



Graduate School

## COURSE SYLLABUS

### CENTER FOR COUNSELING AND FAMILY STUDIES

COUN 510

**COURSE TITLE: COUNSELING THEORIES AND APPROACHES FOR CHILDREN/ADOLESCENTS**

**FACULTY NAME:** GRACE-ANN GIBBY, PH.D., M.S., **PHONE NUMBER:** 242-727-6581

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**OFFICE LOCATION:** OTR, 2<sup>ND</sup> FLOOR

**OFFICE HOURS AND APPOINTMENTS:** By Appointment

#### I. COURSE DESCRIPTION

This course introduces students to the most effective theoretical approaches to counseling children and adolescents including fundamental concepts, counselor and client roles, and interventions. Techniques and strategies from the various theories will be explored through reading literature, role-playing and counselor advocacy is also addressed.

**Commented [KKE(fc&FS1)]:** Excellent... well written and clear!

#### II. RATIONALE

Developing excellence in the field of professional counseling requires a thorough understanding of theoretical frameworks which students need to explore and establish a theoretical orientation. It is vital that this theoretical orientation is congruent with the student and its applicability to a variety of populations is examined.

**Commented [KKE(fc&FS2)]:** Yes!! Clear rationale

#### III. PREREQUISITES

None

**Commented [KKE(fc&FS3)]:** I wonder if maybe ethics should be a pre-req since these are minors? Just a thought...

#### IV. RESOURCES

##### REQUIRED TEXTBOOKS:

1. King, P.K. (2017). *Tools for eEffective tTherapy with cChildren and fFamilies: A Solution-Focused aApproach* (1st ed.). Routledge. ISBN: 9781138126176

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**Rationale:** This textbook provides a step-by-step outline for therapeutic interventions including: solution- focused brief therapy, and play therapy that are especially useful when working with children/adolescents and time is limited. Usually in school systems, children are involved in many activities, when attending counseling sessions, it is helpful to use evidence-based treatments that are time-efficient.

**Commented [KKE(fc&FS4):** I think this is perfect considering the nature of your presentation and course. It's true, school settings do not allow for long term care, so we need to understand evidenced based approaches that tailor to this timeframe.

2. Freeman, J. C., Epston, D., & Lobovits, D. (1997). Playful approaches to serious problems: Narrative therapy with children and their families. W.W. Norton. ISBN-13: 978-0393702293

**Rationale:** This textbook offers a unique alternative of a relaxed tone, and strong encouragement to “lighten up” when working with children and adolescents. Children’s stories are validated while simultaneously the burden of counseling is lighter when incorporating the techniques recommended.

#### Required Article:

Wymer, B., Ohrt, J. H., Morey, D., & Swisher, S. (2020). Integrating eExpressive aArts tTechniques iinto tTrauma-fFocused tTreatment wWith cChildren. *Journal of Mental Health Counseling*, 42(2), 124-139.

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**Rationale:** Childhood Trauma is an increasingly popular topic. This article provides expressive techniques specifically for trauma-focused treatment.

**Commented [KKE(fc&FS5):** This is wonderful. An updated article too.

American Psychological Association (Washington, District of Columbia). (2020). Publication manual of the american psychological association (Seventh ed.). American Psychological Association.

One thing to keep in mind here... you will have the students utilizing three specific techniques: SFT, NT, and TI... I wonder if there is a resource that might have all three of these, offering an overarching picture. If not, these certainly work.

American Counseling Association. (2005) *ACA code of ethics*. Washington, DC: American Counseling Association. (Download free copy from: <http://counseling.org/>)

I just think through (and you can too as a student): “Do I need to have the students buy three separate books in this stage in their development? Or will one book, with a 30,000 foot picture of each strategy, be more useful.”

