



COUN 552: INTERNSHIP
COURSE SYLLABUS: SPRING 2019

INSTRUCTOR INFORMATION

Instructor: Sam Bore, PhD., LPC – Associate Professor

Office Location: Binnion 223

Office Phone: 903-886-5637

Office Fax: 903-886-5780

University Email Address: sam.bore@tamuc.edu

Preferred Form of Communication: University Email

Communication Response Time: Within 24 hours

Meeting Day: Online Instruction

Location: myLeo

Office Hours:

Tuesday	Tuesday	Wednesda y	Thursday
Commerce 9:30-1:00	Mesquite 2:30-4:30	Virtual 10-12:00	Virtual 1:00 -3:00
Other meetings by appointment			

COURSE INFORMATION

Texts:

And **at least one** of the following, based on the population you might work with:

Jongsma, A. J., & Peterson, L. M. (2014). *The complete adult psychotherapy treatment planner* (5th ed). Hoboken, N.J.: John Wiley & Sons.

Jongsma, A. J., Peterson, L. M., McInnis, W.P., & Bruce, T.J. (2014). *The complete adolescent psychotherapy treatment planner* (5th ed). Hoboken, N.J.: John Wiley & Sons.



Special Topics Readings: additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). All course readings must be done each week prior to class**

Optional Texts and/or Materials

American Psychological Association (2011). Publication manual of the American Psychological Association (6th Ed.). Washington, D.C.: American Psychological Association.

Course Description

552. *Internship*. Three semester hours. Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Course is repeated for two, three-credit hour courses, each requiring approximately 20 weekly hours (300 total in each) of field experience, to meet master's requirement of six hours of internship. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates); grade of "B" or better in COUN 516 and 551. Students must receive a grade of "B" or better in first semester of 552 to progress to second semester of 552, and a "B" or better in second semester of 552 to graduate.

General Course Information

Internship provides extensive supervised on-the-job experience in a community counseling, school counseling, or student affairs setting closely aligned with the student's professional career goals.

Student Learning Outcomes

The student will demonstrate understanding and appropriate application of:

- 1.essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship; (5c)
- 2.counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; (5d)
- 3.models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; (5d)
- 4.an orientation to wellness and prevention as desired counseling goals; (5a)
- 5.self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- 6.four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills);
- 7.self-care strategies essential to the counselor role; (1d)
- 8.ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

CONTENT AREAS include, but are not limited to, the following:

At a minimum, this course will cover:



- I. Requirements for internship
- II. Professional conduct during internship
- III. Receiving and using supervision
- IV. Crisis intervention: Procedural guidelines
- V. Legal and ethical issues
- VI. Applying desirable direct services at field sites (see desirable experiences list)
- VII. Applying desirable indirect services at field sites (see desirable experiences list)
- VIII. Using appropriate professional resources at field sites (see desirable exp. list)

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 001 (Human Development). The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity). The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students). The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006 (Counseling). The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment). The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families). The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community). The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism). The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS
Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, and related computer skills, etc.



Instructional Methods

Lecture, Discussion, Seminar, In-Class Activities, Assignments, Experiential Activities, and Supervised Application.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100% or 153-170 pts
- B = 80%-89% or 136-152 pts
- C = 70%-79% or 119-135 pts
- D = 60%-69% or 102-118 pts
- F = 59% or below or 102 pts and below

Final Grade = 170 points

Attendance, readings, participation	20 points
Recordings (review prior to class)	50 points
Case Study	20 points
Two 10 Minute Transcripts	50 points
Demonstration of Skills	30 points

