

Winona State University
College of Education
Counselor Education Department

CE640 Orientation to Community Counseling

Fall 2013

Online and Saturdays 9/7, 10/26, 12/7 10:00 a.m.-3:00 p.m.

Room: Integrated Wellness Complex 145

Winona Campus

Instructor:

Jo Hittner, Ph.D.

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Office Hours:

Mondays 10:00-4:00

Tuesdays 10:00-4:00

Course Description:

The purpose of the course is to examine the counseling profession including history, philosophy, theory, and professional issues. Emphasis is on different counseling populations, social justice and multicultural issues.

Required Text:

Lewis, J.A., Lewis, M.D., Daniels, J.A., D'Andrea, M.J. (2011) *Community counseling: A multicultural-social justice perspective, 4th ed.* Belmont, CA, Brooks/Cole:

Course Objectives:

1. become familiar with counseling issues in a community setting
2. learn the philosophy of the community counseling profession
3. integrate theoretical information into the reality of counseling
4. learn ethical issues within the community counseling setting
5. integrate multicultural issues into counseling situations
6. become familiar with economic and political issues in counseling

CACREP Standards:

Section II-G-1-Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- d. self-care strategies appropriate to the counselor role;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body;
- g. professional credentialing, including certification, licensure and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession.
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Section II-G-3-Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- c. effects of crises, disasters and other trauma-causing events on persons of all ages,

Section II-G-5-Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- b. counselor characteristics and behaviors that influence helping processes.

Course Expectations:

Students are expected to interact with each other in a respectful manner, accept responsibility for learning, assess progress and ask for help as needed, accept feedback as a critical part of learning. Students are also expected to complete assignments as given in a thoughtful, planned manner, using resources as needed, in a timely manner.

Email Guidelines:

Every e-mail needs to be sent from your WSU account so that I can identify the sender easily. You need to check your e-mail frequently (at least three to four times a week) for announcements and other messages. Online etiquette (netiquette) must be used in all communications and discussion board submissions.

Information regarding netiquette is available at:

<http://www.albion.com/netiquette/corerules.html>

Academic Dishonesty Policy:

Academic dishonesty is a serious issue that is not to be taken lightly. As such it is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source(s). If someone else said it, cite it! Do not copy or cut and paste from anywhere, including the internet. The faculty member, in whose course an act of academic dishonesty occurs, has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university. [Plagiarism](#)

Commitment to Inclusive Excellence:

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community (List of campus resources can be found below.)

Campus Resources:

- WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/)
- WSU Inclusion and Diversity Office, Kryzsko Commons Room 122, Winona Campus, 507-457-5595 (www.winona.edu/culturaldiversity/)
- WSU Access Services, Maxwell 314, Winona Campus, 507-457-2391 (www.winona.edu/disabilityservices/)
- WSU Counseling Center, Integrated Wellness Complex Room 222, 507-457-5330 (www.winona.edu/counselingcenter/index.htm)
- RCTC Counseling Center, UCR Room SS 133, 285-7260 (www.rctc.edu/counseling_career_center/)
- UCR Learning Center, UCR Room AT306, 285-7182
- GLBTA Advocate*, 507-457-5330
- Advising and Retention, Maxwell 314, 507-457-5878 (www.winona.edu/advising/)

Details about Campus Resources:

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the WSU Access Services can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall and they can be reached at 457-5878. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to contact Access Services as soon as possible.
- Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to graduate school, and many others. WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.
- For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
- For help with writing and the development of papers on the WSU-Rochester campus, contact the UCR Learning Center in AT306 or call 285-7182.
 - The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources.
* Contact the WSU Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 507-457-5330).