Lap top computer – We will be doing a number of online assignments in class so having a laptop to bring to each class will be an advantage to you. (See information technology recommendations @: <http://www.liberty.edu/informationsservices/index.cfm?PID=20923>)

I’m just thinking through that as I read this too ☺

*Disclaimer: The above resources provide information consistent with that required by state licensing boards in the area of counselor professional identity, function, and ethics. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.*

## ADDITIONAL MATERIALS FOR LEARNING

- A. Computer. (See information technology recommendations @:  
<http://www.liberty.edu/information services/index.cfm?PID=20923>)
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint  
(Microsoft Office is available at a special discount to Liberty University students.)

## MEASURABLE LEARNING OUTCOMES

This course is designed to meet licensure standards that students in School Counseling programs demonstrate an understanding of **professional identity, function, and theories of counseling** approaches that are applicable to children/adolescents.

*MLO 1: Demonstrate knowledge of the Theories of Counseling Approaches and techniques that are applicable to children/adolescents.*  
(CACREP II F. 5.a, g, h, j)

*MLO2: Identify factors that influence student development, assessing multicultural issues and barriers that impede student development.*  
(CACREP SC G.2.a, f; G. 2.g)

*MLO3: Demonstrate appropriate counseling interventions and provide the rationale for the selection.*  
(CACREP SC G. 2.f, 3. f)

*MLO 4: Examine research and apply to counseling situations*  
(CACREP II F. 5. a, g, h, j)

*MLO5: Identify the signs and symptoms of mental health disorder and behavioral distress including depression and trauma.*  
(CACREP SC G.2.g.)

Commented [KKE(fC&FS6): Demonstrate!!! Perfect.

Commented [KKE(fC&FS7): You can use numerics for this

Commented [KKE(fC&FS8): Identify!

Commented [KKE(fC&FS9): Examine!! We're moving up the HOT skills... wonderful!

Commented [KKE(fC&FS10): Grace, you nailed these!! Well done!

| CACREP Standard                               | Performance Measure                               |
|-----------------------------------------------|---------------------------------------------------|
| II F. 5. a. theories and models of counseling | Discussion Board, Quiz, Critical Paper, Role Play |

|                                                                                                                             |                                                    |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| II F. 5. g. essential interviewing, counseling, and case conceptualization skills                                           | Role Play, Quiz, Discussion Board, Research Paper  |
| II F. 5. h. developmentally relevant counseling treatment or intervention plans                                             | Discussion Board, Role Play                        |
| II F. 5. J. evidence-based counseling strategies and techniques for prevention and intervention                             | Discussion Board, Role Play, Research Paper        |
| SC G. 2. a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools                         | Discussion Board, Research Paper                   |
| SC. G. 2. f. competencies to advocate for school counseling roles                                                           | Discussion Board                                   |
| SC.G. 2. g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders | Discussion Board, Research Paper                   |
| SC. G. 3.f. techniques of personal/social counseling in school settings                                                     | Discussion Board, Role plays, Research Paper, Quiz |

**Commented [KKE(fc&FS11)]:** Excellent. As I see this matrix, I know that the students are being assessed on each standard per these assignments. This is so important!

## VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Complete **assigned reading** before each class and **participate in class discussions and activities**. Class time will be highly interactive. Thus, students are required to download and bring to each class session the following:
- ACA Code of Ethics
  - Students are also encouraged to bring their lap tops to class as we will spend time in groups researching information on the web.

Students will be graded on participation based on the [Participation Rubric](#) (See [Appendix A](#))

- B. **Discussion Board Forums x4.** Each forum will evaluate the student's understanding of the information presented in class for that week. (See [Appendix B](#) for more information and the grading rubric)

**Commented [KKE(fc&FS12)]:** For purposes of this description section, you can give the students a little bit "more."

Perhaps just mentioning what each DB would be about. Then the details are found in the Appendix.

So something like "Each forum will discuss counseling theories, ethics of using techniques with culturally sensitive populations, etc."

C. **Critical Theoretical Paper.** Throughout the course, students will select a theory that is of interest to them. For a complete review of this paper (See [Appendix C](#) for more information and the grading rubric):

D. **Quizzes x2.** The quizzes are closed book and note, multiple-choice, true-false, and can be found in canvas under the “Assignments” tab.

