**Wake Forest University**

**Department of Counseling**

**CNS 740: Professional Orientation to Counseling**

**Fall 2023**

**Tuesday, 9:00 – 11:30 a.m.**

**Carswell 016**

**Instructor:** Nathaniel N. Ivers, Ph.D., LCMHC (NC), LPC (TX), NCC, HS-BCP

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**Office Hours:** By appointment

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**Mailbox:** Faculty Lounge (Carswell Hall)

**Required Text**

Gladding, S. T. (2018). *Counseling: A Comprehensive Profession* (8th ed.). Pearson.

Gladding, S. T. (2020). *The Creative Arts in Counseling* (6th ed.). American Counseling Association.

Styron, W. (2007) *Darkness visible*. Modern Library.

**Required Articles**

Burns, S. T. (2017). Crafting a one-minute counselor professional identity statement. *Journal of*

*Counselor Leadership and Advocacy, 4*(1), 66-76. doi:10.1080/2326716X.2017.1284623

Bray, B. (2018, May). Guiding lights. *Counseling Today*. Retrieved from:

<https://ct.counseling.org/2018/05/guiding-lights/>

Coppock, T. E. (2012, March). A closer look at developing counselor identity. *Counseling Today.*

Retrieved from: <https://ct.counseling.org/2012/03/a-closer-look-at-developing-counselor-identity/>

Kaplan, D. (2014). Ethical implications of a critical legal case for the counseling profession:

*Ward v. Wilbanks*. *Journal of Counseling & Development, 92*(2), 142-146.

Kennedy, P. (2018, August). The great god of depression: How mental illness stopped being “a

terrible dark secret.” *New York Times*. Retrieved from: <https://www.nytimes.com/2018/08/03/opinion/sunday/depression-william-styron.html>

Leibert, T. W. (2011). The dimensions of common factors in counseling. *International Journal of*

*Advanced Counselling, 33*, 127-138. doi:10.1007/s10447-011-9115-7

Meyers, L. (2016, March). Coping with college. *Counseling Today*. Retrieved from:

<https://ct.counseling.org/2016/03/coping-with-college/>

Miller, S., Hubble, M., & Duncan, B. (2007). Supershrinks: What’s the secret of their success?

*Psychological Networker, 31*(6).

Moffatt, G. K. (2018, August). The hurting counselor. *Counseling Today.* Retrieved from:

<https://ct.counseling.org/2018/08/the-hurting-counselor/>

Myers, K. J. (2013, November). Counseling theories converge: Person, client, therapist.

*Counseling today*. Retrieved from: <https://ct.counseling.org/2013/11/counseling-theories-converge-person-client-therapist/>

Payne, K., Niemi, L., & Doris, J. M. (2018, March). How to think about “implicit bias:” Amidst a

controversy, it’s important to remember that implicit bias is real – and it matters. *Scientific American*. Retrieved from: <https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/>

Pearson, Q. M. (2004). Getting the most out of clinical supervision: Strategies for mental health.

*Journal of Mental Health Counseling, 26*(4), 361-373.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016).

Multicultural and social justice competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*, 28-48.

**Resources and Websites**

Wake Forest University Department of Counseling Student Handbook: <https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/08/General-handbook-Fall-2022-FINAL-07-29-22.pdf>

Purdue Owl Website:

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

APA Style Website:

<https://apastyle.apa.org/instructional-aids/tutorials-webinars>

ACA Code of Ethics (2014):

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

North Carolina Board for Licensed Clinical Mental Health Counselors Website:

<https://ncblcmhc.org/>

Evidenced Based You Tube Videos:

<https://www.youtube.com/watch?v=7dzkS0ioqqw>

<https://www.youtube.com/watch?v=FeLLt39DI8A>

Mental Health America Website:

[www.mentalhealthamerica.net/about-us](http://www.mentalhealthamerica.net/about-us)

O\*Net Inventory Website:

<https://www.onetcenter.org/IP.html#web-based>

**Course Content**

This course is an introduction to the profession of counseling. It covers the history of counseling and the roles that counselors play in today’s society. It examines counseling associations and specialization areas within counseling. It also explores professional issues such as licensure and certification of counselors. It contextually and developmentally examines public policy, advocacy, and other contemporary factors that affect the present and future of counseling.