Policy on Late or Unfinished Assignments:

Late work is not accepted except in extreme circumstances and with prior permission of instructor. **IMPORTANT:** A grade of incomplete (IP) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

Course Requirements and Grading:

1. **Participation:** Attendance and participation in classroom activities are essential in order for the student to gain full benefit from this course. Dyadic and small group activities, assigned readings and class discussions will serve as the foundation for achieving course learning outcomes. Students are expected to attend and contribute to the class by presenting their ideas, reactions, questions and concerns in relation to class discussions. Students are expected to prepare for class by completing all readings and exercises assigned as scheduled prior to the class meeting. Students are *required to attend all face-to-face class sessions*. If there is a need to miss a class based on an emergency, it is expected that the student will contact the instructor before the missed class. If it is necessary to miss more than two classes for any reason, the student should withdraw from the course. Tegrity will be used for the face-to-face classes. If all or part of those classes needs to be missed, the student will be expected to view the Tegrity video and write a paper summarizing what the student learned and a critique of the concepts learned. The length of the paper will be commensurate with the number of hours missed, for example if six hours were missed, six pages would be expected. If four hours were missed, four pages would be expected.

The Discussion Board is considered an integral part of the class and will be monitored regularly. Students are expected to participate by submitting their own ideas and insights and commenting on others' ideas and insights as well. The depth of the responses rather than the number of them will be considered in the grade. Work at application, analysis, synthesis and evaluation when you submit and respond rather than just knowledge and comprehension. (Check Bloom's Taxonomy in the Reference Section in the Table of Contents under Content in the Materials section on D2L for verbs that fit with the higher orders of thinking)

Note: Weather could possibly interfere with the face-to-face classes. Make smart decisions about winter travel and consult instructor before class time if possible regarding absences. In addition to the WSU homepage and local TV alerts, the instructor will provide updates about cancellations via e-mail by 7 a.m. on the day of class. If a class is cancelled a make-up date will be attempted. (75 points possible)

2. **Community Counseling Site Visit:** Within a group, select a community counseling site (preferably different from the one where you may be currently employed) and provide a summary of the following information:

- Roles and responsibilities (including job descriptions) of various staff (social workers, psychologists, counselors, etc.).
- Reimbursement processes/billing procedures
- Mission of the setting and populations served
- Continuum of services
- Supervision processes

- Systemic Relationships (county, hospitals, schools, courts, etc.) including information on process of treatment (follow-up, etc.)
- Paperwork requirements
- Productivity requirements
- Policy on personal use of computers, cell phones and other technology
- Dress code, if any
- Impact of current economic crisis and possible changes to reduce impact.
- What social justice, multicultural programs are provided (if any).
- How will the agency be transitioning to the DSM-5 and when will the agency be implementing the DSM-5 entirely?

Include your overall impression of the site including an analysis of the agency based on the material in the text and an overall impression of the site as a comprehensive community counseling agency. Each group will share its summaries via the discussion board and download the information to discuss. Presentations will be made in the face-to-face class in December. **DUE December 1 (50 points possible)**

3. Topic Presentation: Pair up with three students and choose a topic from the following list to present to the class: Sexual Abuse, Self-Mutilation, Eating Disorders, Sexual Minorities, Substance Abuse, Suicide, Trauma and Violence, Grief and Bereavement. Research and present the topic to the rest of the students in a format that is interesting for the audience. At least seven resources need to be integrated and cited within the presentation. At least 50% of the citations need to be from professional sources, either from the internet, journals or books. APA guidelines must be followed for citations. The presenting students will provide two questions to facilitate discussions regarding the material. When formulating the questions use words such as: compare, examine, critique, conclude, and differentiate or any other words from Bloom's Taxonomy in the reference section on D2L that comprise application, analysis, synthesis or evaluation. **(60 points possible)**

4. Topic Presentation Discussion: Each topic will have two questions for discussion that will be derived from the topic presentation. Non-presenting students will respond to each question within a week after the topic is due. Responses to other students' posts will give 3 bonus points per question.

