# DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP & COUNSELING

COURSE PREFIX: CNS COURSE NUMBER: 746 CREDIT HOURS: 3

I. TITLE: Wellness and Prevention Counseling

#### II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course integrates the preventive origins of counseling with other models of prevention. The teaching and learning approach will balance between understanding wellness and prevention conceptually and studying some illustrations of wellness and preventive practices that hold promise for enhancing the counseling field. It is anticipated that students will gain a better understanding of how evolving theories of prevention can be utilized to help individuals and groups avert specific psychological, educational, and health problems via "before-the-fact" preventive actions. As a hands-on learning tool, students will identify an area of interest as a focal point for their development of a prevention model that is of special interest to them. The course will also address ethical and professional issues and multicultural issues related to prevention work.

**III. COURSE OBJECTIVES:** The purpose of this course is to expose the students to theories, approaches, and practices of preventive counseling. Students will also learn how to develop, maintain, and evaluate prevention programs appropriate for specific populations around specific issues.

This course strives to meet the objectives as outlined in the CACREP Standards (2009), noted in parenthesis.

At the conclusion of this course, the student will be able to

- A. become aware of the scope and extent of problems and issues that is the focus of prevention programming (CACREP Section II: G2a, G5a, G5g),
- B. become familiar with the theoretical and empirical bases for prevention work, including the role of the counselor (CACREP Section II: G1h, G2c, G2f, G3a, G3b, G3d, G3h),
- C. become familiar with wellness concepts, strategies, and practices (CACREP Section II: G3h, G3e, G3f, G5a, G5e),
- D. develop a critical knowledge of direct and indirect counseling strategies for prevention of some specific problems such as eating disorders, marital problems, conflict resolution, relationships, and other social and personal problems (CACREP Section II: G2a, G2b, G3h, G5b, G5c, G5f),
- E. develop the ability to conduct a needs assessment for use in prevention program planning (CACREP Section II: G1b, G1i, G2d, G8d),
- F. acquire a hand's on experience by developing a prevention program appropriate for a specific population around a specific issue and presenting it as a professional proposal that advocates for a specific population (CACREP Section II: G1h, G2a, G6b, G8a, G8e),
- G. acquire an ability to develop an evaluation plan appropriate for a prevention program (CACREP Section II: G7b, G8d, G8f),
- H. obtain an understanding of a variety of cultural factors that may influence successful

- prevention programming (CACREP Section II: G3c, G8f), and
- I. develop an understanding of ethical and professional guidelines related to prevention work (CACREP Section II: G1j).
- J. Gain practice presenting a prevention program in a workshop format. (CACREP Section II: G1b, G6b, G6e)

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

#### IV. CONTENT OUTLINE:

- A. Understanding Prevention
- B. Risk and Protective Factors
- C. Theories of Prevention
- D. Cultural Issues in Prevention
- E. Conducting a Needs Assessment
- F. Prevention Strategies
- G. Prevention Programming
- H. Evaluation of Prevention Programs
- I. Ethical and Professional Issues
- J. Wellness Strategies
- K. Future Trends

#### V. INSTRUCTIONAL ACTIVITIES:

This course will be primarily run as a seminar. Thus, emphasis will be on reading and discussion, with supplemental information provided by the instructor in class. Students will be expected to come to class prepared to discuss information and ideas presented in the assigned readings and to integrate supplemental information offered by the instructor into that discussion. An attempt will be made in these discussions to translate theories, ideas, and empirical research into practical application in prevention work. Discussions will occasionally be stimulated by experiential activities designed to increase awareness and thought around various issues related to prevention. This will include demonstration by students of at least one example of prevention programming. In addition, a number of out-of-class activities will be assigned to give students further opportunity to gain insight into and experience with prevention work.

# VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

#### VII. TEXT AND RESOURCES:

Myers, J. E., & Sweeney, T. J. (2005). *Counseling for wellness: Theory, research and practice*. American Counseling Association.