E. **Role Play In class Activities x3.** Each week, based on assigned readings and lectures students should be prepared to participate in weekly role plays of the therapies discussed (See [Appendix D](#) for more information and the grading rubric).

**Commented [KKE(fc&FS13):** Same here:

“Students will be tasked to choose one theory of their choosing and complete a Critical Theoretical Paper that will critique the theory in light of....etc.” This is important for accreditation standards who can look at the description and fully understand how it meets the MLOs and the CACREP standards.

Also, you’ll want to link the MLOs here in the list. So for example, this assignment meets MLOs 1-4. So you can add that here. We need to see how the assignments are linked to the MLOs.

Remember, MLOs and CACREP standards are different.

**Commented [KKE(fc&FS14):** Love it! Experiential!

## VII. COURSE GRADING AND POLICIES

**\*ALL ASSIGNMENTS ARE DUE SUNDAYS @11:59PM.**

### A. Points

|                                     |             |
|-------------------------------------|-------------|
| Assigned Readings and Participation | 150         |
| Discussion Board 4@100 pts          | 400         |
| Quizzes x2@ 75pts                   | 150         |
| APA Research Paper                  | 200         |
| Role-play demonstrations x3@30pts   | 90          |
| Course Requirements Checklist       | 10          |
|                                     |             |
|                                     |             |
| <b>Total</b>                        | <b>1000</b> |

### B. Scale

| A        | A-      | B+      | B       | B-      | C+      |
|----------|---------|---------|---------|---------|---------|
| 1000-940 | 939-920 | 919-900 | 899-860 | 859-840 | 839-820 |
| C        | C-      | D+      | D       | D-      | F       |
| 819-780  | 779-760 | 759-740 | 739-700 | 699-680 | 679-0   |

C. Late Policy

Papers/projects:

1. 5%-point deduction per day.
2. **No assignment will be accepted 14 days after original due date without written approval from the professor. This approval must be sought prior to assignment due date.**

Commented [KKE(fC&FS15)]: © that's right!

VIII. Other Policies:

A. Plagiarism Policy

Students will read and abide by the Honor Code statement and other appropriate guidelines regarding cheating and plagiarism found in the *Liberty Way*. **All papers will be submitted through SafeAssign.** Students must get a similarity index of < 25% in order not to qualify for unintentional or intentional plagiarism. For information on SafeAssign go to:  
<http://www.safeassign.com>.

B. Professionalism Policy

Agreement or respectful disagreement with others in the class is expected. Learning to accurately communicate beliefs, attitudes, and emotions about important issues is a crucial part of both personal and professional development as a counselor. Engaging in this process in an appropriate manner is expected.  
The quality standard for work submitted is expected to be appropriate for graduate level work. These expectations include excellent grammar and spelling, coherent paragraphs, precise APA style, and sufficient levels of organizational structure.

D. English as a Second Language

If English is a student's second language, they should make use of the Graduate Writing Center and/or peer proofreading prior to submitting his/her work. Grading must be consistent for all students.

E. Other Policies

1. Academic Misconduct: Academic misconduct is strictly prohibited. Students should see the Graduate Catalog for specific definitions, penalties, and processes for reporting.

2. Disability Statement: Online students with a documented disability may contact Liberty University Online Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.
3. Drop/Add Policy: Consult the Graduate Catalog for drop/add policies.
4. Email Correspondence: Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Complaints should be communicated directly to the individual involved. Students should not send a blanket email to everyone in the class or to administrative personnel until they have communicated their concerns directly to the person involved and allowed them time to respond. Students should not post a message to the class on Blackboard that is more appropriate for an individual. They should avoid offensive language of any kind.
5. Dual Relationship: The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.
6. Limits of Confidentiality: In the event of a student’s disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student’s permanent record.
7. FN policy: Students who begin a course, but at some point in the semester cease participating and do not provide official notification to withdraw, will be assigned a grade of “FN” at the discretion of the instructor, dated to the

student's last date of academic activity. A grade of "FN" will be assigned when a student stop attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives. The last date of attendance will be based upon the last date that a student submitted an academic assignment (such as an examination, written paper or project, Discussion Board post, or other academic event).

