

EDCO 6679 CAREER COUNSELING IN THE SCHOOLS
Seattle Pacific University
Summer Quarter B, 2020 (Online from 6/22/2020 - 8/16/2020)
Sections 60100 and 60506

Instructor:

Office Hours:

Telephone:

E-mail:

SPU's Mission, Core Themes, and Vision

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

Core Themes

We have adopted three Core Themes to guide us as we engage the culture and help to bring about positive change in the world:

- Academic Excellence and Relevance
- Transformative and Holistic Student Experience
- Vital Christian Identity and Purpose

University Vision

Engaging the Culture, Changing the World

School of Education Conceptual Framework

<http://spu.edu/academics/school-of-education/about/four-commitments/conceptual-framework>

Vision

To influence the region, the nation, and the world through the equipping of educational leaders for public and private schools

Mission

To equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning

Commitments

- Service
- Leadership
- Competence
- Character

School of Education Graduate Programs: <http://spu.edu/academics/school-of-education/graduate-programs/masters-programs>

Technology Integration

As on online course, a variety of technical formats will be used in order to fulfill the learning outcomes and to manage grading. For technical assistance and issues, students should contact the [CIS Help Desk \(Click Here\)](#). However, the technology chosen for this course is either broadly available on the web for free or included in every SPU's student account.

SPU Download Center – Any applications required to complete assignments will be either free to the general public or available to current students through the [SPU Download Center \(Click Here\)](#).

Canvas Web Site - [CANVAS \(Click Here\)](#): Canvas is where students will submit all assignments, participate in required discussions, and retrieve all instructor-provided materials for this course. If you need technical help accessing or using Canvas, please contact SPU's CIS technical support team at 206-281-2171 or email etmhelp@spu.edu.

Weekly Instruction - Students will access all course materials in Canvas. Materials will be organized using Canvas modules. Each module represents a week of course study and work. Students are encouraged to review this entire syllabus to gain an initial understanding of the course and assignments and then to work through each module in the order presented in Canvas. A few assignments support later assignments, which means working through materials each week and in order will help the student be successful and avoid frustration.

Campus Closure (206)281-2800

As an online class, it is unlikely that this course will be interrupted by any campus closures. However, SPU makes effort to provide notification of campus closures using technology. Ensuring that your contact information is current in Banner and opting into any campus-wide emergency notification systems available is a key step in helping SPU keep you notified. If you need to be on the SPU campus for any reason to complete this course, and it becomes unsafe for you to travel to SPU from where you live, notify the professor via phone or e-mail. Please keep your contact information and preferences for being notified of any events that would close the SPU campus updated in Banner. The key is your safety.

Disability Support Services (206)281-2475

Students with disabilities need to contact [Disability Support Services \(Click Here\)](#) located in Lower Moyer Hall to request any academic accommodations. Remote support is being offered at present time. Disability Support Services sends Disability Verification Letters out to professors indicating the appropriate accommodations for the classroom based on the student's disability. Accommodations necessary to offer each student a healthy learning environment, as determined by Disability Support Services, will be honored. For more information, call, email (cfl@spu.edu), or stop by their office for assistance.

Diversity Statement

Respect and appreciation for differences is a requirement for this course and the School Counseling profession. It is not an expectation that you agree with or support all views; it is expected that you will respond with thoughtfulness and sensitivity toward other views as well as take the opportunity to consider a diverse perspective and the contributions made through the "lens" from which viewpoints are shared. Diversity is appreciated and celebrated in this course. We look forward to hearing and learning from others through the sharing of experiences and views. All counseling is a multicultural experience, as we are striving to empathize and see the world through the eyes and life experiences of those we serve. Therefore, an appreciation of diversity and an acceptance of every person's inherent bias is a foundational skill to helping others. We must celebrate and respect diversity and embrace others with grace and humility.

Academic Integrity

“Students at Seattle Pacific University are expected to demonstrate academic integrity in their work. Both the students and the instructor have obligations to report and to prevent cheating, plagiarism or other academic misconduct. Guidelines for how academic dishonesty will be handled are printed in the Graduate Catalog. In this class, no credit will be given for an assignment or exam in which it is determined that the student has copied other students’ work, represented someone else’s work as one’s own without properly citing the author, used notes on an exam, or taken notes into an exam setting, even if those notes are not used, or any similar infraction. If such an occurrence is repeated or occurs on the final exam, no credit will be given for the course.”