# VIII. EVALUATION AND GRADING PROCEDURES:

Course Requirements

#### Risk and Protective Factors List

Select a problem that interests you (for example, substance abuse, school violence, HIV/AIDS, eating disorders etc.) and a population that interests you (for example, African American women, gay teens, elderly men, etc.). Research the problem area that you will be addressing in your prevention proposal. Find at least three recent scholarly sources (<5 years) from accredited sources (i.e., scholarly books and journals, as opposed to the popular press) that address risk and/or protective factors specifically related to this problem area. Write a full APA reference citation for each source, followed by a list identifying and defining the risk factors and/or protective factors identified by that article. No more than one source can come from the internet and even that must be a professional, scholarly source. Up to two sources can be literature reviews synthesizing information from a number of studies. However, at least one source must be a report of original research that identified risk and/or protective factors through a scientific investigation. Again, all I want here is a series of three reference citations, each followed by a simple list and definition. I am not looking for a review of the articles or extensive discussion of the risk and protective factors. There will be more opportunity for that in a later assignment. (CACREP Section II: G2a, G8a)

#### Problem Statement and Needs Assessment Plan

Conduct a brief literature review of the extent and nature of the problem in your research population. Write a 4 - 5 page paper that provides a summary of your review of the literature. (CACREP Section II: G2a, G8a)

Working with the same problem and population, develop a plan for conducting a Needs Assessment in your community. This can be a State College, your home community, or the community in which you plan someday to live and work. Provide a formal plan for what you will do, a justification for the plan based on the knowledge you have gained regarding the nature of the problem, as well as the guidelines for conducting a needs-assessment. There are no page limits on this, but the plan should be thorough and sufficient enough to provide you with the information you will need to make decisions about prevention programming. Note that you do not actually have to conduct the needs assessment, just develop the plan for doing so. This is to be submitted together with the Problem Statement as one document (i.e., there should be a natural flow from one to the other). (CACREP Section II: G2a, G3f, G3h, G5a, G7b, G8a, G8d, G8f)

# Prevention Program Plan

Develop a plan for prevention programming that would target the problem and population you have been addressing in the previous assignment. Note that this is likely to be ongoing and/or multifaceted programming rather than a one-time lecture or presentation (although this might be part of the overall program). Write a narrative description of the prevention programming you plan to do, along with justification for why you have selected the programming you did. This means that your plan must be drawn from literature that suggests that a particular approach is effective with specific populations. Be sure to include goals, objectives, and anticipated outcomes. Again, this is to be a narrative description written in some detail, not simply an outline. The reader should be able to have a thorough understanding of what you plan to do and

your rationale for doing it. You may draw from existing programs that are described in the literature or that you are personally aware of, but if/when you do this, be sure to properly cite the source. (CACREP Section II: G1j, G2a, G2c, G2d, G2f, G3a, G3b, G3d, G3e, G5a, G5c, G5e, G5g, G8a, G8e)

#### **Evaluation Plan**

Write up a plan for how you will evaluate the prevention programming described in the previous assignment. As with the Needs Assessment, you are to provide a formal plan for what you will do, along with a justification for the plan based on the knowledge you have gained regarding the nature of the problem, as well as the guidelines for conducting evaluations. The essential question here is to describe how you will know whether or not you have accomplished your goals and objectives and the extent to which you have achieved anticipated outcomes. Again, provide a rationale for why you have selected the methods you have selected. (CACREP Section II: G7b, G8d)

## Prevention Program Proposal

You are to write a formal proposal for prevention programming that addresses a specific problem targeted to a specific population. In other words, pull together the previous assignments into a comprehensive package that could be presented to an administrator, board of directors, or funding source. (CACREP Section II: G1b, G1h, G2b, G2d, G3d, G3h, G5a, G8a, G8d, G8e, G8f)

# \*\*All written assignments must be in APA Style format.

#### Class Presentation

Students will work in pairs for this activity, with an effort made to have students working on similar projects or with similar populations work together. You are to select one activity related to your prevention program (or related to the program one of you is developing) to present to the class. This can be any activity of your choosing, although you are encouraged to do something that would be at least partially interactive. The class will become the population you are addressing for the period of your presentation. Each pair of students will have 45 minutes of class time in which to do a presentation. Each presentation should begin with an overview of the problem, a very general description of the overall programming, and a description of the evaluation plan. This should run about 10 minutes and should provide a context for the activity you will demonstrate in class. This is to be followed by a demonstration activity (again, something interactive is strongly encouraged but not required), which should run about 30 minutes. The remaining 5 minutes will be an opportunity for classmates to ask questions and/or offer feedback. (CACREP Section II: G1b, G1h, G1i, G2a, G2d, G2f, G3a, G3b, G5a, G5b, G5c, G6b)