Intern 2: Theory of Change Paper	Mandatory to pass & graduate

ASSESSMENTS

1. Students will spend a minimum of CACREP=300 hours (Approximately 20 hours/week) at the field experience site, with documentation of such on a Record of Hours Form. The 600 clock-hour total (300 split) for supervised experience must include a minimum of 240 hours (120 split) of direct service work with clientele appropriate to the community, school, or student affairs program emphasis area. On-campus class meetings will be arranged by the instructor of record to meet the instructional needs of the section to which the student is assigned (depending on size of class). A schedule of these meeting times will be published by the instructor of record (see course calendar- changes could be made depending on the size of the class). Individual supervision sessions will occur at the discretion of the instructor of record.
2. Students will negotiate a Field Experience Contract and an Emergency Contract with their on-site supervisors. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements.
3. **Class Meeting: Attendance is mandatory.** Weekly Participation and Reading in a 1 hour class plus 1.5 hour group supervision (& 1 hour of on-site supervision). Active and appropriate participation in class. Participation includes constructively offering and receiving feedback from instructor and peers, as well as willingly interacting in any group assignment or discussion. **Missing more than 1 class will result in a failing grade. If**



you have an issue with this departmental policy than please drop the course and take it during another semester.

Weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship (performed by the on-site supervisor).

An average of 1.5 hours per week of group supervision provided on a regular schedule throughout the internship (performed by the faculty member).

4. The student will keep a *Weekly Activity Log* that will document a cumulative record of hours including:
 - a. direct on-site contact hours
 - b. on-site individual supervision
 - c. on-site group supervision with other interns
 - d. on-campus group supervision
 - e. indirect hours on site (excluding supervision)The activity log will also include brief descriptions of the student's on-site activities and reactions. This will be turned in at mid-term and final for review (instructor reserves the right to request this log at any point to verify hours).
5. **Case Study:** Students will develop a comprehensive written case study that will include a general idea of how change occurs applied to an individual case, the development of a treatment plan incorporating diagnostic inferences as well as intervention strategies (include rationale for intervention strategies). Internship I and II will have slightly different expectations reflecting developmental differences. Students will present this case study orally to the class and submit a written copy of the Case Study to the instructor. Use the Jongsma texts as a guideline to construct this.
6. **Theory of Change Paper:** required at the end of semester for Intern 2 students (see guidelines at end of syllabus or in Master's Student Handbook).
7. **Two audio/video recordings with Transcripts.** Students will transcribe a 8-10 minute section of two of their best recorded counseling sessions (one in midterm and the other at the end of the semester). For each transcript, students will include a summary of client statements, verbatim counselor response, and alternate counselor response (for each statement), and discussion of counselor self-awareness (what were you thinking or feeling when you made the statement, countertransference issues, etc.).
8. **A Selected Number of Audio/Video Recordings with a Typed Analysis:** Students will bring **3-5 audio/video** recordings with a typed analysis to group supervision. Recordings that are not clear will be returned to the student without credit. **BE SURE THE RECORDING IS CLEAR AND AUDIBLE!** During group supervision, students need to be prepared to provide each other with constructive feedback. Your Field Supervisor will give you direction on case management; your instructor will be emphasizing your skills, interventions, and conceptual understandings of your clients.



There will also be a strong emphasis on "you" in relationship to the therapeutic relationship. Refresh yourself concerning the aim of Supervision, if you have not already done so, and be prepared to engage in meaningful interaction. Please remind each other and yourself to destroy all recordings before the semester ends.

Demographics: SB is a 15 year-old Asian American male who is in 9th grade. He is the youngest of four children and lives with both biological parents.

Presenting problem: SB was referred by his teacher. He is currently failing science and language arts and has been referred to the principal for disruptive behavior.

Areas of concern: SB appears to have low self-esteem and few friends. He does not appear to have support for his schoolwork at home. His parents do not speak English well and are not very involved with his school responsibilities.

Interventions/techniques: The counselor used reflective listening, open-ended questions, paraphrasing, clarifying, and summarizing. Goal setting was also utilized. A homework assignment was given.

Self-evaluation: SB seemed more comfortable today with my approach. I think that I was more comfortable as well. I noticed when I transcribed my tape that I asked several closed-ended questions and did too much of the talking. It seems like I did most of the work. I plan to use an activity next session to shift responsibility to him.

You need to be prepared to give and receive constructive feedback. Provide a copy of your written analysis to each of your group members.