5. Advocacy and Outreach Project: Each student, either alone or with one or two other students will develop a project based on a needs assessment that corresponds to facilitating human or community development; focused or broad-based strategies to carry out with a paper of 8-10 pages on what was done as well as the impact on the community. How to do a needs assessment is found in chapter 11 of the text. The needs assessment is the statement of the rationale for the project, based on some human or community need. Following the needs assessment, the student(s) will construct a plan for meeting the

assessed need. The student(s) are expected to generate ideas for how to accomplish the project, list existing and needed resources, personnel, collaborators and next steps in the project. The student(s) will then carry out the project and each student will write an individual paper as described above. A video from last year explaining the project is on Tegrity labeled "Advocacy and Outreach Projects". Keep in mind the dates on the video correspond to the 2011 class and not the current 2013 class. To help with the organization of the project the following dates are given as guidelines: **Needs Assessment and Proposal for Advocacy and Outreach Project DUE 10/5. (15 points possible) Rough Draft DUE 11/17, (45 points possible) Final Project Paper DUE December 7 (40 points possible)**

6. Membership in ACA and the Local State Counseling Association: Each student is expected to join ACA as well as the state counseling association in which the student resides. Students attending WSU receive free membership to Minnesota Counseling Association (MnCA) because the university buys an institutional membership. Students who are interested in joining Wisconsin Counseling Association are not so fortunate but are encouraged to volunteer for the WCA conference for 25 bonus points. The reason for joining the professional organizations is that it is expected of professionals and it is a good practice to see what is going on in the organizations as a student. Becoming active in the local professional organization is worth **25 bonus points**. Sharing the information about what activities you are involved in is essential to helping everyone learn about possibilities for action. I want evidence of your having joined ACA and participated in MnCA or WCA. Watch the MnCA and WCA websites for information regarding their conferences and how to volunteer. Activity sharing will be done via discussion boards. **(25 possible points for joining ACA, 25 bonus points for doing an activity in the state organization.)**

7. Quizzes: For each text chapter there will be a 5 point quiz with two points for each correct answer. Occasionally there will be extra bonus points for quick responses. These will be announced with the number of bonus points available and the time required for submitting the responses. **(120 points + bonus points possible)**

8. Discussion Board: The site visits and topic presentations are shared on the discussion board because the information is then accessible to the entire class. It is most beneficial if the initial Getting to Know You assignment is done by Wednesday noon to enable other students to respond to the initial posts and extend the dialogue. For the first week the expectation is to initiate one post and respond to at least two students. It is ideal to have discussions occur with multiple posts from multiple people and multiple responses. Grades will be determined following a discussion in our first face-to-face class.

COURSE REQUIREMENTS

#	Assignment	Related Rubric	Points Possible
1	Attendance and Participation	1	75
2	Community Counseling Site Visit	2	60
3	Topic Presentation	3	60
4	Topic Discussion Board	4	96
5	Advocacy and Outreach Project Needs Assessment and Proposal	5 A	15
5	Advocacy and Outreach Project Rough Draft	5 B	45
5	Advocacy and Outreach Project Final Paper	5 C	40
6	Membership in ACA and activity in a state counseling association	6	25 + bonus points
7	Quizzes		120
<i>Total</i>			536

Scoring Rubrics

1. Attendance and Participation

Criteria	Level 4 25 points	Level 3 23 points	Level 2 21 points	Level 1 0 points
▼ Individual Participation	Regularly asks questions or gives responses that indicate reflection and knowledge of class material.	Occasionally asks questions or gives responses that indicate reflection, some knowledge of class material.	Rarely asks questions or gives responses that indicate familiarity with class material.	Does not ask questions or give responses that indicate familiarity with topics for class.
▼ Group Participation	Usually actively participates in small group activities.	Reluctantly participates in small group activities.	Rarely participates in small group activities.	Does not participate in small group activities.
▼ Attendance	Attends every class. Is always on time and stays until the end of class.	Misses one class, turns in make-up paper that reflects analysis, synthesis and evaluation of subject matter. Is usually on time and usually stays until the end of class.	Misses more than one class; makes up classes by writing a paper with an analysis, synthesis and evaluation of subject matter. Occasionally comes late or leaves early.	Misses more than one class; does not make up missed classes with a paper that indicates analysis, synthesis and evaluation of subject matter. Frequently comes late or leaves class early.
▼ Overall Score	Level 4 75 or more	Level 3 69 or more	Level 2 63 or more	Level 1 0 or more