#### Class Participation

Much of this class will revolve around discussion generated by the assigned readings and supplemental material provided by the instructor. There will also be in-class activities designed to give you an opportunity to utilize what you have learned. Each of you has valuable

contributions to make to these discussions and activities. It is therefore vital that you come to class prepared to be actively involved. This means that both regular, punctual attendance and doing all reading when assigned are essential. **Missing more than two sessions will necessitate withdrawal.** 

## Evaluation

Risk and Protective Factors List	20 points
Problem Statement and Needs Assessment Plan	30 points
Prevention Program Plan	40 points
Evaluation Plan	30 points
Prevention Program Proposal	100 points
Class Presentation	30 points
Class Participation	50 points
TOTAL	300 points

The following scale will be used:

A= 270-300 B= 240-269 C= 210-239 D= 180-209 F= below 180

### **Assignment Policies:**

- 1. Assignments and dates are subject to change in the event of unusual circumstances. Students will be informed of changes by class announcements.
- 2. Any late assignment MAY be accepted with instructor's consent, and must be turned in <u>no later than the next scheduled class</u>. All late assignments will be assessed a 10% late penalty.

#### IX. ATTENDANCE POLICY

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

# X. ACADEMIC HONESTY POLICY:

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

# **Violations of Academic Honesty include:**

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

- **Fabrication and Falsification** Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

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

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

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

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

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

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

# XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

**CACREP Counseling Program Specifics for CNS 746** 

CI. 1 1 1 1 1	LIL 14 C Ol: 4:	
Clinical Menta	l Health Counseling Objectives:	Assessment
Foundations A2	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Discussion, Program Plan, Proposal, Presentation
Counseling, Prevention, & Intervention C1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Discussion, Presentation
Counseling, Prevention, & Intervention C3	Knows the models, methods, and principles of program development and service delivery.	Discussion, Program Plan, Proposal
Counseling, Prevention, & Intervention C8	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Program Plan
Counseling, Prevention, & Intervention D3	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Discussion, Program Plan, Proposal, Presentation
Diversity & Advocacy E1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Discussion, Problem Statement, Proposal, Presentation
Diversity & Advocacy E5	Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Discussion, Problem Statement, Proposal, Presentation
Research & Evaluation I1	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Discussion, List, Needs Assessment, Program Plan
Research & Evaluation J1	Applies relevant research findings to inform the practice of clinical mental health counseling.	Discussion, Program Plan, Proposal, Presentation

# **Course Schedule and Assignments**

CNS 746: Wellness & Prevention Counseling 270.809.6968 Course: Instructor: Susana Contreras Bloomdahl, Ph.D., NCC

Phone: Email: sbloomdahl@murraystate.edu

Office: 3246 Alexander Hall, MSU

Office Hrs: MW 1:00-4:30 pm, TR 1:00-2:30 pm., or by appointment.

Date	Topic & CACREP Standards	Assignment/Activity
	Overview of syllabus, course assignments & requirements	
	- The counselor role & function with other human service providers to	
	promote wellness	
May 29	- Ethical implications regarding wellness	
	Chapter 1: Introduction	
	2: Wellness Theory	
	(Section II: G1b, G1h, G1i, G1j, G5a; Section III: CMH- A2)	
	3: The Wheel of Wellness	Risk & Protective Factors
June 1	4: The Indivisible Self: An evidence-based model	List (20 pts)
Julie 1	5: Assessing Wellness	
	(Section II: G3a, G3d, G3h, G7b, G8d; Section III: CMH- D3)	
	6: Wellness and Children	
June 5	7: Research on Adolescent Wellness	
June 3	8: Research on College Student Wellness	
	(Section II: G8a, G8d, G8e, G8f; Section III: CMH- C8, D3, 11, J1)	
	9: Research on Adult Wellness	Problem Statement & Needs
June 8	10: Wellness in Later Life	Assessment Plan (30 pts)
buile o	11: Ethnicity and Wellness	
	(Section II: G2a, G2b, G2d; Section III: CMH- D3)	
	12: Cross-Cultural Wellness Research	
June 12	13: Gender, Sexual Orientation and Wellness	
0 0000 12	14: Wellness in the Context of Disability	
	(Section II: G2a, G2b, G2d; Section III: CMH- C1, D3, E1)	
	15: Wellness Research: An Agenda for the Future	Prevention Program Plan
June 15	16: Stages of Change and Wellness	(40 pts)
	17: Moving Toward Wellness: Habit and Behavior Change	
	(Section II: G5e, G8d; Section III: CMH- C3)	
	18: Counseling for Wellness	
June 19	19: Spirituality and Wellness	
	20: The Management of Stress	
	(Section II: G3c, G5g; Section III: CMH- C3)	F 1 : Pl (20 : )
	21: Wellness and the DSM IV-TR	Evaluation Plan (30 pts)
June 22	22: Wellness Applications in Schools	
	23: Wellness Counseling in Community Agencies	
	(Section II: G1j, G8d; Section III: CMH- J1)	
	24: Wellness in Colleges and Universities	
June 26	25: Wellness in Business and Industry	
	26: Wellness in Counselor Education and Supervision	
	(Section II: G1j, G8d; Section III: CMH- J1)	Description Description
June 29	Presentation (30 pts)	Prevention Program
		Proposal (100 pts)

