

**CEPD 9185-N01 Syllabus**  
**DOCTORAL COUNSELING SEMINAR**

<b>Semester/Year</b>	Summer 2016
<b>Time/Location</b>	Fully asynchronous online
<b>Instructor</b>	Julia L. Whisenhunt, Ph.D., LPC, NCC, CPCS
<b>Office Location</b>	241 Education Annex
<b>Office Hours</b>	Tuesdays 10:00-11:00; 1:30-3:30 Thursdays 10:00-11:00; 1:30-3:30
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<b>Online Support</b>	D2L Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>  D2L UWG Online help <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a>  D2L 24 hour Help <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>  UWG Distance Learning <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>  Online Student Guide <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a>  Distance Learning Library Services <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>  Resources for Distance & Off-Campus Students <a href="http://libguides.westga.edu/content.php?pid=194459">http://libguides.westga.edu/content.php?pid=194459</a>  Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>  University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>

**COURSE DESCRIPTION**

This course is a special topics seminar structured to address current issues and trends in counseling. An exchange of scholarly thinking and research will be the hallmark of classroom interactions and activities.

## COE VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

## COE MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision, mission and conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (i.e., CACREP) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

## APPROACHES TO INSTRUCTION

Instruction in this course is delivered through the use of formal lecture (i.e., narrated PPT and video), review of online multimedia resources, online student presentations, directed readings, small group work, and individual projects.

This course will be delivered 100% online. This requires the online equivalent of 1350 minutes of instruction (seat-time) and an additional 1350 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>
Online Readings	200 minutes
Narrated Presentations, Webinars, & Podcasts	650 minutes
Resource Board Posts	200 minutes
Review of Online Resources	300 minutes

**COURSE OBJECTIVES**

Learning Objective	CACREP Doctoral Standard(s)
Students will demonstrate understanding of current issues and trends in professional counseling; (Corey & Corey, 2007; Kottler & Brown, 2000; Martin, 2002; Young, 2005) ( <i>Knowledgeable</i> )	II.I.5
Students will demonstrate advanced knowledge about ethical, legal, and multicultural considerations related to counseling and supervision in a global society (Corey, Corey, & Callahan, 2007; Remley & Herlihy, 2005; Wheeler & Bertram, 2008) ( <i>Knowledgeable; Professional Excellence</i> )	II.C.7; IV.A.4; II.K.3
Students will demonstrate the ability to prepare a manuscript suitable for publication in a peer reviewed professional journal ( <i>Knowledgeable</i> )	II.F.3
Students will demonstrate the ability to develop and submit a program proposal for presentation at a professional counseling conference ( <i>Knowledgeable</i> )	II.F.4

**TEXT, READINGS, AND INSTRUCTIONAL RESOURCES****Required Texts:**

American Counseling Association code of ethics (2014). Retrieved May 18, 2016 from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Chang, C.Y., Barrio-Minton, C. A., Dixon, A. L., Myers, J. E., and Sweeney, T. J. (2012). *Professional counseling excellence through leadership and advocacy*. New York, NY: Routledge.

Ratts, M. J., Toporek, R. L. & Lewis J. A. (Eds.) (2010). *ACA Advocacy Competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association.

**Required Instructional Resource: TK20 Subscription**

Available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>. If you have purchased a subscription previously, DO NOT re- subscribe. For more information about this resource, see [http://www.westga.edu/coe/index\\_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

**References:**

- Bauman, S. (2008). *Essential Topics for the Helping Professional*. Upper Saddle River, NJ: Pearson Allyn and Bacon.
- Bemak, F. (2005). Reflections on multiculturalism, social justice, and empowering groups for academic success: A critical discourse for contemporary schools. *Professional School Counseling*, 8(5)401-407.
- Carey, J. & Dimmitt, C. (2005). The Web and school counseling. *Computers in the Schools*, 21, 69-79.
- Cokley, K. (2007). Critical issues in the measurement of ethnic and racial identity: A referendum on the state of the field. *Journal of Counseling Psychology*, 54(3), 224-234.
- Corey, G., Corey, M.S., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. (7<sup>th</sup> ed.). Belmont, CA: Thomson, Brooks/Cole Publishing.
- Gladding, S. (2009). *Counseling: A Comprehensive Profession*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Hazler, R.J. & Kottler, J.A. (2005). *The Emerging Professional Counselor*. (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association.
- Jakset, III, C. M. (2007). *Toward successful school crisis intervention: 9 key issues*. Thousand Oaks, CA:

Corwin Press.