Please refer to SPU's Academic Integrity web page for a description of what constitutes academic dishonesty and guidelines for penalties: <http://spu.edu/catalog/graduate/20167/policies-procedures/academic-integrity>

Course Description

This three-credit course is an introduction to career counseling in P-12 school settings. With an increasing emphasis on connecting school to career pathways, counselors need the knowledge and skills necessary to assist students in exploring potential career directions and decisions.

The course is structured to meet the knowledge base criteria required for Washington State certification in School Counseling: <http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

According to state law professional school counselors have knowledge of career-related theory and skills:

- WAC 181-78A-270 (4.iii): *Counseling Theories & Technique -- Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students.*
- WAC 181-78A-270 (4.vi.b): *Performance Assessment -- An approved preparation program for school counselors shall require that each candidate engage in an assessment process using standards-based [benchmarks approved by the Professional Educator Standards Board](#). All candidates shall exit the residency certificate program with a draft professional growth plan oriented to the expectations for the professional certificate. See Standard 5.B.D regarding "Career Readiness." At the resident level, graduates of school counseling programs in WA are expected to "Conduct programs to enhance student development and prepare students for a range of post-secondary options." At a professional level, they are to "Develop and conduct strength-based programs that promote student career development and life role readiness." Finally, at a career level certification, practicing school counselors "facilitate groups to identify programs and facilitate life/career development across the curriculum."*

Course Objectives

Career Counseling in the Schools is designed to enable prospective school counselors to:

1. Understand the developmental, life-long, and multifaceted nature of preparing for careers (F.4.h)
2. Understand the key theories underlying most approaches to career education and counseling (F.4.a)
3. Experience the process of career advising through assessment, evaluation, the conceptualization of clients, and interview procedures (F.4.b, F.4.d, F.4.e)

4. Learn at least one computer-assisted career advising program (F.4.c)
5. Understand and apply the process of integrating career guidance activities aligned with national and state standards for school counselors (F.4.f, G.1.c)
6. Consider and explore strategies to ensure ethical and culturally sensitive career counseling and educational development with all students in a global economy (F.4.g, F.4.j)
7. Experience identifying, using, and interpreting assessment tools and techniques relevant to career planning and decision making (F.4.i)
8. Understand counselor roles of leader, consultant, and advocate in relation to developing career and college readiness for all students (G.2.b, G.2.c, G.2.j, and G.2.k)

Required Texts

Curry, J., & Milsom, A. (2017). *Career and college readiness in the P-12 schools*. (2nd ed.). New York, NY. Springer Publishing Co.

Recommended Text

Dugger, S.M., (2015). *Foundations of career counseling: a case-based approach*. Merrill Counseling

Whitfield, E. A., Feller, R. & Wood, C. (2009). *A counselor's guide to career assessment instruments*. (5th ed.). Broken Arrow, OK: National Career Development Association.

American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs*, 3rd edition. Alexandria, VA: American School Counselor Association.

Websites and Online Resources for Course

- ASCA Mindsets & Behaviors for Student Success - K-12 College- and Career- Readiness Standards for Every Student: <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- ASCA Career Conversation Starters: <https://www.schoolcounselor.org/school-counselors/publications-position-statements/career-conversation-starters>
- ASCA Career Conversation Starters (High School): <https://www.schoolcounselor.org/asca/media/asca/Publications/HSCareerConversations.pdf>
- ASCA Career Conversation Starters (Middle School): <https://www.schoolcounselor.org/asca/media/asca/Publications/MSCareerConversations.pdf>
- ASCA Career Conversation Starters (Elementary School): <https://www.schoolcounselor.org/asca/media/asca/Publications/ESCareerConversations.pdf>
- ASCA The State of Career Technical Education – Career Advising and Development: https://www.schoolcounselor.org/asca/media/asca/Publications/State_of_CTE_Career_Advising_Development_2018.pdf