#### *COURSE SCHEDULE*

| Week/Date | Class Topic/Reading                                                                                                                                                                                       | Assignments Due*                                      |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1         | <i>Introduction</i> <ul style="list-style-type: none"> <li>Syllabus Review</li> <li>Solution – Focused Brief Therapy</li> <li>King, chapters 1-3</li> <li>Application: Role Play</li> </ul>               | Course Requirements Checklist<br>Discussion Board     |
| 2         | <ul style="list-style-type: none"> <li>Play Therapy</li> <li>King, Chapter 5-7</li> <li>Application: Role Play</li> </ul>                                                                                 | Discussion Board<br>Quiz 1                            |
| 3         | <ul style="list-style-type: none"> <li>Narrative Therapy</li> <li>Freeman et al, Chapter 1-3</li> <li>Application: Role Play</li> </ul>                                                                   | Discussion Board<br>Quiz 2                            |
| 4         | <ul style="list-style-type: none"> <li>King, chapter 8-10</li> <li>Assigned Article</li> <li>Class discussion of Expressive arts for Trauma-focused treatment</li> <li>Review of all Therapies</li> </ul> | Discussion Board<br><u>Critical Theoretical</u> Paper |

**Commented [KKE(fc&FS17)]:** Sometimes we have to delineate the different assignments so that they know which is due...

So maybe just call this Discussion Board 1, then the next is Discussion Board 2, and so on...

**Commented [KKE(fc&FS16)]:** Since this is a graded assignment, you'll want to put this in the "assignments due" section too



## Appendix A

### Assigned Readings and Participation

Each week there is an assigned reading that students are expected to complete. The reading will articulate the therapeutic interventions and enhance what is being presented in class. Research demonstrates that reading is an essential homework component to scholarly development (West, et al., 2013).

Commented [KKE(fc&FS18)]: ☺ Wonderful!

### Participation and Reading Rubric

| Points | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0      | <ul style="list-style-type: none"><li>Physically Absent more than 1 class during the 4-week course or is late more than 2 classes in the semester. (Late is defined as 1 minute after class begins)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 50     | <ul style="list-style-type: none"><li>Present, not disruptive.</li><li>Responds only when called on but does not offer anything of own volition.</li><li>Frequently not prepared for class including not knowing assigned reading, not having materials needed for class.</li><li>Using computer/phone in class for work other than class.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                             |
| 75     | <ul style="list-style-type: none"><li>Demonstrates some preparation for class, but not consistently</li><li>Offers straightforward information, without elaboration, or very infrequently (perhaps once a class).</li><li>Demonstrates sporadic involvement in class discussion and group.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 100    | <ul style="list-style-type: none"><li>Demonstrates consistent preparation: knows assigned reading facts well and consistently has required class materials</li><li>Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li><li>Demonstrates consistent ongoing involvement in class discussion and group.</li></ul>                                                                                                                                                                                                                                                            |
| 150    | <ul style="list-style-type: none"><li>Demonstrates excellent preparation: knows assigned reading facts, has analyzed the facts and thought through implications, relating it to other readings and other material (e.g., readings, course material, discussions, experiences, etc.). Always prepared and has required materials for class.</li><li>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</li><li>Demonstrates very active ongoing involvement in class and group discussion.</li></ul> |

## Appendix B

### DISCUSSION BOARD FORUM ASSIGNMENT INSTRUCTIONS

The student will complete four Discussion Board Forums in this course. The student will post one thread of at least 400 words by 11:59 p.m. (ET) on Thursday connected to the assigned reading for that week. The student must then post one reply of at least 200 words by 11:59 p.m. (ET) on Sunday of the assigned week. For each thread, students must support their assertions with at least one scholarly citation in APA format. Each reply must incorporate at least one scholarly citation in APA format. Any sources cited must have been published within the last five years. Acceptable sources include peer-reviewed journal articles (outside of the assigned course readings), course textbooks and the Bible.