AUDIO/VIDEO RECORDING RULES

Recordings will be turned in on time. We will review at least several each week. Unclear recordings will be returned to students with no grade. Recordings must be accompanied by a release form signed by client (once per client per semester). Recordings will have student's name and session # labeled clearly; you are responsible for recording in a standard format playable on any PC computer- test your recordings on a PC prior to bringing them to class.

As in the other clinical courses, learning in this course is developmental, a recording which earns a satisfactory at the beginning of the course would, if turned in later in the course, probably receive a lower rating. Basically, this means that standards for a given rating get higher as the semester progresses.

9. The student is expected to perform activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.
10. The student will complete an evaluation of field site experiences during the last week of the semester. These evaluations will be filed with the department's Coordinator for Field Placement.
11. The student will maintain professional liability insurance throughout internship.



STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Students will be evaluated on their continued development and demonstration of the following clinical skills and competencies. A mid-term & end-of-semester evaluation will be conducted. Grading in this course is twofold, and is contingent upon both assignments as well as clinical performance of skills. Poor performance on skills, regardless of grades on written assignments will not lead to a passing grade, but great clinical performance and poor assignments will not either; it is a combination of good performance on both. To pass = A or B, while C or below = fail for the following performance areas:

Process Skills: These include skills learned in Pre-Practicum and refer to counselor behaviors that can be observed either through two-way mirrors, video or audio recording. These skills enhance the process of counseling and will be evaluated in their execution rather than their choice.

Conceptual Skills: Most of the counselor's covert behaviors are found here. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:

- understanding what the client is saying;
- identifying themes in the client messages;
- choosing strategies appropriate to client goals;
- recognizing even subtle improvement by the client.

Personalization Skills: These include both easily observable and subtle behaviors. Because counseling is a very personal activity, these skills will indicate how well the student has adjusted to the role of helper. Examples of these might include:

- comfort with the responsibility of being a counselor;
- being able to separate one's own issues from those of the client.

Professional Skills: These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:

- completing paper work on time,
- safeguarding confidentiality,
- behaving professionally in field placement,
- dressing appropriately for counseling contacts,
- not being defensive with an accusing client,
- being able to handle a range of personal emotions, and
- being able to accept constructive critique.

When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these



students will not receive the instructor's endorsement to continue with the program and pass the course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

way before that. If you need to speak with me, e-mail me and we will schedule a conference.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>



Interaction with Instructor Statement

The preferred mode of communication is through university email. Typically, I will get back with you within 24 hours – most times

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The student is expected to participate regularly on discussion boards. University guidelines regarding attendance policy will be followed. Online participation is necessary and mandatory in order to develop knowledge, dispositions, and skills as ethical and effective professional school counselors. To earn the participation points, students should (a) have completed reading; (b) have completed all assigned work, (c) contribute to discussions, and (d) follow online learning etiquette.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY SPECIFIC PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

This is an experiential class and attendance in all sessions is critical. Arriving to class on time, and reading the materials before class are expected. All assignments will have strict due dates.

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)



<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Professional Conduct

Professional demeanor and behavior are expected at all times. The course content is primarily a technical and philosophical examination of diversity, and all research content matter discussed will be discussed from those perspectives only. Content in diversity topics may vary and touch on sensitive topics. Accordingly, class discussions will be respectful and considerate of other's perspectives.

ADA STATEMENT

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CAMPUS CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-



Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE/CALENDAR

Class #	Date	Topic (tentative list)	Readings/Assignments Due
1	1/15/19	<p>Course Introduction; Review syllabi, course requirements, & engage in opening activities; Review of current skills & clinical experience</p> <p>**Discuss use of recording technology & assignment: no banned tech, must follow reasonable confidentiality & privacy standards, must include informed consent</p> <p>Recordings & Case Study Sign-up (2 each week)</p>	<p>**What recording technology will you use and how does it meet ethics, privacy, & confidentiality standards?</p> <p>SUBMIT ALL REQUIRED PAPERWORK FOR INTERNSHIP INCLUDING PROOF OF LIABILITY INSURANCE</p>
2	1/22/19	<p>Ethical & Legal Issues</p> <p>Recordings & Analyses</p> <p>Skill Development</p>	<p>Assigned Readings</p> <p>Recorded Site Hours</p>
3	1/29/19	<p>Clinical Interview, Ethical Issues, Diagnosis, & Treatment Planning</p> <p>Recordings & Analyses</p> <p>Skill Development</p>	<p>Assigned Readings</p> <p>Recorded Site Hours</p>
4	2/05/19	<p>Assessment and Therapeutic Progress</p> <p>Recordings & Analyses</p> <p>Skill Development – GR 1</p>	<p>Assigned Readings</p> <p>Recorded Site Hours</p> <p>Audio/Video Recordings</p>
5	2/12/19	<p>Assessment and Therapeutic Progress</p> <p>Recordings & Analyses</p> <p>Skill Development – GR 2</p>	<p>Assigned Readings</p> <p>Recorded Site Hours</p> <p>Audio/Video Recordings</p>
6	2/19/19	<p>Recordings & Analyses</p> <p>Skill Development</p> <p>Special Topic – GR 1</p>	<p>Assigned Readings</p> <p>Recorded Site Hours</p> <p>Audio/Video Recordings</p>



7	2/26/19	Recordings & Analyses Skill Development Special Topic – GR 2	Assigned Readings Recorded Site Hours Audio/Video Recordings
8	3/05/19	Recordings & Analyses Skill Development Special Topic – ALL/MIDTERM	Assigned Readings TAPE 1 DUE
9	3/12/19	Recordings & Analyses Skill Development Special Topic – GR 1	Assigned Readings Recorded Site Hours Audio/Video Recordings Case Study
10	3/19/19	Recordings & Analyses Skill Development Special Topic – GR 2	Assigned Readings Recorded Site Hours Audio/Video Recordings Case Study
11	3/26/19	Spring Break: No Class	
12	4/02/19	Recordings & Analyses Skill Development Special Topic - GR 1	Assigned Readings Audio/Video Recordings Case Study
13	4/09/19	Recordings & Analyses Skill Development Special Topic – GR 2	Assigned Readings Recorded Site Hours Audio/Video Recordings Case Study
14	4/16/19	Recordings & Analyses Skill Development Special Topic - GR 1	Assigned Readings Recorded Site Hours Audio/Video Recordings Case Study TAPE 2 DUE
15	4/23/19	Recordings & Analyses Skill Development Special Topic – GR 2	Assigned Readings Recorded Site Hours Audio/Video Recordings Case Study TAPE 2 DUE
16	4/30/19	Individual Evaluation Meetings with Instructor During Class to Complete CSCE; Turn in all final course paperwork (site & program) – GR 1	Evaluations (site & yours) CSCE to be completed by student and professor Theory of Change Paper (Intern 2)
17	5/7/19	Individual Evaluation Meetings with Instructor During Class to Complete CSCE; Turn in all final course paperwork (site & program) – GR 2	Evaluations (site & yours) CSCE to be completed by student and professor Theory of Change Paper (Intern 2)



CACREP Standards in Course

Core Standard	Course	Addressed in Course	
	COUN 552		
2.G.1.b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of Ethics' Codes with applied emphasis	Sign Ethics Agreement; Demonstration of ethical behavior with Video tapes of actual counseling sessions; Mid and end of term performance evaluation
2.G.1.c. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
2.G.1.d. Self-care strategies appropriate to the counselor role.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Discuss and review students self-care strategies Review of site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
2.G.1.f. Professional organizations, including membership benefits, activities, services to members, and current issues	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of documentation policies at site; Site attendance/collection of	Tapes; Written critiques; Mid-term and end of semester student performance evaluation, Discuss Referral Procedures (Samples of Referral Forms).