- King, J. H. & Anderson, S. M. (2004). Therapeutic implications of pharmacotherapy: Current trends and ethical issues. *Journal of Counseling and Development*, 82(3), 329-337.
- Kocet, M.M. (2006). Ethical challenges in a complex world: Highlights of the 2005 ACA code of ethics. *Journal of Counseling and Development*, 84(2), 228-234.
- Locke, D. C., Myers, J.E., & Herr, E.L. (2001). *The Handbook of Counseling*. Thousand Oaks, CA: Sage Publications.
- Marbley, A. F. (2007). In the wake of Hurricane Katrina: Delivering crisis mental health services to host communities. *Multicultural Education*, 15(2), 17-23.
- Myers, H.N.F. (2005). How elementary school counselors can meet the needs of students with disabilities. *Professional School Counseling*, 8(5), 442-451.
- Palmo, A.J., Weikel, W.J., & Borsos, D.P. (2006). *Foundations of Mental Health Counseling*. (3<sup>rd</sup> ed.). Springfield, IL: Thomas Publishers.
- Remley, Jr., T.P., & Herlihy, B. (2005). *Ethical, Legal, and Professional Issues in Counseling*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Shaw, H.E., & Shaw, S.F. (2006). Critical ethical issues in online counseling: Assessing current practices with an ethical intent checklist. *Journal of Counseling and Development*, 84(1), 41-53.
- Slife, B.D., Williams, R.N., & Barlow, S.H. (2001). *Critical Issues in Psychotherapy*. Thousand Oaks, CA: Sage Publications.
- Stone, C. (2006). *School counseling principles: Ethics and law*. Alexandria, VA: American School Counselor Association.
- Vash, C.L., & Crewe, N.M. (2004). *Psychology of Disability*. (2<sup>nd</sup> ed.). New York, NY: Springer Publishing Co., Inc.
- Wheeler, A.M., & Bertram, B. (2008). *The Counselor and the Law*. (5<sup>th</sup> ed.). Alexandria, VA: American Counseling Association.
- Wilzenski, F.L., & Coomey, S.M. (2006). Cyber-communication: Finding its place in school counseling practice, education, and professional development. *Professional School Counseling*, 9(4), 327-331.
- Yonn, E. & Portman, T.A.A. (2004). Critical issues of literature on counseling international students. *Journal of Multicultural Counseling and Development*, 32(1), 33-45.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Activities and Assessments (*always refer to separate assignment guidelines and rubrics*)

**1. Resource Board Posts:** Over the course of the semester, there will be eight online resource boards (RBs; modules 6-13). For each respective course topic, you are expected to find one online resource that you and your peers can use to support your work with clients/students. For instance, for the LGBTQ advocacy module, you will each find at least one online resource that can help you better understand LGBTQ students/clients, intervene with clients/students clinically, and/or support the clients'/students' family unit. For each post, you should briefly explain the resource and how it relates to professional counseling practice. Each post should be a minimum of 75 words. This is an individual assignment. **8@1 point each=8 points, Course Objectives 1, 2**

**2. Advocacy Immersion Experience:** Social justice work is not about knowledge; it is about action. As part of this course, you will identify and participate in at least one advocacy opportunity/event (e.g., attending your state capitol to advocate on behalf of our profession or a disadvantaged client/student group; meeting with a politician to advocate on behalf of our profession or a disadvantaged client/student group; meeting with a lobbyist to discuss the political process and opportunities for advocacy; contacting key figures to advocate on behalf of

your students/clients, etc.). Although it would be ideal to use this immersion experience to advocate on behalf of the students/clients addressed in your social justice issue/advocacy intervention/ advocacy manuscript, the focus of this immersion experience is not prescribed; you are free to choose any focus that directly relates to professional counseling and would benefit clients/students with whom you work. **Please note that simply writing a letter/email is not sufficient for successful completion of this assignment;** the expectation is that you will actively experience advocacy through immersion. If you have any questions about the appropriateness of your chosen immersion experience, please contact me before participating in the experience. You will create a brief 4-7 minute video detailing your experience and what you learned. Submit the weblink to your video through the respective D2L dropbox and to the respective DB so that your peers can learn about your immersion experience. This is an individual assignment (although two or more students may choose to attend the same event). **18 points, Course Objectives 1, 2**