**Commented [KKE(fc&FS19)]:** Great- but what are the discussion boards???

You have to create the assignment

### DISCUSSION BOARD FORUM GRADING RUBRIC

| Criteria                                                         |                                                                                                                                                  |                                                                                                                                                                                       |                                                                                                                                                                                                  |                    |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <b>Content (80 %)</b>                                            | Advance                                                                                                                                          | Proficient                                                                                                                                                                            | Developing                                                                                                                                                                                       | <b>Not Present</b> |
| <b>Original Thread Content</b>                                   | 65-80 points<br><br>Thread covers the questions succinctly and sufficiently. Thread shows critical thinking skills                               | 41-64 points<br><br>Thread mostly covers the questions asked. There is some evidence of critical thinking                                                                             | 1-40 points<br><br>Thread covers less than half of the questions. Thread shows limited display of critical thinking                                                                              | <b>0 points</b>    |
| <b>Reply Thread Content:</b>                                     | 18-20 points<br><br>Demonstrates exemplary reflective thought, and critical thinking                                                             | 15-17 points<br><br>Demonstrates a moderate reflective thought and critical thinking                                                                                                  | 1-14 points<br><br>Demonstrates little or no reflective thought and critical thinking                                                                                                            | <b>0 points</b>    |
| <b>Structure (20%)</b>                                           | <i>Advanced</i>                                                                                                                                  | Proficient                                                                                                                                                                            | Developing                                                                                                                                                                                       | <b>Not Present</b> |
| <b>Original and Reply Thread:</b><br><b>Grammar and Spelling</b> | Cites at least 1 peer – reviewed journal. Thread contains no spelling, grammar or current APA format errors. The original thread is at least 400 | Cites at least 1 peer-reviewed journal and thread contains 2-3 spelling errors, grammar, or current APA format errors. The original thread is at least 400 words and the reply thread | Fails to cite a peer-reviewed journal article and the thread contains 4 or more spelling errors, grammar or current APA format errors. Writing is lacking proper sentence structure and clarity. | 0 points           |

|  |                                                   |                        |                                                                                     |  |
|--|---------------------------------------------------|------------------------|-------------------------------------------------------------------------------------|--|
|  | words and the reply thread is at least 200 words. | is at least 200 words. | Original Thread is less than 400 words and the reply thread is less than 200 words. |  |
|--|---------------------------------------------------|------------------------|-------------------------------------------------------------------------------------|--|

## Appendix B:

### APA Research Paper Instructions

The professional paper is due as per the course schedule. Students are encouraged to choose a therapeutic intervention mentioned in our textbooks or assigned article reading, and write a 4–5-page minimum (not including title page, Abstract, or reference pages) research paper. Include details on the methodology of the intervention, the development of it including the history and background, efficacy – providing scholarly research of case studies where the intervention has been successful, target population for intervention, and any other related information. Must include at least 5-7 professional references. I am expecting clear writing that uses an economy of words. Be sure to read your paper aloud before submission as this type of proofreading will ensure your best work. This paper is due the last Sunday of our Course @11:59pm.

**Commented [KKE(fc&FS20)]:** So in the assignments list you have this as the Critical Theoretical Paper, then in the Calendar Outline it is the Paper, and here you have APA Research Paper.

Consistency is key here as this would be very confusing.

**Commented [KKE(fc&FS21)]:** I think this is a great idea for an assignment.

Whenever you are putting together an assignment for a research paper, you'll have to remember where your students are developmentally. Meaning, instructions will need to be detailed and not "theoretical" in a way because your students are newbies!