**Course Objectives**

Knowledge

* Become knowledgeable about the various aspects of professional counseling including historic, philosophical, and specialty areas (3.A.1.).
* Learn about the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems (3.A.2.).
* Delineate counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency/crisis management response teams (3.A.3.).
* Learn about the process of counseling, including group work, careers, human development and consultation (2. F. 3.c; 2.F.3.e; 2.F. 3. F; 2.F.4.a; 2.F.4.c; 2.F.4.e; 2.F.4.i; 2.F.5.a; 2.F.5.c; 2.F.6.a; 2.F.6.b; 2.F.6.d)
* Learn about professional counseling organizations, including membership benefits, activities, service to members, and current issues (3.A.6.).
* Examine the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i).
* Become acquainted with professional counseling credentialing, including certification, licensure, and accreditation practices and standards and the effect of legislation, regulatory processes, and government/public policy on these issues (3.A.7.; 3.A.8.).
* Become familiar with current labor market information relevant to opportunities for practice within the counseling profession, technology’s impact on the counseling profession, and the role of counseling supervision in the profession (3.A.9; 3.A.12).
* Become knowledgeable about cultural and social diversity, especially diversity among cultural groups, theories and models of multicultural counseling, factors that influence the worldview of cultural groups, the effects of power and privilege on counselors and clients, and strategies for eliminating oppression and discrimination (2.B.1.; 2.B.2.; 3.B.3.; 3.B.4.; 3.B.5.; 3.B.6.; 3.B.7.; 3.B.9.)

Skills and Practices

* Explain strategies for personal and professional self-evaluation and implications for practice (3.A.11.).
* Enhance the rudiments of professional writing, including APA style.
* Learn how to advocate on behalf of the counseling profession and address institutional and social barriers that impede access, equity, and success for clients (3.A.4.; 3.A.5.).
* Practice ways of promoting positive mental health including self-care strategies appropriate for the counselor role (3.A.11.).

**Course Policies**

There is no prerequisite for this course. Please be on time, attend all classes, actively participate in class, and be active in discussions. Please refrain from texting, emailing, using your cellphone or any social networking media during this class. Your course grade will be reduced for each violation of this policy. During class, you will be expected to grapple with questions related to the readings, discuss matters in a thoughtful and civil way, and become more aware of yourself, others, and the profession of counseling as the semester progresses. Please submit all assignments through Canvas, unless otherwise directed.

**Email:**

Correspondence and notices related to this course will be sent to your WFU email account or Canvas. To ensure you are aware of the happenings in and between classes, be sure to check these accounts on a regular basis (daily preferred).

**Canvas:**

The syllabus, updates, announcements, reading materials, course modules, and other materials related to the course will be made available through Canvas. If you have any problems, contact WFU 24/7 Canvas Support Line at 833-383-5792.

**Student Responsibilities:**

The success of this course will depend largely on your active engagement with the instructor and your fellow aspiring counselors around the subject matter of professional orientation. The class meetings will involve my imparting information as well as a significant amount of processing of the information conveyed in lectures, readings, etc. To ensure you understand what is expected of you, here are things you are responsible for during our time together in the course.

As a student taking this course, you are responsible for the following:

* 1. Regular class attendance and active participation in all classroom activities (e.g., discussions, presentations, exercises). Your attendance and active participation are critical to your own learning as well as the learning of your peers and the overall success of the course.
	2. Completion of all required assignments and submission of completed assignments in accordance with established due dates.

**Accommodations/Disability Statement:**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Center for Learning, Access, and Student Success.

Contact Information:
118 Reynolda Hall, WFU
Winston- Salem, NC, 27109
Phone: 336-758-5929
Email: class@wfu.edu

[Student Portal](https://olympic.accessiblelearning.com/WFU/)

[Center for Learning, Access, and Student Success Website](https://class.wfu.edu/)

***Pro Humanitate:***

As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the [Realizing Inclusion, Diversity, and Equity](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/) (R.I.D.E.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Academic Integrity:**

You are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [Judicial Affairs website](https://studentconduct.wfu.edu/honor-system-wfu/) in addition to the [WFU Graduate School Honor Code](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf). All work handed in for this course must be your own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