**3. Current Social Justice Issue:** Working as part of an assigned group, you will prepare a literature review, including six or more current journal articles and two or more current popular press (newspaper, blog, magazine) articles related to your chosen social justice issue. This literature review will form the basis for your *Advocacy Intervention* and *Advocacy Manuscript*. The length should not exceed five pages, typed and double-spaced (excluding cover page, abstract, and references). Upload your document in Word format via the D2L dropbox with all group members' names indicated in the preferred order of authorship. **15 points, Course Objectives 1-3**

**4. Advocacy Intervention:** Working as a group, you will prepare an advocacy intervention that brings awareness to and helps to address a critical social justice issue. You will discuss this intervention in your Advocacy Manuscript (within Implications for Practice). So, the topic for this intervention and your manuscript will be parallel. The formal write-up of this intervention will include the following: (a) definition of the issue, (b) data to support this need, (c) rationale for why professional counselors are well-suited for addressing this issue, (d) description of the goals for this intervention, and (e) description of the steps for implementation of this intervention. This paper should not exceed 3 pages (excluding cover page, abstract, and references). Upload your document in Word format via the D2L dropbox with all group members' names indicated. **15 points, Course Objectives: 1, 2**

**5. Advocacy Manuscript:** Working in your assigned groups, you will prepare a professional manuscript that is suitable for publication. Individual components of this manuscript are described within the assignment rubric. However, it is important to note that groups are expected to provide sufficient data to support their rationale. Groups will not collect data for the purposes of this assignment, but will rather draw from previously conducted research and/or analyze existing data sets. One data resource is the [Annie E. Casey Foundation](#). For the purposes of this assignment, students will be expected to adhere to the author guidelines, as established by the Journal of Multicultural Counseling and Development (JMCD). These specific guidelines are provided in the "Syllabus, Schedule, Rubrics" D2L module (online at [JMCD](#)). However, students who wish to seek formal publication for their manuscript will need to adapt the manuscript to meet the unique author guidelines that are established by the journal to which they will be submitting. Submission for publication is NOT a requirement for this course, although it is strongly encouraged. Upload your document in Word format via the D2L dropbox with all group members' names indicated. **30 points, Course Objectives: 1-3**

**6. Peer Consultation:** One of the greatest assets we have in this program is each other. For this assignment, each student is expected to work with a peer at the opposite year of progression on at least one *written* assignment (i.e., social justice issue, advocacy intervention, advocacy manuscript). For instance, 1<sup>st</sup> year students will ask a 2<sup>nd</sup> year student to provide feedback on the



**Professional Conduct:** Students in this class are considered professionals and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, compliance with confidentiality and privacy rules, and compliance with laws and ethical codes. Should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. **To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.**

**Student Review:** CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

**Academic Honesty:** All work completed in this course must be original work developed this semester; work completed for another class is not acceptable for this class. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Disability:** The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php).

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Extra Credit:** Opportunities for extra credit are not provided for this class.

**Late Work:** Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

**Grading of Group Assignments:** Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor *before* submission of the final assignments so that she can intervene.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