# **RUBRICS**

Class Participation (10 meetings @ 5 pts) 50 points

Standard	Good	Okay	Not Good	Score	
Attendance	Present = 2		Absent = 0		
Contribution	Appropriate participation = 3	''' '   " ' ' '			
Total Points Possible = 5					

Risk and Protective Factors List

20 points

CACREP Standards	Exceeds Standards	Meets Standards	<b>Developing Standards</b>	Does Not Meet Standards	Score
Social & Cultural Diversity (Section II: G2a)	Appropriate awareness current cultural issues; Well-defined identification of factors. = 6	Clear awareness current cultural issues; Strong identification of factors. = 5	Some awareness current cultural issues; Vague identification of factors. = 4	Confused awareness current issues; Weak identification of factors. = 0-3	
Research & Program Evaluation (Section II: G8a; Section III: CMH- I1)	Sophisticated integration of research; Excellent focus on culturally relevant research. = 6	Appropriate integration of research; Good focus on cultural relevancy.	Adequate integration of research; Vague focus on cultural relevancy.	Fails to integrate research; No cultural implication. = 0-3	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - cover page, - running head, - appropriate sentence structure, and - reference list. = 4	_	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - cover page, - running head, - appropriate sentence structure, and - reference list. = 2	Inappropriate writing and missing APA formatting. = 0-1	
		Total Points Possible: 20	)		/20

Problem Statement and Needs Assessment Plan

30 points

CACREP Standards	Exceeds Standards	Meets Standards	<b>Developing Standards</b>	Does Not Meet Standards	Score
Social & Cultural Diversity (Section II: G2a), & Advocacy (Section III: CMH- E1, E5, I1)	cultural impacts on wellness; Accurate identification of barriers to counseling & client	cultural impacts on wellness; Appropriate identification of barriers to counseling & client	wellness; Vague	No awareness of cultural impacts on wellness; No indication of barriers wellness. = 0-5	
Human Growth & Development & Helping Relationships (Section II: G3f, G3h, G5a)	barriers that inhibit	wellness; Applicable explanation of human	Partial focus on wellness; Weak identification of barriers to wellness.	Fails to address wellness or barriers. = 0-5	

Assessment, & Research & Program Evaluation (Section II: G7b, G8a, G8d, G8f; Section III: CMH- I1)	Sophisticated integration of research to needs assessment; Needs assessment accurately measures topic & is sensitive to the population. = 8	Appropriate integration of research to needs assessment; Needs assessment adequately measures topic.	Vague integration of research to needs assessment; Needs assessment does not focus on topic.	Fails to define a needs assessment; Does not apply research to needs assessment. = 0-5	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - headings, - running head, - appropriate citations, - appropriate sentence & paragraph structure, and - reference page. = 6		Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. = 4	Inappropriate writing and missing APA formatting, such as no citations, headings or reference page. = 0-3	
		Total Points Possible: 30			/30