**Basis of Evaluation:**

|  |  |  |
| --- | --- | --- |
| Assignment | Points | Due Date |
| Grad Student Handbook Quiz | 5 | September 5  |
| Cultural Reflection Paper | 15 | September 19 |
| *Darkness Visible* Reflection Paper | 15 | November 7 |
| *Creative Arts* Chapter Presentation | 15 | Nov. 7, Nov. 14, Nov. 21 |
| Classroom Discussion Facilitation | 10 | Varies |
| Test 1 | 20 | October 24 |
| Test 2 | 20 | December 12 |

**Explanation of Major Course Requirements**

**WFU Department of Counseling Student Handbook Quiz**: This quiz will include 48 true/false questions and one essay question. Please complete the quiz in Canvas. You can access the student handbook from the following address: <https://prod.wp.cdn.aws.wfu.edu/sites/306/2022/08/General-handbook-Fall-2022-FINAL-07-29-22.pdf>. **Due: September 5th (5 points).**

**Cultural Reflection Paper:** After viewing/listening to a media piece of your choosing (e.g., film, documentary, podcast), write a reaction paper about the media piece, ensuring that you answer each of the questions below. Please refer to the Cultural Reflection Paper Rubric for guidance. Moreover, please review the questions below as you consider the media piece that you will use for this assignment.

In your reflection paper, address the following questions:

* What thoughts and feelings did you experience while watching/listening to the media piece?
* How did the media piece depict culture and multicultural relationships?
* How, if at all, were power and privilege, discrimination, oppression, and systemic inequities explored in the media piece that you chose? How might these concepts factor into a counselor’s work with clients?
* What are some important qualities of a culturally competent and social justice-oriented counselor?
* What do you believe are some strategies that counselors can employ to reduce oppression and discrimination and increase access to culturally competent counseling services for underrepresented populations?

Your essay should be between four and six pages double-spaced. A cover page and a reference page do not count toward the word or page limit. Also, remember to follow the basic APA guidelines of using double spaced, 12-point font, 1-inch margins for your papers. This assignment is a signature assignment. Thus, it should be submitted in Canvas through Anthology Portfolio. **Due: September 19th (15 points).**

***Darkness Visible* Reflection Paper:** Depression has been called the “common cold” of mental health disorders. Read William Styron’s book, *Darkness Visible*. Both William Styron and others like Vincent Van Gogh found solace in creativity (writing and painting, respectively). In a 750-1,000 word reflection paper, write a brief reaction to William Styron’s book. In your paper, answer the following questions: What feelings do you get from Styron’s description of his depression? How does his description of depression differ from what you may have thought before? What overall impressions do you get about Styron’s disorder? What factors do you believe contributed to or exacerbated his symptoms of depression? Do you think those who struggle with depression (e.g., Styron, Van Gogh, Sylvia Plath) might overcome depression without counseling? What makes you think so? What are other ways to keep from feeling depressed besides counseling? **Due: November 7th (15 points).**

***The Creative Arts in Counseling* Chapter Presentation:** Your team of two or three students will have approximately 20 minutes to present to the class the content of your chapter in the book, ***plus the incorporation of at least two outside sources***. You may use PowerPoint, experiential activities, short videos, lecture, or any other means of communication available to inform and enlighten your classmates on the creative art you have been assigned. Two good scholarly sources are the *Journal for Creativity in Mental Health* and the *Arts in Psychotherapy*. Both periodicals are available in the Z. Smith Reynolds Library. Your outside sources should be recent (i.e., 2013 or newer). Be sure to prepare and distribute a handout to go with your presentation. Remember, you are the expert. Your classmates are excited to hear what you have to say. Be sure to practice before you present because your presentation should be engaging, informative, and thorough. **Due: November 7th, November 14th, or November 21st (15 points).**

Ch 1 History/Benefits

Ch 2 Music

Ch 3 Dance/Movement

Ch 4 Imagery

Ch 5 Visual Arts

Ch 6 Literature/Writing

Ch 7 Drama

Ch 8 Play/Humor

**Classroom Discussion Facilitation:** Groups of students will be assigned an article on which you are “experts.” You will lead the class in a discussion of this article. You will be expected to come prepared with three pre-written questions to help facilitate the discussion. Please upload your questions to the Assignments Tool in Canvas prior to the class period in which you are assigned to be the facilitator. **Due: Varies (10 points).**