- ASCA Promising Practices for Successful High School Apprenticeships: <https://www.schoolcounselor.org/asca/media/asca/Publications/PromisingPracticesApprenticeships.pdf>
- Apprenticeships in Washington: <http://lni.wa.gov/tradeslicensing/apprenticeship/programs/>
To Order Free Forms & Publications: <http://lni.wa.gov/FormPub/results.asp?Section=4&SubSection=26>
- ASVAB: <http://official-asvab.com/>
- Career Guidance Washington: <http://www.k12.wa.us/OSSI/K12Supports/CareerCollegeReadiness/>
To Request Full Access to OSPI 6-12th Grade Curriculum: <http://www.surveygizmo.com/s3/1729562/CareerGuidanceWA-CurriculumRequest>
For Educator's Handbook: <http://www.k12.wa.us/OSSI/K12Supports/CareerCollegeReadiness/pubdocs/HandbookCareerGuidanceWashington.pdf>
- Career Village: <https://www.careervillage.org/>
- Chronicle of Higher Education News: <https://www.chronicle.com/section/News/6>
- College Success Foundation: <https://www.collegesuccessfoundation.org/>
- GET: Guaranteed Education Tuition: <https://www.get.wa.gov/>
To Request a Speaker: <https://www.get.wa.gov/request-a-speaker>
- Linked In: <https://www.linkedin.com/>
- Mental Measurements Yearbook <https://buros.org/mental-measurements-yearbook>
- Military.com: <https://www.military.com/>
- Occupational Outlook Handbook (OOH; most current edition online at <https://www.bls.gov/ooh/>).
Bureau of Labor Statistics
- O*Net: <https://www.onetonline.org/>
- Ready Set Grad (College Bound Scholarship, WASFA, Washington State Need Grant): <https://readyssetgrad.wa.gov/>
- Washington Career Bridge: <http://www.careerbridge.wa.gov/>
- Washington Office of Superintendent of Public Instruction (n.d.). *Career Guidance Washington*.. Retrieved from <http://www.k12.wa.us/OSSI/K12Supports/CareerCollegeReadiness/>
- Washington School Counselor Association: <https://www.wa-schoolcounselor.org/>
- WorkSource Washington: [https://www.worksourcewa.com/Washington State Dept. of Vocational Rehabilitation](https://www.worksourcewa.com/Washington%20State%20Dept.%20of%20Vocational%20Rehabilitation): <https://www.dshs.wa.gov/ra/dvr/find-an-office>

For Disability Support Information/Help: <https://www.dshs.wa.gov/disability-support>

For Washington State Foster Youth: <http://independence.wa.gov/>

- Washington State Board for Community and Technical Colleges: <https://www.sbctc.edu/>
- Washboard Scholarship Search: <https://washboard.wsac.wa.gov/login.aspx>

Performance Outcomes

Students will demonstrate basic knowledge and understanding of career counseling in K-12 schools as measured by Canvas Discussion posts, direct experience with career-related assessments, personal reflections on their own career development and life roles, development of 1 field trip plan, and peer counseling practice.

All assignments must be completed but will be self-paced through ***8 Canvas modules that will be released in 2 parts (Modules 1-4 on June 24th and Modules 5-8 on July 13th). Modules 2-4 will be locked until Module 1 is completed.*** Students may work through available modules at their own pace. Each module represents one week of study and course work. Modules 2-4 will be locked until the student completes Module 1. Students are encouraged to complete Module 1 during week one, as the assessments assigned that week set the stage for other future assignments. Once modules are published for students to review, they will remain available for the duration of the course.

Assignment Descriptions

Canvas Discussions (6)

Modules 2 through 7 will include a topic on which students will write a reflection in the form of a Canvas Discussion post. Discussions involve two-way communication! Therefore, students are expected to reply to posts. Students must post their own reflections on the assigned topics and then respond to a minimum of 2 other student posts using the reply function. The instructor will post responses in discussions, but those posts might be in the form of a summary of several posts or to add to the discussion that students are having. The audience for Canvas posts is the entire class, as if we were meeting in a classroom. They are not a personal conversation with the instructor. Students will not be able to see other students' posts until they post their own reflections. Discussion prompts could be related to anything presented in the module: assigned readings, assessments taken, videos, Power Point presentations, etc. An evaluation rubric for discussion posts is provided in this syllabus. Please read it before submitting discussion posts. A high degree of reflection on the discussion topic is encouraged, and critical thinking is the goal. In each post, consider various perspectives as you post.