Prevention Program Plan

40 points

Prevent	ion Program Plan	40 points			
CACREP Standards	Exceeds Standards = 8	Meets Standards = 7	Developing Standards = 6	Does Not Meet Standards = 0-5	Score
Professional Orientation & Ethical Practice (Section II: G1j), & Foundations (Section III: CMH-A2)	Sophisticated identification with the counselor's role; Excellent application of ethical considerations to the topic.	Strong identification with the counselor's role; Plan is ethically appropriate to the topic.	Acceptable identification with the counselor's role; Plan does not consider ethics.	No identification with the counselor's role; Plan is not ethical.	
Social & Cultural Diversity (Section II: G2a, G2c, G2d, G2f), & Counseling, Prevention & Intervention (Section III: CMH- C3, C8, D3)		Plan appropriately defines cultural trend; Strong application of theories & strategies to support plan; Integrates reducing social barriers to promote wellness.	Barely mentions cultural trend; Vaguely applies theories & strategies to support plan; Vague focus on wellness.	No mention of cultural trend; Plan is not based on theory; Weak strategies; Does not focus on wellness.	
Human Growth & Development & Helping Relationships (Section II: G3a, G3b, G3d, G3e, G5a, G5c, G5e, G5g)	Plan integrates theory to promote long-term wellness & development; Appropriately fosters client resilience specific to the population; Strongly identifies methods to overcome barriers that may include family or systems.	Plan mentions theory to promote long-term wellness & development; Demonstrates some skill to foster client resilience; Adequate identification of methods to overcome barriers.	Weak theoretical support for wellness & development; Fosters some client resilience; Vague identification of methods to overcome barriers.	Fails to address wellness or methods to overcome barriers.	
Research & Program Evaluation (Section II: G8a, G8e; Section III:	Sophisticated integration of research to create plan; Plan	Appropriate integration of research to plan; Plan adequately addresses	Vague integration of research to plan; Plan does not focus on topic.	Fails to define a plan; Does not apply research.	

CMH- I1, J1)	accurately addresses topic & is sensitive to the population.	topic.				
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - cover page - headings, - running head, - appropriate citations, - appropriate sentence & paragraph structure, and - reference page.	APA format with few	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - cover page - headings, - running head, - citations, - sentence & paragraph structure, and - reference page.	Inappropriate writing and missing APA formatting, such as no citations, headings or reference page.		
Total Points Possible: 40						

Evaluation Plan 30 points

Evaluation Figure 30 points					
CACREP Standards	Exceeds Standards	Meets Standards	<b>Developing Standards</b>	Does Not Meet Standards	Score
Assessment (Section II: G7b)	Sophisticated integration of research to evaluation plan; Plan gives detailed description of evaluation process; Evaluation accurately measures topic & is sensitive to the population. = 10-11	Appropriate integration of research to evaluation plan; Plan gives adequate description of evaluation process; Evaluation adequately measures topic. = 9	Vague integration of research to evaluation plan; Plan gives vague description of evaluation process; Evaluation does not focus on topic.	Fails to define a plan; Does not apply research to evaluation. = 0-7	
Research & Program Evaluation (Section II:G8d)	Evaluation precisely focuses on the program plan; Easily identifies objectives that may enhance the program. = 10-11	Evaluation adequately focuses on the program plan; Identifies objectives that may enhance the program. = 9	Vaguely identifies objectives that may enhance the program. = 8	Fails to focus on the program plan. = 0-7	
Professional Writing	Student demonstrates refined level of writing that excellently adheres to APA format, including - margins, font, - headings, - running head, - appropriate citations, - appropriate sentence & paragraph structure, and - reference page. = 8	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. = 7	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - headings, - running head, - citations, - sentence & paragraph structure, and - reference page. = 6	Inappropriate writing and missing APA formatting, such as no citations, headings or reference page. = 0-5	
	1	Total Points Possible: 30	<u> </u>		/30

CACREP Standards	Exceeds Standards = 18-20	Meets Standards = 16-17	Developing Standards = 14-15	Does Not Meet Standards =0-13	Score
Professional Orientation & Ethical Practice (Section II: G1b, G1h, G1i, G1j), & Foundations (Section III: CMH-A2)	counselor's role; Genuine demonstration to advocate for the population; Excellent	Strong identification with the counselor's role; Adequate advocacy for the population; Proposal is ethically appropriate to the topic.	Acceptable identification with the counselor's role; Some advocacy; Proposal does not consider ethics.	No identification with the counselor's role; No advocacy; Proposal is not ethical.	
Social & Cultural Diversity (Section II: G2a, G2c, G2d, G2f), & Counseling, Prevention & Intervention, & Diversity & Advocacy (Section III: CMH- C3, D3, E1, E5)	& considers cultural trend; Accurately applies theory & strategy to support purpose; Integrates	Proposal appropriately relates to cultural trend; Strong application of theory & strategy to support purpose; Integrates reducing social barriers to promote wellness, with regard to cultural values.	Barely mentions cultural trend; Vaguely applies theory & strategy to support purpose; Vague focus on wellness.	No mention of cultural trend; Purpose is not based on research; Weak strategies; Does not focus on wellness.	
Human Growth & Development & Helping Relationships (Section II: G3a, G3b, G3d, G3h, G5a, G5c, G5e, G5g)	term wellness & development; Appropriately fosters	Proposal identifies theory to promote long-term wellness & development; Demonstrates some skill to foster client resilience; Adequate identification of methods to overcome barriers.	Weak theoretical support for wellness & development; Fosters some client resilience; Vague identification of methods to overcome barriers.	Fails to address wellness or methods to overcome barriers.	
Research & Program Evaluation (Section II: G8a, G8e, G8f; Section III: CMH- J1)	Sophisticated integration of research to create proposal; Proposal accurately addresses topic & is sensitive to the population.	Appropriate integration of research to proposal; Proposal adequately addresses topic.	Vague integration of research to proposal; Proposal does not focus on topic.	Fails to define a proposal; Does not apply research.	
Professional Writing		Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in - margins, font, - cover page - headings, - running head, - citations, - sentence & paragraph structure, and - reference page.	Level of writing mostly does not adhere to APA format with inappropriate - margins, font, - cover page - headings, - running head, - citations, - sentence & paragraph structure, and - reference page.	Inappropriate writing and missing APA formatting, such as no citations, headings or reference page.	
		Total Points Possible: 10	0	1	/100