2. Community Counseling Site Visit

	▼ Level 4 15 points	▼ Level 3 14 points	▼ Level 2 13 points	▼ Level 1 0 points
▼ Documentation	Complete information in all areas mentioned in the syllabus, including contact information, websites, brochures, handouts.	Complete responses in most areas mentioned in the syllabus, including contact information, websites, brochures, handouts.	Incomplete responses in most areas mentioned in the syllabus, missing contact information, websites, brochures, handouts.	Incomplete responses in all areas mentioned in the syllabus, missing contact information, websites, brochures, handouts.
▼ Summary	▼ Level 4 20 points	▼ Level 3 19 points	▼ Level 2 18 points	▼ Level 1 0 points
▼ Analysis and Evaluation	Includes a thorough analysis of the site based on material in the text and a complete evaluation of the overall impression of the site as a comprehensive community counseling agency.	Includes an analysis of the site based on material in the text and an evaluation of the overall impression of the site as a comprehensive community counseling agency.	Includes a fair analysis of the site based on material in the text and a fair evaluation of the overall impression of the site as a comprehensive counseling agency.	Does not include an analysis of the site based on material in the text nor an evaluation of the overall impression of the site as a comprehensive counseling agency.
▼ Synthesis	Information is fully integrated with smooth transitions from one topic to another. All topics are incorporated into a cohesive whole.	Information is somewhat integrated with somewhat smooth transitions from one topic to another. Most topics are incorporated into a cohesive whole.	Information is fairly well integrated with fair transitions from one topic to another. Most topics are incorporated into a somewhat cohesive whole.	Information is poorly integrated with few transitions from one topic to another. Topics are not incorporated into a cohesive whole.
▼ Teamwork	▼ Level 4 5 points	▼ Level 3 4 points	▼ Level 2 3 points	▼ Level 1 0 points
▼ Teamwork	Evident and equally divided as determined by group response to Qualtrics survey.	Evident and somewhat equally divided as determined by group response to Qualtrics survey.	Somewhat evident and not equally divided as determined by group response to Qualtrics survey.	Not evident and not equally divided as determined by group response to Qualtrics survey.
▼ Writing Skills	▼ Level 4 10 points	▼ Level 3 8 points	▼ Level 2 6 points	▼ Level 1 0 points
▼ Spelling	No spelling errors	Less than 5 spelling errors	Less than 10 spelling errors	More than 10 spelling errors
▼ Writing Mechanics	Complete sentences, no grammatical errors.	Few incomplete sentences, less than 5 grammatical errors.	Many incomplete sentences, less than 10 grammatical errors.	Mostly incomplete sentences, more than 10 grammatical errors.
▼ Overall Score	▼ Level 4 50 or more	▼ Level 3 45 or more	▼ Level 2 40 or more	▼ Level 1 0 or more

3. Topic Presentation

Presentation Style	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Creativity	Creativity very evident.	Creativity somewhat evident.	Creativity barely evident.	Creativity not evident.
▼Interest	Presentation is very interesting.	Presentation is somewhat interesting.	Presentation is minimally interesting.	Presentation is not interesting.
▼Learning Modalities	At least three different learning modalities are used such as Power Point, video clips, personal interviews, etc.	At least two different learning modalities are used.	One learning modality is used.	
Presentation Content	Level 4 10 points	Level 3 9 points	Level 2 8 points	Level 1 0 points
▼Information	Accurate and thorough development of topic content.	Accurate and good development of topic content.	Accurate and fair development of topic content.	Inaccurate or poor development of topic content.
▼Synthesis	Excellent synthesis of information throughout presentation.	Good synthesis of information throughout presentation.	Fair synthesis of information throughout presentation.	Poor synthesis of information throughout presentation.
Teamwork	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼Teamwork	Evident and equally divided as determined by group response to Qualtrics survey.	Evident and somewhat equally divided as determined by group response to Qualtrics survey.	Somewhat evident and not equally divided as determined by group response to Qualtrics survey.	Not evident and not equally divided as determined by group response to Qualtrics survey.
Questions	Level 4 10 points	Level 3 9 points	Level 2 8 points	Level 1 0 points
▼Discussion Questions	Include 2 open-ended questions that require responses that analyze and synthesize information from presentation.	Includes only 2 questions that are open-ended and require responses that analyze or synthesize information from presentation.	Includes only 1 question that is open-ended and requires a response that analyzes or synthesizes information from presentation.	Includes more than 2 questions for discussion. There are no open-ended questions that require a response that analyzes or synthesizes information from presentation.
References	Level 4 5 points	Level 3 4 points	Level 2 3 points	Level 1 0 points
▼APA Style	All citations have correct APA style.	Less than 5 APA style citation errors.	Less than 10 APA style citation errors.	More than 10 APA style citation errors.
▼Resources	More than 7 resources; more than half from professional sources, e.g. peer reviewed journals, books.	At least 7 resources; at least 4 from professional sources, e.g. peer reviewed journals, books.	At least 6 resources; at least 3 from professional sources, e.g. peer reviewed journals, books.	5 or fewer resources, less than half from professional sources, e.g. peer reviewed journals, books.
Overall Score	Level 4 60 or more	Level 3 51 or more	Level 2 42 or more	Level 1 0 or more