Career Assessments (6)

Assessments are an important part of career counseling. Accordingly, students will be asked to take multiple assessments during the course. Students should be themselves as they complete the assessments. In other words, do not role play when you take the assessments. Just be yourself. These assessments should be referenced in your My Career Journey Paper, which means completing them honestly and taking time to reflect on your results will be important. At a minimum, students will be exposed to 6 assessments: a strengths-based assessment, interest inventory, career skills assessment, values clarification assessment, a sample aptitude test, and a play activity to enhance awareness of career decision factors. Students will record assessment scores and a short reflection on a summary page (provided by instructor). The strengths-based assessment will also require students to work in a triad for feedback from others. Students can connect with two other students or two other

friends or family members, but it should be done in one sitting. Details are provided in the assignment, which will be in Canvas. Stu

Peer Counseling Sessions (2)

In pairs, students will practice career counseling in two sessions. Partners will take turns being the “counselor” and “client.” The first session will be spent getting to know the client and where they are in their career planning, and the counselor will **structure** a career assessment being assigned to the client. The second session will be a follow-up interpretation of the assessment. **Again, each student will be a counselor and a client.** Students will receive points only for your demonstrated practice as a counselor and client; “perfection” is not expected, and there is no need to script out sessions. Counseling does not involve scripted conversations! These mock counseling sessions will be video- or audio-recorded using your preferred method of recording but must be submitted on Canvas or by email directly to the instructor. Examples recording methods are: Zoom, Google Meet, traditional video recording of face-to-face meeting, etc. Videos should be no longer than 20 minutes with selected counseling points for the instructor to review. It is okay to shorten a longer session if necessary. Along with the recorded sessions, the student will complete a counseling review sheet (provided by the instructor) that should be completed after watching and/or listening to their own session as counselor. The instructor will provide feedback using the same review form. It is strongly recommended that students complete all assessments for this course before deciding on an assessment they will use for the peer counseling assessment. Please familiarize yourself with what you will assign a client.

Online Career System Research Project (1)

There are many online career systems adopted by school districts or made available to the general public via the Internet. Naviance, WOIS, School Data Solutions, and O-Net are all examples of systems used for career development. The purpose of this assignment is for students to one online system/database for career research. Students will complete a career comparison worksheet for 3 careers. At least two of the careers researched must require no college degree or less than a 4-year degree (apprenticeship, military, or on-the-job training). Directions and further details will be posted in Canvas. Students are strongly encouraged to use their assessment results for this research and to research different careers requiring different levels of education for which they seem well-suited.

Career & College Readiness Field Trip Project (1)

Students will develop a Career & College Readiness field trip project for a specific level (elementary, middle, or high school) and post-secondary pathway for a sub-set of about 50 students. That is about 1 bus load of students. The sub-set identified should be an under-served or under-represented population in the post-secondary path chosen. For example, girls seeking two-year, technical STEM degrees are strongly under-represented at technical schools. A field trip for girls to the Everett Community College AMTEC center would be an attempt to bring equity to that field.

The generally accepted post-secondary pathways are: university, community college, technical or trade school, military, apprenticeship, and work. The project must include: 1) a one-page summary worksheet (provided by instructor); 2) a parent/guardian letter that includes a rationale of the outing and an itinerary, 3) a pre-field trip classroom guidance lesson, and 4) a post-field trip guidance lesson. Students will submit this assignment on Canvas as an assignment to be graded **and** as a link in the weekly discussion). The intent is that you can all share these plans and maybe use them in the future! Students are permitted to create virtual field trips or to find virtual events but are not limited to creating plans that are virtual, as there will be a time when we can take our students places.

My Career Journey Paper (1)

Each student will write a paper 5-8 pages in length (not including references) detailing their own career development, applying concepts learned during the course. Students must apply concepts and terms from at least 3 career theories, reflect on significant turning points in their own career decisions, and speculate on boundary or cross-cultural issues that could arise between themselves and future clients while providing career counseling. The purpose of this paper is to apply career development theories to themselves and to sensitize students to the personal, life-long, multi-faceted nature of career development. Students must reference theorists and theories and give credit to the appropriate source of any quotes (if used). However, the paper will not be evaluated in terms of APA standards.