**Test 1:** Your first test will cover the following in *Counseling: A Comprehensive Profession* (Gladding, 2018) – Appendix A, chapters 1-2, and chapters 5-6. The test also will include items from Ratts et al. (2016), Leibert (2011), and Burns (2017). **Due: October 24th (20 points).**

**Test 2:** Your second test will cover the following in *Counseling: A Comprehensive Profession* (Gladding, 2018) – chapters 9-18. The test also will include items from the articles that you read during the second half of the semester. **Due: December 12th (20 points).**

**Student Learning Outcomes / Key Performance Indicators**

There is one signature assignment for this course, the Cultural Reflection Paper, that is to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The Cultural Reflection Paper assignment will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the Cultural Reflection Paper is *II.a.: Students demonstrate knowledge and skills associated with working with culturally diverse populations.*

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

**Class Schedule**\*

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Activities and Assignments | Readings |
| 08/29 | History of Counseling |  | * Gladding (2018) – Appendix A
 |
| 09/05 | Personal & Professional Aspects of CounselingAPA Style | **WFU Counseling Student Handbook Quiz**APA Style Special Guest: Kyle Denlinger, ZSR eLearning Librarian | * Gladding (2018) – Ch. 1
* Department of Counseling Student Handbook
 |
| 09/12 | Ethical and Legal Aspects of Counseling | Discussion: Ward v. Wilbanks | * Gladding (2018) – Ch. 2
* 2014 ACA Code of Ethics
* NC LCMHC Requirements
* Kaplan (2014)
* Purdue Owl and APA Style Websites
 |
| 09/19 | Multicultural Counseling | **Cultural Reflection Paper Due**Discussion: Implicit bias | * Ratts et al. (2016)
* Payne et al. (2018, March)
 |
| 09/26 | Counseling Relationships | Discussion: Supershrinks | * Gladding (2018) – Chs. 5-6
* Miller et al. (2007)
 |
| 10/03 | Evidence-Based Treatments | Discussion: Counseling Theories Converge | * Leibert (2011)
* Myers (2013, Nov)
* Evidence Based Treatment
 |
| 10/10 | Professional Identity | Crafting a Professional Identity StatementDiscussion: The Hurting Counselor | * Burns (2017)
* Moffatt (2018, August)
* Coppock (2012, March)
 |
| 10/17 | Groups, Consultation & Supervision | Discussion: Guiding Lights, p. 30-37. | * Gladding (2018) – Chs. 9-10
* Pearson (2004)
* Bray (2018, May)
 |
| 10/24 | Test 1 | **Test 1** | Gladding (2018) – Appendix A, Chps. 1-2, 5-6; Ratts et al. (2016), Leibert (2011), and Burns (2017) |
| 10/31 | Evaluation, Research, Testing, Disorders, Diagnosis, & Treatment | Discussion: Depression | * Gladding (2018) – Chs. 11-12
* Kennedy (2018, Aug)
* Mental Health America Website
 |
| 11/07 | Career Counseling | Complete O\*Net Inventory* What did it share that you already knew?
* What did you learn from taking the inventory?

**Creativity Chapter Presentations*** History/Benefits (Ch. 1)
* Music (Ch. 2)
* Dance/Movement (Ch. 3)
 | * Gladding (2018) – Ch. 13
* O\*Net Website

**Darkness Visible Reflection Paper Due** |
| 11/14 | Professional School Counseling | Panel Discussion: School Counselors and School Counseling Students**Creativity Chapter Presentations*** Imagery (Ch. 4)
* Visual Arts (Ch. 5)
* Literature/Writing (Ch. 6)
 | * Gladding (2018) Ch. 15
 |
| 11/21 | Abuse, Addiction, and Disability Counseling | **Creativity Chapter Presentations*** Play/Humor (Ch. 8)
* Animal-Assisted (Ch. 10)
 | * Gladding (2018) Ch. 17
 |
| 11/28 | College Counseling and Student-Life | Discussion: Coping with CollegePanel Discussion: University Counselors and University Counseling Center Intern  | * Gladding (2018) Ch. 16

Meyers (2016, March) |
| 12/05 | Mental Health Counseling & Couples/Family Counseling |  | * Gladding (2018) Ch. 14, 18
 |
| 12/12 | Test 2 | **Test 2** | Gladding (2018) Chs. 9-18 and articles |

\*Subject to change at the discretion of the instructor.