4. Topic Discussion Board

Criteria	Extinguished 3 points	Proficient 2 points	Basic 1 point	Non- performance 0 points
▼Initial Post	Applies and analyzes most concepts, theories, relevant information [facts, data, evidence, or real world examples] or materials to argue/support a point of view. Relevant information is cited and referenced to APA format. Posts initial response to discussion by midweek to extend the dialogue.	Applies and analyzes some relevant course concepts, theories, relevant information (facts, data, evidence or real world examples) or materials to argue/support a point of view. Relevant information is cited and referenced to APA format. Posts initial response to discussion by midweek to extend the dialogue.	Does not use relevant course concepts, theories, relevant information (facts, data, evidence or real world examples) or materials to argue/support a point of view. Initial post submitted after midweek, thus limiting time for others to extend dialogue.	Does not include a point of view or point of view is not developed.
▼Response Posts	Collaborates with at least two fellow learners, relating the discussion to relevant course concepts.	Collaborates with at least two fellow learners, but the discussion is not relevant to course concepts.	Collaborates with at least one fellow learner relating discussion to the relevant course concepts.	Does not collaborate with fellow learners or collaboration is not relevant to discussion (i.e. "good job" posts).
▼Overall Score	▼ Level 4 5 or more	▼ Level 3 4 or more	▼ Level 2 2 or more	▼ Level 1 0 or more

5. Advocacy and Outreach Project:

A. Needs Assessment and Proposal

Relevance	Extinguished 5 points	Proficient 4 points	Basic 3 points	Non-Performance 0 points
▼Needs Assessment	Needs assessment is evident and correlates completely with advocacy and outreach project.	Needs assessment is evident but does not correlate completely with project.	Needs assessment is somewhat present and/or correlates somewhat with the outreach and advocacy project.	Needs assessment is not present.
▼Proposal	Project has high redeeming quality. It is meaningful and viewed as important by the recipients.	Project has moderate redeeming quality. It is meaningful and viewed as somewhat important by the recipients.	Project has little redeeming quality. It is somewhat meaningful and viewed as fairly important by the recipients.	Project has no redeeming quality. It is marginally meaningful and viewed as not important by the recipients.
▼Writing Skills	No spelling and/or grammatical errors present.	Less than five spelling and/or grammatical errors present.	Less than ten spelling and/or grammatical errors present.	More than ten spelling and/or grammatical errors present.
▼Overall Score	▼ Extinguished 13 or more	▼ Proficient 10 or more	▼ Basic 4 or more	▼ Non-Performance 0 or more