So you can outline each of these areas that you have as requirements and have them think through specific questions. For example, "efficacy- providing scholarly research of case studies where the intervention has been successful" can be a challenging statement to understand when they haven't had any pre-reqs that help them learn how to read research papers and determine efficacy.

One way to help with this is to propose a pre-req that can help delineate the purpose of this (like a research course, or an assessment course, for example).

Research Paper Grading Rubric

| Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                             |                                                                                                                                        |                                                                                                                 |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------|
| Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Advanced</i>                                                                                                                             | <i>Proficient</i>                                                                                                                      | <i>Developing</i>                                                                                               | <b>Not Present</b> |
| <b>Therapeutic Intervention</b> <ul style="list-style-type: none"> <li>• <b>Methodology</b> <ul style="list-style-type: none"> <li>- <b>Clearly states the tenets of the theory</b></li> </ul> </li> <li>• <b>Development</b> <ul style="list-style-type: none"> <li>- <b>Provides a historical background of the theory</b></li> </ul> </li> <li>• <b>Efficacy</b> <ul style="list-style-type: none"> <li>- <b>Provides examples of successful case studies</b></li> </ul> </li> <li>• <b>Target Population</b></li> </ul> | 130-150 points<br><br>Paper thoroughly covers all four sections and provides details within each section that aligns with that intervention | 115-149 points<br><br>Paper covers three sections well and provides details within each section that aligns with the that intervention | 1-114 points<br><br>Paper covers one-two sections well, lacking details and does not reflect adequate research. | <b>0 points</b>    |

|                                                                                                                                                                                                            |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                    |                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| - Shows how the theory can be applied to populations .                                                                                                                                                     |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                    |                    |
| <b>Structure</b>                                                                                                                                                                                           | <i>Advanced</i>                                                                                                                                                                                                            | Proficient                                                                                                                                                                                                                                | Developing                                                                                                                                                                                                         | <b>Not Present</b> |
| <b>Sources, and Mechanics</b> <ul style="list-style-type: none"> <li>- Evidence of research</li> <li>- Content flowed smoothly</li> <li>- Writing was consistently professional and appropriate</li> </ul> | <b>40 – 50 points</b><br><br>Cites at least 5-7 professional sources with well written sentences, that clearly articulated thoughts, and scholarly in nature. There are no spelling, grammar or current APA format errors. | <b>30-39 points</b><br><br>Cites at least 5-7 professional sources with average written sentences, somewhat clearly articulated thoughts, and scholarly in nature. There are some spelling errors, grammar, or current APA format errors. | <b>1-29 points</b><br><br>Cites less than 5 professional sources with under-developed written sentences and poorly articulated thoughts. There are several spelling errors, grammar, or current APA format errors. | 0 points           |

Commented [KKE(fc&F522)]: Nice work with this rubric

Appendix C:

Role Plays

Role Plays provide an important experiential component within this course (West et.al, 2013). They are designed to be fun, and interactive while exploring the feel for intervention strategies discussed. Each week, students will learn about a therapeutic intervention and have an opportunity to work in pairs and practice the techniques involved. Case studies will be provided for students, however if students can create their own case studies that is encouraged.

Commented [KKE(fC&FS23)]: So fun!

| Criteria                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                         |                                                                                                                       |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------|
| Effort and Knowledge                                                                                                                                                                                                                    | Excellent                                                                                          | Average                                                                                                                 | Fair                                                                                                                  | Not Present |
| <ul style="list-style-type: none"><li>• Works with another student in a pair group willingly.</li><li>• Student demonstrates the effort to utilize a technique</li><li>• Student can provide rationale for specific technique</li></ul> | 25-30 points<br><br>Students displays great effort to engage in the role play and apply techniques | 19-24 points<br><br>Student displays average effort to engage in the role play and is somewhat familiar with techniques | 1-18 points<br><br>Student displays little to no effort to engage in the role play, and is unfamiliar with techniques | 0 points    |

Commented [KKE(fC&FS24)]: I appreciate how you understand that these student's won't be masters, per se, but the effort in learning is considered the highest standard here.