Late Assignments

Because this course is online and being structured as somewhat self-paced, there will be no deduction of points for being "late." However, no assignments will be accepted after August 16th, 2020. Students may turn assignments in early, but it does not guarantee early grading or feedback. The primary focus at any given time is the current week's assignments. The assignment schedule below has a recommended deadline for each module (one module each week) to help students work at a reasonable pace and to maximize learning. Learning happens best in small, manageable sections over time, with repetition, reflection, and discussion. The best learning will not happen for students who rush through assignments or who do several assignments in short periods of time.

Expectations for Written Work

As professional school counselors, you will write. Emails, letters (to parents, community partners, and more), 504 plans, flyers/brochures, and articles for school newsletters and more will be part of your daily work. Therefore, the expectation for this course is that written work be clear, concise, organized, and free of spelling and grammatical errors.

Evaluation

1. Canvas Discussions (5)	30 points
2. Career Assessments (6)	10 points
3. Peer Career Counseling Sessions	20 points (10 pts each)
4. On-line Career System Research	10 points
4. Career & College Readiness Field Trip Project	10 points
5. My Career Journey Paper	20 points

100 Points Possible

Grading Scale

A=94%+; A- = 90-93%; B+ = 87-89%; B = 84-86%; B- = 80-83%; C+ = 77-79%; C = 74-76%; C- = 70-73%; D = 60-69%; F = 59% & below

Assignment Schedule

Blue highlight notes an assignment with points attached

Yellow highlight notes an assignment that is required without points attached

Items listed in **red** could be added during the week of the module. Not all materials have been created!

Modules 1 – 4 Available June 24th – August 16th (2-4 are locked until Module 1 is completed)		
Modules	Topics, Reading, Activity	Recommended Deadline
1	<ul style="list-style-type: none"> • Read Syllabus • Complete Syllabus Quiz (no points but required to unlock modules 2-4) • Watch videos or Power Point presentation explaining assessments • Complete <i>all</i> assessments and submit the Assessment Summary Sheet (suggestion: take one assessment per day throughout the week) 	Please don't take all of the assessments on one day!
2	<ul style="list-style-type: none"> • Chapter 5: Assessment & Evaluation • Appendix B: Career Counselor Assessment and Evaluation Competencies • Chapter 1: Ecosystems & Developmental Considerations • Watch any videos or Power Point presentations posted in Canvas • Listen to Sample Sessions 1 & 2: Assessment Structuring & Interviewing • Canvas Discussion Post for Module 2 	
3	<ul style="list-style-type: none"> • Chapter 2: Preparing All Students for a Post-Secondary Plan • Chapter 3: Professional Preparation • Appendix D: Scavenger Hunt for Sections Related to Career Counseling • Appendix A: Consider Multi-Cultural Considerations in Career Counseling P-12 Education Systems • Watch any videos or Power Point presentations posted in Canvas • Connect with Peer Counseling Partner and Plan for Recordings! • Canvas Discussion Post for Module 3 	
4	<ul style="list-style-type: none"> • Peer Counseling Session 1: Assessment Structuring • Chapter 4: Cultural Considerations • Watch Success in the New Economy by Kevin Fleming (YouTube): Consider biases in P-12 education • Watch any videos or Power Point presentations posted in Canvas • Canvas Discussion Post for Module 4 	
Modules 5 - 8 Available July 13th – August 16th (locked until Modules 1-4 are completed)		
Modules	Topics, Reading, Activity	Recommended Deadline
5	<ul style="list-style-type: none"> • Chapter 6: Curriculum Development • Appendix C: ASCA Mindsets • Watch any videos or Power Point presentations posted in Canvas • Submit Field Trip Project • Canvas Discussion Post for Module 5 	