		clinical hours	
2.G.1.g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Readings applied from Treatment Planners, Child/adolescent & Adult	Tapes; Written critiques; Case conceptualization; Intervention presentation
2.G.1.h. The role and process of the professional counselor advocating on behalf of the profession.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of site attendance; taping of client sessions for feedback/evaluation	Evaluation of critiques and taped sessions
2.G.1.i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
2.G.1.j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
2.G.2.a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of Ethics' Codes with applied emphasis	Sign Ethics Agreement; Demonstration of ethical behavior with Video tapes of actual counseling sessions; Mid and end of term performance evaluation
2.G.2.b. Attitudes, beliefs, understandings, and acculturative experiences, including specific	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Demonstration of	Evaluation of Written Critiques, and Taped sessions; Case Study; Intervention Presentation; Theory

experiential learning activities designed to foster students' understanding of self and culturally diverse clients.		appropriate counseling skills during class sessions; consistent demonstrations of professionalism; Written Critiques of taped client sessions	of Change (Internship 2)
2.G.2.d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review onsite case management, intakes, psychosocials, and discharge planning	Tapes; Written critiques
2.G.2.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.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Demonstration of appropriate counseling skills during class sessions and via Written Critiques of taped client sessions	Evaluation of Written Critiques, and Taped sessions; Case Study; Intervention Presentation; Theory of Change (Internship 2)
2.G.5.a. An orientation to wellness and prevention as desired counseling goals.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Readings applied from Treatment Planners, Child/adolescent & Adult	Tapes; Written critiques; Case conceptualization; Intervention presentation
2.G.5.b. Counselor characteristics and behaviors that influence helping processes.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Lecture notes: Best Practices	Tapes; Written critiques
2.G.5.c. Essential interviewing and counseling skills.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case	Evaluation of critiques and taped sessions; Case Study

		Reviews Review onsite case management and discharge planning	
2.G.5.d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review developed Crisis Plan with Site supervisor; Lecture notes on Risk assessment	Documentation of Crisis Plan; Video Tapes
2.G.5.e. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review developed Crisis Plan with Site supervisor; Read Lecture notes and Class Discussion on Risk Assessment & Crisis Intervention	Documentation of Crisis Plan; Review of Video Tapes
2.G.5.f. A general framework for understanding and practicing consultation.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Demonstration of personal models of counseling	In class observations; Review of Video Tapes

CMHC Standard	Course	Learning Activity or Assignment	Assessment
	COUN 552		

B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	X	<u>Delivery:</u> Lecture, Readings, and Case Reviews Review of site attendance/collection of clinical hours	Tapes; Written critiques; Midterm and end of semester student performance evaluation
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of documentation policies at site; Site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review onsite case management, intakes, psychosocials, and discharge planning	Tapes; Written critiques
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review and application of Site policies/procedures; required attendance for designated weekly hours	Mid and end of term Student Evaluation and Site Evaluation
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Demonstration of appropriate counseling skills during class sessions; consistent demonstrations of professionalism; Written Critiques of	Evaluation of Written Critiques, and Taped sessions; Case Study; Intervention Presentation; Theory of Change (Internship 2)

		taped client sessions	
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Demonstration of appropriate counseling skills during class sessions; consistent demonstrations of professionalism; Written Critiques of taped client sessions	Evaluation of Written Critiques, and Taped sessions; Case Study; Techniques Presentation
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Readings: Child/Adolescent Psychotherapy Treatment Planner, Adult Psychotherapy Treatment Planner Lecture Notes: Diagnosis and Treatment Planning Applied	Written analyses/critiques; Case Study Conceptualization
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review onsite case management, intakes, psychosocials, and discharge planning	Tapes; Written critiques
D7. Applies current record-keeping standards related to clinical mental health counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Develop Crisis Plan with Site supervisor; Read Lecture notes and Class Discussion on Risk Assessment &	Documentation of Crisis Plan; Review of Video Tapes