**Changes to The Syllabus:** This syllabus is subject to change.



**CEPD 9185– DOCTORAL COUNSELING SEMINAR TENTATIVE SCHEDULE -  
SUMMER 2016**

<b>Class Session</b>	<b>Topics</b>	<b>Class Activities</b>	<b>Assignments Due</b>
<b>Week 1 June 6-12</b>	<b>Module 1:</b> Leadership Development	<b>Readings:</b> (a) Chang et al, chpts. 2 & 3, Appendix B, (b) Leadership and the Profession of Counseling <b>Webinars, Podcasts, Videos:</b> Principles and Practices of Leadership Excellence_CSI webinar	<b>Group Registration</b> (6-8-16) <b>using this link;</b> <b>Life Values Inventory</b> (6-12-16; do not submit)
<b>Week 2 June 13-19</b>	<b>Module 2:</b> Advocacy Competency (both Professional and Client)	<b>Readings:</b> (a) Chang et al, chpts. 5 & 6, 8 & 9, Appendix D, (b) Ratts et al., chpts. 2 & 3, Appendix B <b>Webinars, Podcasts, Videos:</b> Professional Advocacy Models_CSI webinar	
	<b>Module 3 :</b> Social Justice	<b>Readings:</b> (a) Chang et al, chpt. 7, (b) Ratts et al., chpt. 1, (c) Social Justice, A National Imperative <b>Webinars, Podcasts, Videos:</b> What does social justice mean to you? video	
<b>Week 3 June 20-26</b>	<b>Module 4:</b> Using Data to Support Advocacy	<b>Readings:</b> (a) Chang et al, chpt. 13, (b) Advocacy and Policy Eval_10 Lessons Learned <b>Webinars, Podcasts, Videos:</b> None	<b>Social Justice Issue Lit Review</b> (6-21-16)
	<b>Module 5:</b> Advocacy in Schools & Agencies	<b>Readings:</b> (a) Ratts et al., chpts. 11, 12, 13, (b) Advocacy & Social Justice in Couns_Community Collaboration_Systems Advoc [for community counselors] <b>OR</b> Advocacy & Social Justice in Couns_School Couns Ed [for school counselors] <b>Webinars, Podcasts, Videos:</b> Using Web-based Resources for Professional Advocacy_CSI webinar	
<b>Week 4 June 27- July 3</b>	<b>Module 6:</b> LGBTQ Advocacy	<b>Readings:</b> (a) Ratts et al., chpt. 4 <b>Webinars, Podcasts, Videos:</b> (a) Sexual Minority Advocate podcast, (b) choose one podcast of those listed in D2L	<b>Resource Board Post</b> (6-30-16)
	<b>Module 7:</b> Advocacy Based on SES	<b>Readings:</b> (a) Ratts et al., chpt. 5; (b) Homelessness Report_2012 <b>Webinars, Podcasts, Videos:</b> Working with Children in Poverty podcast	<b>Resource Board Post</b> (7-3-16); <b>Advocacy Intervention</b> (7-3-16)
<b>Week 5 July 5-10</b>	<b>Module 8:</b> Multiculturalism, Diversity, and Advocacy	<b>Readings:</b> (a) Ratts et al., chpts. 6 & 7 <b>Webinars, Podcasts, Videos:</b> (a) Multiculturalism and Diversity podcast, (b) choose one of those listed in D2L	<b>Resource Board Post</b> (7-7-16)
	<b>Module 9:</b> Advocacy and Immigration	<b>Readings:</b> (a) Yakushko, et.al._Stress Coping...Immigrants, Refugees-Couns_2008, (b) Yakushko_Xenophobia-Understanding Roots...Immigrants_2008 <b>Webinars, Podcasts, Videos:</b> (a) Transcultural Counseling podcast	<b>Resource Board Post</b> (7-10-16)

<b>Week 6</b> <b>July 11-17</b>	<b>Module 10:</b> Spirituality, Religion, and Advocacy	<b>Readings:</b> (a) Ratts et al., chpt. 8 <b>Webinars, Podcasts, Videos:</b> Spirituality in Counseling podcast	<b>Resource Board Post</b> (7-14-16); <b>Immersion Experience</b> (7-14-16)
	<b>Module 11:</b> Accessibility Advocacy	<b>Readings:</b> (a) Focusing on Ability, Not Disability_ACA Article, (b) Models of Disability <b>Webinars, Podcasts, Videos:</b> Disability Awareness podcast	<b>Resource Board Post</b> (7-17-16); <b>Peer Consultation</b> (7-17-16)
<b>Week 7</b> <b>July 18-24</b>	<b>Module 12:</b> Advocacy with Older Clients	<b>Readings:</b> (a) Ratts et al., chpt. 10 <b>Webinars, Podcasts, Videos:</b> Elder Issues podcast	<b>Resource Board Post</b> (7-21-16)
	<b>Module 13:</b> Advocacy with Other Populations	<b>Readings:</b> (a) Ratts et al., chpt. 9 <b>Webinars, Podcasts, Videos:</b> Choose two podcasts from D2L, based on your interests	<b>Advocacy Manuscript</b> (7-20-16); <b>Resource Board Post</b> (7-24-16)
<b>Week 8</b> <b>July 25-29</b>	<b>Module 14:</b> Advocacy in Clinical Supervision	<b>Readings:</b> (a) Chang et al, chpt. 11, (b) Ratts et al., chpt. 14, (c) Discrimination Model_School, (d) IDM and SLQ-R_cut off scores <b>Webinars, Podcasts, Videos:</b> (a) Bernard's Discrimination Model of Supervision video	<b>Presentation Proposal</b> (7-25-16)