Class Presentation 30 points

Class Presentation 30 points					
CACREP Standards	Exceeds Standards	Meets Standards	<b>Developing Standards</b>	Does Not Meet Standards	Score
Professional Orientation & Ethical Practice (Section II: G1b, G1h, G1i), & Foundations (Section III: CMH-A2)	Sophisticated demonstration of counselor's role; Genuine demonstration to advocate for the population; Excellent application of ethical considerations to the topic. = 5	Strong demonstration of counselor's role; Adequate advocacy for the population; Proposal is ethically appropriate to the topic. = 4	Acceptable demonstration of the counselor's role; Some advocacy; Proposal does not consider ethics. = 3	No demonstration of the counselor's role; No advocacy; Proposal is not ethical. = 0-2	
Social & Cultural Diversity (Section II: G2a, G2d, G2f), & Counseling, Prevention & Intervention, & Diversity & Advocacy (Section III: CMH- C1, D1, E1, E5)	Proposal is well-defined & considers cultural trend; Actively applies theory & strategy to support purpose; Describes methods to reduce social barriers to promote wellness and addresses cultural values. = 5	Proposal appropriately relates to cultural trend; Strong application of theory & strategy to support purpose; Acceptably describes methods to reduce social barriers to promote wellness, with regard to cultural values. = 4	Barely mentions cultural trend; Vaguely applies theory & strategy to support purpose; Vague focus on wellness.	No mention of cultural trend; Purpose is not based on research; Weak strategies; Does not focus on wellness. = 0-2	
Human Growth & Development & Helping Relationships (Section II: G3a, G3b, G5a, G5b, G5c)	Presentation integrates theory to promote long-term wellness & development; Genuinely seeks to foster client resilience specific to the population; Strongly identifies methods to overcome barriers that may include family or systems. = 5	Presentation identifies theory to promote long-term wellness & development; Demonstrates some skill to foster client resilience; Adequate identification of methods to overcome barriers. = 4	Weak theoretical support for wellness & development; Fosters some client resilience; Vague identification of methods to overcome barriers.	Fails to address wellness or methods to overcome barriers. = 0-2	
Research & Program Evaluation (Section II: G8a, G8e, G8f; Section III: CMH- J1)	Sophisticated integration of research to create presentation; Accurately addresses topic & is sensitive to the population. = 5	Appropriate integration of research to presentation; Adequately addresses topic. = 4	Vague integration of research to presentation; Does not focus on topic.	Presentation lacks definition; Does not apply research. = 0-2	
Professional Presentation (Section II: G6b)	of the counselor role & proposal; Applies his/her research in a thorough & convincing	professional manner;	Student appears overly nervous and/or lacks confidence; Presentation is somewhat disorganized or unclear at times; Student's view of the counselor role & proposal are not clearly connected to the research; Research	Student is not prepared. Does not present self or material in a professional manner. Presentation is disorganized and/or contains inaccurate information. Student fails to address large portions of required information.	

l'	9-10	demonstrates the counselor role. = 8	application is not defined or described; Student read directly from notes/ PowerPoints (if applicable); PPts are too busy/disorganized. = 7	= 0-6	
Total Points Possible: 30					/30