		Crisis Intervention	
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review attendance of on-site treatment team meetings; intakes	Written analyses/critiques
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review and application of Site policies/procedures; required attendance for designated weekly hours	Mid and end of term Student Evaluation and Site Evaluation
F1. Maintains information regarding community resources to make appropriate referrals.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Reviews site attendance; taping of client sessions for feedback/evaluation	Evaluation of critiques and taped sessions; Case Study
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of Ethics' Codes with applied emphasis	Sign Ethics Agreement; Demonstration of ethical behavior with Video tapes of actual counseling sessions; Mid and end of term performance evaluation
	X		
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
H1. Selects appropriate comprehensive assessment	X	<u>Delivery:</u> Lecture, Tapes' Review,	Tapes; Written critiques

interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.		Readings, and Case Reviews Review onsite case management, intakes, psychosocials, and discharge planning	
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance; taping of client sessions for feedback/evaluation	Evaluation of critiques and taped sessions
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of Ethics' Codes with applied emphasis	Sign Ethics Agreement; Demonstration of ethical behavior with Video tapes of actual counseling sessions; Mid and end of term performance evaluation
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review attendance of on site treatment team meetings; intakes	Written analyses/critiques
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
J2. Develops measurable outcomes for clinical mental health counseling programs,			



interventions, and treatments.				
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.				
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.				
School Standard		Course	Learning Activity or Assignment	Assessment
		COUN 552		
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation	
B2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Lecture notes: Assessments; psychosocials	Tapes; Written critiques	
D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Individual and Group, teacher, principal, parent	In class discussion, Session Self-Evaluations, Individual & Group Supervision Sessions	



diverse individuals, groups, and classrooms.		and family meetings at field site, In class processing of these sessions, Processing in individual and group supervision sessions	
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of onsite case management notes, intakes, and assessments. Case discussions	Tapes; Written critiques
D3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness,(c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review Counselors' Designing, Implementation, Managing, and Evaluating a Comprehensive School Counseling Program, In Class Processing of this Experience, Individual and Group Supervision Sessions.	In class discussion, Self-Evaluations, Provide a Copy of the Comprehensive Developmental School Counseling Program Developed at Field Site.
D5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review Site attendance/collection of clinical hours	In Class discussion and Processing of Workshops' outcomes, Workshops' Brochures, Agenda, and Pictures, Samples of Presentations



clients when appropriate.			
F1. Demonstrates multicultural competencies in relation to diversity, equity and opportunity in student learning and development.	X	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews</p> <p>Review teacher, staff, and community members' meetings at field site</p> <p>In class processing of these experiences, Processing in individual and group supervision sessions</p>	<p>Self-Evaluations, Individual & Group Supervision Sessions, Report on academic, career, and personal/social development strategies agreed on by different stakeholders</p>
F 2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	X	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews</p> <p>Review School Counselor' in Designing, Implementation, Managing, and Evaluating a Comprehensive School Counseling Program.</p> <p>In Class Processing of this Experience, Individual and Group Supervision Sessions.</p>	<p>In class discussion, Self-Evaluations, Provide a Copy of the Comprehensive Developmental School Counseling Program Developed at Field Site.</p>
F4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	X	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews</p> <p>Develop Crisis Plan with Site supervisor; Lecture notes on Risk assessment</p>	<p>Documentation of Crisis Plan; Video Tapes</p>



<p>H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review teacher, Parent and Community career/personal/social workshops at field site, In Class Processing of this Experience</p>	<p>In Class discussion and Processing of Workshops' outcomes, Workshops' Brochures, Agenda, and Pictures, Samples of Presentations</p>
<p>H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Develop Crisis Plan with Site supervisor; Lecture notes on Risk assessment</p>	<p>Documentation of Crisis Plan; Video Tapes</p>
<p>H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review Individual and Group parent and family meetings at field site notes In class processing of sessions, Processing in individual and group supervision sessions</p>	<p>In class discussion, Session Self-Evaluations, Individual & Group Supervision Sessions</p>
<p>H4. Makes appropriate referrals to school and/or community resources.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of Ethics' Codes with applied emphasis for schools</p>	<p>Sign Ethics Agreement; Demonstration of ethical behavior with Video tapes of actual counseling sessions; Mid and end of term performance evaluation,</p>
<p>H5. Assesses barriers that impede</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review,</p>	<p>In class discussion, Self-Evaluations, Provide a</p>