6	<p>ELEMENTARY SCHOOL COUNSELING – CAREER DEVELOPMENT</p> <ul style="list-style-type: none"> • Chapter 7: P-1st Grade – Exposure & Awareness • Chapter 8: 2nd-3rd Grade – Career Play & Exploration • Chapter 9: 4th – 5th Grade Preparation for Middle School to HS Transition • Watch any videos or Power Point presentations posted in Canvas • Peer Counseling Session #2: Assessment Interpretation • Canvas Discussion Post for Module 6 	
7	<p>MIDDLE SCHOOL COUNSELING – CAREER DEVELOPMENT</p> <ul style="list-style-type: none"> • Chapter 10: 6th – 7th Grade – Promoting Self-Awareness • Chapter 11: 8th Grade – High School Transition Plan • Watch any videos or Power Point presentations posted in Canvas • Submit Online Career Research • Canvas Discussion Post for Module 7 	
8	<p>HIGH SCHOOL COUNSELING – CAREER DEVELOPMENT</p> <ul style="list-style-type: none"> • Chapter 12: 9th Grade --- Focus on Academic & Work Habits • Chapter 13: 10th Grade – Career & College Planning • Chapter 14: 11th Grade – Beginning the Career & College Transition • Chapter 15: 12th Grade – Post-Secondary Transition • Watch any videos or Power Point presentations posted in Canvas • Submit My Career Journey Paper 	
	<ul style="list-style-type: none"> • Course ends and all assignments are due for final grading • No assignments will be accepted as of midnight on August 16th, and the Canvas system will automatically lock out students 	<p>at 12:00 am – all assignments must be turned in; absolute deadline for all assignments; Canvas will automatically lock down the course on the end-of course date.</p>

****Course Evaluation:** Please participate in an online evaluation of this course and its instructor in a thoughtful and constructive manner. The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments. Courses are evaluated using the Banner Course Evaluation System. All answers are completely confidential - your name is not stored with your answers in any way. In addition, your instructor(s) will not see any results of the evaluation until after final grades are submitted to the University

EDCO 6679
Canvas Discussion Evaluation Rubric

Students will receive between 0 and 5 points in each module for their reflective responses to a prompt provided as a Canvas Discussion. As an online course, Canvas Discussions play an important role in that they are where students can converse on a topic.

Grading Criteria	Excellent (5pts.)	Acceptable (3 pts.)	Minimal (1 pt.)	Unacceptable (0 pts.)
Content	Response to assigned topic thorough and well-written, with varied sentence structure and vocabulary; opinions always supported with facts	Response thoughtful and fairly well-written; most opinions supported with facts	Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information	Response consists of unsupported opinions only marginally related to the topic; lacking application of ideas from reading and other materials in class.
Idea Development	Excellent use of examples and details to explore and develop ideas and opinions	Good reliance upon examples and details to illustrate and develop ideas and opinions	Incomplete development of ideas; details and examples not always evident.	Ideas not clearly stated or developed
Organization	Very logically organized; contains introduction; development of main idea (or ideas), and conclusion	Contains introduction, some development of ideas, and conclusion	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion	Entry is unstructured.
Mechanics	Completely free of spelling and punctuation	Few or no spelling errors; some minor punctuation mistakes	Several spelling and punctuation errors.	Many instances of incorrect spelling and punctuation
Responses to 2 Other Posts	Reflective responses to 2 posts made by peers demonstrating a active listening and a strong connection to the material being covered in the given week.	Reflective responses to 2 posts made by peers with a superficial connection to the material or what has been shared by the student and/or others in the class	Reflective responses to 1 post made by peers	No responses to classmates' posts

**EDCO 6679—Field Trip Project
Evaluation Rubric**

Name: _____

<i>Requirement</i>	<i>Points Possible</i>	<i>Your Points</i>
1) Is there a rationale for the subset of students who will attend the field trip based on equity within the chosen post-high school pathway?	1	
2) Are there specific learning targets identified for the field trip as well as the pre- OR post-lessons?	1	
3) Is the lesson complete (every part of the assignment as described in the syllabus and Canvas directions is included)?	1	
4) Is it clear that the lessons and field trip are connected to college AND career readiness?	1	
5) Are references for any materials used from other sources referenced?	1	
6) Do the lessons facilitate student involvement / engagement ?	1	
7) Is it developmentally appropriate for the audience?	1	
8) Are the directions clear, explicit, and easy to follow?	1	
9) Are the lessons and experiences aligned with the ASCA mindsets ?	1	
10) Are the lesson plans free of grammatical, spelling, and typographical errors ?	1	
Total	10	

Comments:

EDCO 6679— Peer Counseling Video Rubric
Session #1: Interviewing & Structuring the Chosen Assessment