B. Rough Draft

Content	Extinguished 15 points	Proficient 14 points	Basic 13 points	Non-Performance 0 points
▼Creative	Project is interesting and easy to understand. Extremely high "wow" factor.	Project is interesting; fairly easy to understand. High "wow" factor.	Project lacks interest; fairly easy to understand. Moderate "wow" factor.	Project lacks interest; difficult to understand. Low "wow" factor.
▼Cohesive	Report has excellent cohesion throughout. There are at least three research references.	Report has good cohesion throughout. There are at least two research references.	Report has fair cohesion throughout. There is at least one research references.	Report has poor cohesion throughout. There are no research references.
Writing Skills	Extinguished 4 points	Proficient 3 points	Basic 2 points	Non-Performance 0 points
▼Spelling and Grammar	No spelling and/or grammatical errors present.	Fewer than five spelling and/or grammatical errors present.	Fewer than ten spelling and/or grammatical errors present.	More than ten spelling and/or grammatical errors present.
▼Writing Mechanics	Complete sentences, excellent paragraph structure, very good phrasing used throughout the paper.	Complete sentences, very good paragraph structure, good phrasing used throughout the paper.	Mostly complete sentences, good paragraph structure, good phrasing used throughout the paper.	Few complete sentences, fair paragraph structure, fair phrasing used throughout the paper.
▼APA Style	No APA style errors present.	Fewer than five APA style errors present.	Fewer than ten APA style errors present.	More than ten APA style errors present.
▼Overall Score	Extinguished 37 or more	Proficient 32 or more	Level 2 13 or more	Level 1 0 or more

C. Final Paper

Components	Extinguished 10 points	Proficient 9 points	Basic 8 points	Non-Performance 0 points
▼Rationale	Needs Assessment is completely incorporated into the paper as a rationale for the project	Needs Assessment is somewhat incorporated into the paper as a rationale for the project.	Needs Assessment is difficult to find in the paper as a rationale for the project.	Needs Assessment is not present in the paper.
▼Feedback	Feedback from Rough Draft is completely evident throughout the paper.	Feedback from Rough Draft is mostly evident throughout the paper.	Feedback from Rough Draft is somewhat evident throughout the paper.	Feedback from Rough Draft is not evident throughout the paper.
▼APA Style	Title page, Headings and Subheadings, are used in the paper. References are correctly cited.	Title page, Headings and/or Subheadings are used in the paper. References are correctly cited most of the time.	Title page, and/or Headings and/or Subheadings are used in the paper. References are correctly cited some of the time.	Title page, and/or Heading and/or Subheadings are not used in the paper. References are not correctly cited most of the time.

Writing Style	Extinguished 5 points	Proficient 4 points	Basic 3 points	Non-Performance 0 points
▼Spelling	No spelling errors are present.	Fewer than five spelling errors are present.	Fewer than ten spelling errors are present.	More than ten spelling errors are present.
▼Grammar	No grammatical errors are present.	Fewer than five grammatical errors are present.	Fewer than ten grammatical errors are present.	More than ten grammatical errors are present.
▼Overall Score	Extinguished 36 or more	Proficient 30 or more	Basic 8 or more	Non-Performance 0 or more

6. Professional Membership in Counseling Associations

Criteria	25 points	25 bonus points
ACA	Evidence of membership given	
State membership		Evidence of one activity within association given

Grade Scale

A= 536-498 (100-93%)

B= 497-461 (92-85%)

C= 460-423 (84-77%)

D= 422-386 (76-69%)

F= < 386 (<69%)

(10/26) Face-to-face class

10:00

11:00 Peer Support Network-Judy McCormick

12:00 Lunch

1:00 Parental Alienation-Frank Siebenaler

2:00 Court Testimony

Chapters 3, 9, 10, 12 Quizzes due 12/7

Grief and Bereavement Presentation Due 10/27

Suicide Presentation Due 11/3

Sexual Minorities Presentation Due 11/10

Substance Abuse Presentation Due 11/16

Trauma and Violence Presentation Due 11/23

Rough Draft for Outreach and Advocacy Project Due 11/17

Community Agencies Summaries Due 12/1

Outreach and Advocacy Project Final Paper Due 12/7

(12/7) Face to Face Class

10:00 Discuss and share outreach and advocacy projects

11:00 Discuss and share information from community agencies

12:00 Lunch

12:30 Private Practice-Danya Espinosa

1:45 White Privilege-Matt Horel

3:00 Dismissal