**Cultural Reflection and *Darkness Visible* Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent10 | Good8-9 | Fair6-7 | Poor0-5 |
| **Content** | Gives a profound and thorough response to the prompts. Supports answers to prompts with clear, accurate, and logical thoughts. | Answers all prompts, and supports answers, though some of his supporting information could benefit from additional clarity or specificity. | Answers most if not all prompts. However, answers to the prompts may be underdeveloped, unclear, or even inaccurate. | Does not provide answers to the prompts, or the answers are wholly inaccurate. Paper demonstrates a lack of knowledge of the subject matter or insufficient time dedicated to the assignment. |
|  | Excellent3 | Good2 | Fair1 | Poor0 |
| **Organization** | Presents the information in a logical and engaging manner, and develops ideas cogently with effective transitions which make ideas easy to follow. | Presents the information in a logical sequence, with generally good transitions. | Presents the information in a manner that is difficult, at times, to understand or follow. Some ideas seem illogical, tangential, or unrelated. | Presents the information in a manner that is very difficult to follow. |
|  | Excellent2 | Good1.5 | Fair1 | Poor0 |
| **Spelling and Grammar** | Writing is essentially error-free in terms of spelling and grammar. | While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread. | Frequent errors in spelling and grammar distract the reader. | Writing contains numerous errors in spelling and grammar which interfere with comprehension. |
| ***Content*** |  |
| ***Organization*** |  |
| ***Spelling and Grammar*** |  |
| ***Total Points*** |  |
| **Comments:** |

**Cultural Reflection CACREP Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations****5** | **Meets Expectations /****Demonstrates Competencies****4** | **Near Expectations / Developing toward Competencies****3** | **Below Expectations / Unacceptable****2** | **Harmful****1** |
| **Multicultural and Pluralistic Characteristics within and among Diverse Groups** | Demonstrates exceptional knowledge of multicultural and/or pluralistic characteristics within and among diverse cultural groups. | Demonstrates knowledge of multicultural and/or pluralistic characteristics within and among diverse cultural groups. | Demonstrates some knowledge of multicultural and/or pluralistic characteristics among diverse cultural groups, but may overemphasize cultural universality at the expense of cultural diversity. | Demonstrates limited ability to understand and/or acknowledge cultural differences. Expresses a colorblind mentality. | Demonstrates insensitive and/or bigoted beliefs associated with diverse cultural groups. |
|  |  |  |  |  |  |
| **Strategies for Identifying and Eliminating Barriers, Prejudices, and Processes of Intentional and Unintentional Oppression and Discrimination** | Demonstrates advanced knowledge of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | Demonstrates developmentally appropriate knowledge of strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. | Demonstrates some understanding of strategies for identifying and eliminating barriers, prejudices, and processes of intentional discrimination and oppression. | Demonstrates minimal understanding of strategies for identifying and eliminating barriers, prejudices, and processes of unintentional or intentional discrimination and oppression. In particular, may provide simplistic explanations for discrimination and oppression. | Expresses insensitive and/or bigoted beliefs about culturally diverse individuals or groups, and/or fails to acknowledge or recognize that cultural differences exist and that counselors should develop multicultural competencies to work effectively with culturally diverse clients. |
| **Counseling Implications of a Multicultural Society** | Demonstrates advanced knowledge of the importance of multicultural counseling competence, particularly the impact of one's own heritage, attitudes, beliefs, understandings, and acculturative experiences on  multicultural counseling relationships. | Demonstrates knowledge of the importance of multicultural counseling competence, and acknowledges the influence of one's own cultural heritage, attitudes, beliefs, understandings, and acculturative experiences on multicultural counseling relationships. | States that multicultural counseling competence is important in a multicultural society, but provides few specifics to demonstrate depth of understanding. Provides some indication that he or she recognizes the influence of one's own culture on multicultural counseling relationships but, again, few details or specifics are shared. | Demonstrates minimal knowledge of the importance of multicultural counseling competence in a multicultural society. Also, neglects to recognize the influence of a counselor's own culture on the counseling relationship. | Expresses unapologetic bias toward culturally diverse individuals and groups, and/or negates the influence of one's own culture on the counseling relationship. |
| **Power and Privilege** | Demonstrates exceptional understanding of the effects of power and privilege for counselors and clients. | Demonstrates knowledge of the effects of power and privilege for counselors and clients. | Provides some indication of the effects of power and privilege for counselors and clients, but provides few specifics to demonstrate breadth or depth of understanding. | Demonstrates minimal knowledge of the effects of power and privilege for counselors and clients. | Denies that power and privilege have any effect on counselors or clients, and/or expresses ideologies that promote the supremacy of one group over another. |

