and/or Blackboard email will be used for communication in this class. You are responsible for checking your HBU email regularly.
- All written assignments will be turned in to TurnItIn via Blackboard in addition to hard copy.
- Food and drink are allowed so long as you do not disrupt the process of the class and clean up all your trash before you leave. However, it is not appropriate to eat a full meal during classtime.
- If you need to text or call, or receive a text or phone call, during class time, please leave the room in an unobtrusive manner to do so. If you miss more than 5 minutes of class, you will be counted as tardy. If you miss half of class or more, you will be counted absent.
- Everything that you turn in should be printed, single-sided, in standard English, and in APA format.
- No recording is allowed during class time unless you have documentation of an accommodation that allows recording.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Stephanie Ellis, Ph.D.

July 2014

Instructor's Signature

Date

PSYC 5323 Theories of Counseling Fall 2014
TENTATIVE SCHEDULE

DATE	TOPIC
Wednesday, Aug 27	Chapters 1-3 (Introduction); Common Factors; ESTs (Outside readings)
Wednesday, Sep 3	Common Factors; ESTs (cont.); Person Centered Theory (Ch 7) ; TOPIC and BOOK Due
Wednesday, Sep 10	Person Centered Theory (Ch 7); In class role play
Wednesday, Sep 17	Psychoanalytic Theory (Ch 4); In class role play
Wednesday, Sep 24	Adlerian Theory (Ch 5); In class role play
Wednesday, Oct 1	Existential Theory (Ch 6); In class role play
Wednesday, Oct 8	Exam 1; Behavioral Theory (Ch 9)
Wednesday, Oct 15	Behavioral Theory (Ch 9); In class role play
Wednesday, Oct 22	Cognitive Therapy/REBT (Ch 10); In class role play; PAPER DUE
Wednesday, Oct 29	Cognitive Therapy/REBT (Ch 10); In class role play
Wednesday, Nov 5	Gestalt (Ch 8); In class role play
Wednesday, Nov 12	Reality Therapy (Ch 11) & Feminist Therapy (Ch 12); In class role play
Wednesday, Nov 19	Narrative Therapy & Solution Focused Therapy (Ch 13); In class role play; VIDEOS DUE
Wednesday, Nov 26	Class presentations
Wednesday, Dec 4	Class presentations
TBA Dec 9-12	Final Exam

The last day to add a class is Aug 29th

The last day to drop without a “W” is September 10th

The last day to drop with a “W” is October 31st

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- HBU CLASS POLICIES: -the University document posted on Blackboard;
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

. If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, I affirm that I have read and understand the contents of this course Syllabus Statement, the Professional Integrity Statement, and the University Class Policies. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please print and sign this form then turn it in to the professor.]

NASP STANDARDS	APPLICABLE ASSESSMENTS
<p>I. PROGRAM CONTEXT/STRUCTURE</p> <p>School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.</p>	<p>Information is provided in Section I.</p>
<p>2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE</p> <p>School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.</p>	
<p>2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.</p>	<p><input type="checkbox"/>#1 <input type="checkbox"/>#2 <input type="checkbox"/>#3 <input type="checkbox"/>#4 <input type="checkbox"/>#5 <input type="checkbox"/>#6 <input type="checkbox"/>#7 <input type="checkbox"/>#8</p>
<p>III. FIELD EXPERIENCES/INTERNSHIP</p> <p>School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their</p>	<p>Information is provided in Section I.</p>

ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.	Information is provided in Section V.

NAME OF ASSESSMENT	
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:
2	(Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1–2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.
3	(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.
4	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.
5	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).
7	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.
8	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

Theory Paper Grading Rubric

POSITIVES	NEGATIVES	
Covers topic thoroughly		/ 50
Is organized/structured/written well		/ 30
Sources are scholarly and well utilized		/ 20
	Plagiarism of any kind – minus 100 pts	-
TOTAL		/ 100

Covers topic thoroughly (50)

- The intended topic is methodically explored (and is within 3-6 pages)
 - o Includes correct basic theory, main techniques, and efficacy data (30)
 - o Application to case is clear, correct, and understandable (20)

Is structured & written well (30)

- Headings are appropriately used to organize paper (5)
- Writing is clear and concise, easy to read, uses appropriate language, without a lot of “fluff” (10)
- APA and grammar (15)

Sources are scholarly and well utilized (20)

- Sources (including main text) are appropriate and scholarly (10)
- Sources are cited and referenced appropriately (10)

NOTE: These are *guidelines* and do not necessarily represent hard-and-fast grading rules for the paper. For example, a poorly written paper – in terms of grammar – is likely to lose you points in every section.

Theory Video Project Grading Rubric

POSITIVES	
Presentation Basics	/ 30
Use of Theory	/ 40
Basic Skills	/ 30
TOTAL	/ 100

Presentation Basics (30)

- Presentation is on an appropriate, pre-approved theory and submitted on time (10)
- Presentation is between 10-20 minutes, including brief introduction (5)
- Presentation includes brief handout for the class, with theory basics, main techniques, and book reference (10)
- Presentation is clear and audible (5)

Use of Theory (40)

- Theory is used appropriately (e.g., on an appropriate client, w/ appropriate issue) (10)
- Main techniques of theory are clearly demonstrated (25)

Basic skills (30)

- Skills related to development of therapeutic relationship are demonstrated (15)
 - o E.g., good posture and eye contact, active listening, reflection, attention to important client disclosures
- Skills related to implementation of theory are demonstrated correctly (15)

*Note: These are guidelines, and do not represent all factors that may be weighed into one's final presentation score.