<p>students' academic, career, and personal/social development.</p>		<p>Readings, and Case Reviews Review of Comprehensive School Counseling Programs, In Class Processing of this personal experience, Individual and Group Supervision Sessions. Discussion on Mission Statements</p>	<p>Copy of the Comprehensive Developmental School Counseling Program Developed at Field Site.</p>
<p>J 1. Applies relevant research findings to inform the practice of school counseling.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Works with Resident School Counselors in Designing, Implementation, Managing, and Evaluating a Comprehensive School Counseling Program, In Class Processing of this Experience, Individual and Group Supervision Sessions.</p>	<p>In class discussion, Self-Evaluations, Provide a Copy of the Comprehensive Developmental School Counseling Program Developed at Field Site.</p>
<p>J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Discuss Teacher, Parent and Community career/personal/social workshops at field site, In Class Processing of this Experience</p>	<p>In Class discussion and Processing of Workshops' outcomes, Workshops' Brochures, Agenda, and Pictures, Samples of Presentations</p>
<p>J3. Analyzes and uses data to enhance school counseling programs.</p>	<p>X</p>	<p><u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance/collection of clinical hours</p>	<p>In Class discussion and Processing of Workshops' outcomes, Workshops' Brochures, Agenda, and Pictures, Samples of Presentations</p>



L1. Conducts programs designed to enhance student academic development.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
L2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Lecture notes: Assessments; psychosocials	Tapes; Written critiques
L3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review choice sheets and college application forms; Review Career Exploration Programs	Completed choice sheets and college application forms.
N1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Lecture notes: Assessments; psychosocials	Tapes; Written critiques
N2. Locates resources in the community that can be used in the school to improve student achievement and	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Readings applied from Treatment Planners, Child/adolescent	Tapes; Written critiques; Case conceptualization; Intervention presentation



success.			
N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation
N4. Uses peer helping strategies in the school counseling program.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Review of site attendance/collection of clinical hours	Tapes; Written critiques; Mid-term and end of semester student performance evaluation, Classroom Guidance on Cultural Awareness (Provided Presentation Samples)
N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Discuss teacher, staff, and community members' meetings at field site, In class processing of these experiences, Processing in individual and group supervision sessions	Self-Evaluations, Individual & Group Supervision Sessions, Report on academic, career, and personal/social development strategies agreed on by different stakeholders
P1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	X	<u>Delivery:</u> Lecture, Tapes' Review, Readings, and Case Reviews Report and review Coordination of Peer Interventions for Individuals and Groups of Students at field site, In class processing of these sessions	In class discussion, Self-Evaluations, Individual & Group Supervision Sessions, Peer Intervention Tape Sessions
P2. Plans and presents school-	X	<u>Delivery:</u> Lecture, Tapes' Review,	Written case critiques; case conceptualization



counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).		Readings, and Case Reviews Lecture Notes: Assessing Therapeutic Progress	

THEORY OF CHANGE PAPER GUIDELINES FOR INTERNSHIP 2

In efforts to insure that students are achieving overall program learning objectives and that excellence is maintained in the preparation of counselors, each student’s learning of overall program objectives is evaluated in the manner described below.

Counseling Program

During Internship 2 (Weeks 10-13 during 15-week terms; Weeks 8-9 during 10-week terms) students will submit a written project in which they address the following:

1. Identify a theory-of-choice.
2. Thorough discussion of theory including, but not limited to, the following:
 - Founder(s)/developer(s)/advancers (who has added to or modified the theory)
 - Basic belief about human nature
 - Nature of change
 - Descriptions of specific techniques/interventions associated with theory
 - Descriptions of other techniques/interventions from other theories that integrate well with techniques/interventions associated with theory
 - Discussion of how core conditions/response dimensions can be integrated with theory
3. Application of theory in group settings, including how application might differ depending upon stage of group development.
4. Application of theory in working with individuals from diverse groups, including specific groups with which theory might not be particularly viable.
5. Description of investigation/research project in which effectiveness of particular technique/intervention associated with theory of choice.