**Creativity Presentation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Poor****0-7%** | **Fair****8-10%** | **Good****11-13%** | **Excellent****14-15%** |  |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because there is a random sequence of organization. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
|  | **Poor****0-17%** | **Fair****18-22%** | **Good****23-27%** | **Excellent****28-30%** |  |
| **Subject Knowledge** | Student does not appear to have grasp of information; student cannot answer questions about subject. | Student appears to be uncomfortable with information and is able to answer only rudimentary questions. | Student appears to be at ease with expected answers to all questions, but fails to elaborate. | Student appears to demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
|  | **Poor****0-5%** | **Fair****6-7%** | **Good****8-9%** | **Excellent****10%** |  |
| **Graphics** | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. |  |
|  | **Poor****0-5%** | **Fair****6-7%** | **Good****8-9%** | **Excellent****10%** |  |
| **Mechanics** | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
|  | **Poor****0-5%** | **Fair****6-7%** | **Good****8-9%** | **Excellent****10%** |  |
| **Eye Contact** | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
|  | **Poor****0-5%** | **Fair****6-7%** | **Good****8-9%** | **Excellent****10%** |  |
| **Elocution** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
|  | **Poor****0-5%** | **Fair****6-7%** | **Good****8-9%** | **Excellent****10%** |  |
| **Creativity** | Student’s presentation is repetitive with little or no variety and there is insufficient use of multimedia | Student’s presentation has little or no variation and material is presented with little originality. | Student’s presentation has some originality and there is a good variety and blending of materials. | Student’s presentation is very original, clever, and uses a creative approach that captures audience’s attention. |  |
|  | **Poor****0-2%** | **Fair****3%** | **Good****4%** | **Excellent****5%** |  |
| **Length of Presentation** | Too long or too short; ten or more minutes above or below the allotted time | Within 6 minutes of allotted time +/- | Within 4 minutes of allotted time +/- | Within 2 minutes of allotted time +/- |
| **Comments:** |
| ***Organization*** |  |
| ***Subject Knowledge*** |  |
| ***Graphics*** |  |
| ***Mechanics*** |  |
| ***Eye Contact*** |  |
| ***Elocution*** |  |
| ***Creativity*** |  |
| ***Length of Presentation*** |  |
| ***Total Percentage:*** |  |

**Discussion Facilitation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Poor****0-0.4** | **Fair****0.5-0.6** | **Good****0.7-0.9** | **Excellent****1** |  |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because there is a random sequence of organization. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
|  | **Poor****0-0.4** | **Fair****0.5-0.6** | **Good****0.7-0.9** | **Excellent****1** |  |
| **Subject Knowledge** | Student does not appear to have grasp of information; student cannot answer questions about subject. | Student appears to be uncomfortable with information and is able to answer only rudimentary questions. | Student appears to be at ease with expected answers to all questions, but fails to elaborate. | Student appears to demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
|  | **Poor****0-0.4** | **Fair****0.5-0.6** | **Good****0.7-0.9** | **Excellent****1** |  |
| **Eye Contact** | Student reads all of report with no eye contact. | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
|  | **Poor****0-0.4** | **Fair****0.5-0.6** | **Good****0.7-0.9** | **Excellent****1** |  |
| **Elocution** | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
|  | **Poor****0-2** | **Fair****3-4** | **Good****4-5** | **Excellent****6** |  |
| **Discussion Facilitation** | Student is not prepared with discussion questions and/or they engage in behaviors that close down discussion and topic exploration. | Student is prepared with discussion prompts. However, the prompts may be unclear or tangential to the assigned topic. Discussion facilitation is less effective. | Student's pre-written discussion questions and facilitation skills appropriately relate to the assigned topic. Student facilitates discussion of the topic effectively. | Student's pre-written discussion questions and facilitation skills effectively engage the class in a deep discussion of the topic. |  |
| **Comments:** |
| ***Organization*** |  |
| ***Subject Knowledge*** |  |
| ***Eye Contact*** |  |
| ***Elocution*** |  |
| ***Total Points:*** |  |