- **Any readings or podcasts contained with D2L that are not listed in the course schedule are considered optional and are NOT required for successful completion of this course, but are strongly encouraged.**

**Looking for assignment rubrics? Keep scrolling!**

**Resource Board Posts (Individual):**

<b>Criterion</b>	<b>Possible Points</b>	<b>Earned Points</b>
Student has provided the weblink to at least one related social justice resource (i.e., educational for the counselor, clinical intervention, psychoeducational for clients/families, or tool for use with families)	.5	
Student has provided a brief overview of the resource and its relevance to professional counseling practice.	.5	

**Immersion Experience (Individual):**

<b>Evaluation Rubric</b>	<b>Possible Points</b>	<b>Earned Points</b>
Student engaged in at least one professional counseling immersion experience.	3	
Student provided a clear rationale for choosing this particular immersion experience.	3	
Student provided a brief summary of the advocacy opportunity/event in which the student participated and how this immersion experience relates to a professional counseling social justice issue.	3	
Student clearly delineated at least three ways in which this immersion experience can/will affect the student's clinical work.	3	
Student identified at least two ways that peers can advocate for this social justice issue.	3	
The video does not exceed 7 minutes, is clearly audible, well-constructed, and professionally presents a summary of the student's immersion experience.	3	

**Current Social Justice Issue (Group):**

<b>Evaluation Rubric</b>	<b>Possible Points</b>	<b>Earned Points</b>
Students provided a clear description of their chosen social justice issue and its relevance to the field of professional counseling.	3	
Students provided a strong rationale for addressing their chosen social justice issue.	3	
Literature review provides a clear and thorough overview of the relevant literature.	3	
Students referenced six or more current (no more than 10 years old) journal articles and two or more current popular press articles.	3	
Literature review is well written, grammatically correct, APA compliant, and does not exceed five pages, typed and double-spaced (excluding cover page, abstract, and references).	3	

**Advocacy Intervention (Group):**

<b>Evaluation Rubric</b>	<b>Possible Points</b>	<b>Earned Points</b>
Issue is clearly defined. Sufficient data and literature has been provided to support this need.	3	
A strong rationale for why professional counselors are well-suited for addressing this issue is provided.	3	
Description of the goals for this advocacy intervention is thorough, clear, and well connected to the data/literature.	3	
Description of the steps for implementation of this advocacy intervention is thorough, clear, and well organized.	3	
Writing is APA compliant, including formatting, citations, and references. Paper does not exceed 3 pages.	3	

**Advocacy Manuscript (Group):**

<b>Evaluation Rubric</b>	<b>Possible Points</b>	<b>Earned Points</b>
Manuscript is written in APA style, including appropriate title/cover page, abstract with keywords, references, and formatting.	6	
Introduction and Rationale are well written and concise. These sections provide a clear overview of what you will discuss in the manuscript and why this issue/topic is important.	6	
Literature Review is well written, adequately presents the relevant literature on the topic, and supports your rationale for the manuscript. This section is written clearly and maintains an organized structure. Sufficient <b>data</b> has been provided to support the rationale.	6	
Implications for Practice is well written, consistently connected to the Literature Review, and provides practical ways professional counselors can modify their clinical and/or advocacy work to address this topic/issue. <b>Include a summary of your advocacy intervention in this section.</b>	6	
Discussion is well written, consistently connected to the Literature Review, and helps summarize the main concerns and implications addressed within this manuscript.	6	
<b>Refer to JMCD author guidelines for length restrictions. Do NOT exceed length requirements. Editors are very specific about this requirement.</b>	-2 points for each page over the max length.	
NOTE: If you plan to write this manuscript as a program evaluation, your structure will need to be modified. Please refer to similar JMCD program evaluation manuscripts and see me ASAP to determine the most appropriate structure.		

**Presentation Proposal (Group):**

<b>Evaluation Rubric</b>	<b>Possible Points</b>	<b>Earned Points</b>
Students identified their chosen conference and provided a clear overview of the proposal requirements for this conference.	2	
All proposal components are complete and presented professionally.	2	
Proposal is well written, grammatically correct, and APA compliant.	2	