These written projects will be evaluated using the following rubrics:



Basic knowledge of theory-of-choice

0 – Cannot identify theory of choice

1 – Identifies theory of choice, including founder/developer. Unable to discuss basic human nature or nature of change

2 – Identifies theory of choice, including founder/developer. Discusses basic human nature in light of theory. Unable to discuss nature of change

3 – Identifies theory of choice, including founder/developer. Discusses basic human nature AND nature of change in light of theory.

4 – Identifies theory of choice, including founder/developer. Discusses basic human nature AND nature of change in light of theory. Discusses recent developments with regards to theory, including recent contributors to theory development.

Application knowledge of theory-of-choice

0 – Identifies/lists techniques/interventions associated with theory, but fails to describe/discuss them. Briefly discusses incorporation of core conditions/response dimensions. Fails to discuss incorporation of techniques/interventions from other theories.

1 – Identifies/lists techniques/interventions associated with theory, describing/discussion 1 or 2.

2 – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Adequately discusses incorporation of core conditions/response dimensions. Identifies/lists and describes/discusses incorporation of 1 or 2 techniques/interventions from other theories.

3 – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Thoroughly describes/discusses incorporation of core conditions/response dimensions and identifies/lists and describes/discusses 1 or 2 techniques/interventions from other theories; OR adequately describes/discusses incorporation of core conditions/response dimensions and describes/discusses 3 or more techniques/interventions from other theories, and their incorporation into counseling within theory-of-choice.

4 – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Thoroughly describes/discusses incorporation of core conditions/response dimensions and describes/discusses 3 or more techniques/interventions from other theories, and their incorporation into counseling within theory-of-choice.

Theory-of-choice in group settings

0 – Unable to describe/discuss application of theory-of-choice in group settings.

1 – Describes/discusses basic application of theory in group settings.

2 – Describes/discusses thoroughly application of theory in group settings OR describes/discusses basic application of theory in group settings and how basic application might vary depending upon stage of group development.

3 – Describes/discusses thoroughly application of theory in group settings and how basic application might vary depending upon stage of group development.

4 – Describes/discusses thoroughly application of theory in group settings including how that application might vary based upon stage of group development.

Theory-of-choice with diverse groups

0 – Describes/discusses theory and separately describes/discusses diverse groups. Fails to integrate at all both.



- 1** – Identifies 1 or 2 diverse groups and describes/discusses working with them within “bounds” of theory.
- 2** – Identifies all diverse groups with which theory might be viable. Describes/discusses working with 1 or 2 of these groups within “bounds” of theory.
- 3** – Identifies all diverse groups with which theory might be viable. Describes/discusses working with them within “bounds” of theory; OR identifies 1 or 2 diverse groups. Describes/discusses working with them within “bounds” of theory AND identifies groups with which theory might not be particularly viable.
- 4** – Identifies all diverse groups with which theory might be viable. Describes/discusses working with them within “bounds” of theory. Also identifies groups with which theory might not be particularly viable and describes/discusses reasons for inapplicability.

Theory-of-choice effectiveness investigation

- 0** – Unable to describe/discuss means of assessing effectiveness of technique/intervention associated with theory of choice.
- 1** – Discusses/describes, generally, means of assessing effectiveness of technique/intervention.
- 2** – Designs investigation that addresses 2 or 3 of content items described in 4
- 3** – Designs investigation that addresses 4 or 5 of content items described in 4 OR addresses in detail 2 or 3 of content items described in 4.
- 4** – Designs investigation that addresses the following in detail: Research question(s), Description of population and sample, Recruitment of participants, Specific means of assessing effectiveness, Description of technique/intervention, Informed consent and maintenance of confidentiality/privacy.