Counselor Name: _____ Client Name: _____

POINTS

<p>Brief Career Interview</p> <ul style="list-style-type: none"> • Client was given an opportunity to share their career or work issue or goals • Counselor actively listened to client and built rapport • Counselor sought to understand the client’s needs and stated or re-stated them to the client • Dialogue about career issue(s) or goals included a social emotional element 	
<p>Structuring Assessments & Closing the Session</p> <ul style="list-style-type: none"> • One instrument or activity was selected that supports the client’s counseling goals or career development needs • Client was provided a chance to share their own history with career tests and/or testing in general • Counselor explained what the assessment or activity is intended to do that might support the client’s issue or goal, and this was put in terms any client could understand • Directions for completing the assessments were given along with a chance for the client to ask questions or seek clarification (include how much time each one will take, importance of dedicating time, reinforce that there is not a right or wrong answer and the importance of just being oneself while answering) • Client was given a chance to ask questions about the “assignment” • Counselor closed session with a summary and a request for the client to email or somehow send the assessment scores before the next session OR explains to bring them to the next session 	

TOTAL: _____ / 10

NOTES:

**EDCO 6679— Peer Counseling Video Rubric
Session #2: Interpreting the Assessment & Next Steps**

Counselor Name: _____ Client Name: _____

POINTS

<p>Interpretation</p> <ul style="list-style-type: none"> • Counselor checked in with client with a summary of last session and on how the activity or assessment was experienced (generally speaking) • Counselor was prepared with scores and supporting materials that might help the client use their results • Counselor gave time for the client to talk before going into detail about the results of the activity or the assessment • Counselor methodically reviewed results at a pace that seemed to work for the client • Counselor described what the scores do AND do not tell the client about career decisions • Client was given a chance to offer examples, personal stories, or react to scores with the freedom to disagree • The interpretation enhanced or reinforced the client’s understanding of him/herself 	
<p>Concluding / Closing</p> <ul style="list-style-type: none"> • Counselor worked with client to develop a plan for using the scores; client walked out with an understanding of “next steps” • Counselor promoted client’s own depth of self-awareness and understanding about career decisions and actions; the interpretation was done WITH the client rather than ON or FOR the client • Counselor supported client appropriately and respectfully, maintaining healthy boundaries and sensitivity to any cross-cultural elements in the counseling relationship 	

TOTAL: _____ / 10

NOTES:

EDCO 6679 – My Career Journey Paper Rubric

<p>Mechanics of Paper</p> <ul style="list-style-type: none"> • 1 -- Length 5-8 pages, not including the required Assessment Cover Sheet and References • 1 -- Organization: Concise, Focused, and Logical Sequencing of Ideas • 1 -- Grammar & Spelling – Less than 5 errors 	<p>/3 points</p>
<p>Biographical Information</p> <ul style="list-style-type: none"> • 0 -- Not included or presented randomly without connection to one’s personal career development • 1.5 --Thin description, lacking key details leading to understanding of what is shared in the paper • 3 -- Full but concise description of important turning points and connection to life roles as they relate to personal career choices 	<p>/3 points</p>
<p>Career Assessments & Evaluations</p> <ul style="list-style-type: none"> • 0 -- Not addressed and/or included without regard to meaning or connection to one’s personal career development • 1.5 -- Listed measures, description of their impact on your personal insight or self-awareness lacking • 3 -- Detailed description of your reaction to assessments and/or their impact on your self-awareness 	<p>/3 points</p>
<p>Career Conceptualization / Application of Theory</p> <ul style="list-style-type: none"> • 0 -- Not addressed • 4.5 -- Limited theory integration and summarization of career information including background variables and assessment results • 9 -- Full theory integration and summarization that is connected to career journey as described in paper 	<p>/9 points</p>
<p>Reflection on Potential Cross-Cultural Conflicts as a Future Counselor (related to student career issues)</p> <ul style="list-style-type: none"> • 0—No exploration or denial of potential for cross cultural dilemmas to occur • 1—Limited understanding or explanation of • 2—Strong self-reflection of how specific personal career and work values, beliefs, assumptions, etc. could potentially have an effect on your conceptualization of student-client career development with a few examples. Writing contains a clear understanding of possible biases from personal experiences and development to be mindful of while doing career counseling. 	<p>/2 points</p>
	<p>Total: /20points</p>