



**School Psychology Program**  
*Signature Assignment for EDP 517*  
*Counseling Case Study*

**Student Learning Outcome(s) Assessed:**

SLO #7: Knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

**Description of the Signature Assignment**

The course instructor will observe candidates engaged in a counseling session with a school-age client in the CSULB Community Clinic. Candidates will be graded based on their implementation of counseling strategies and techniques, as taught in class (e.g. Solution-Focused Techniques, Rational Emotive Behavioral Therapy, Gestalt etc.).

**Directions for Students**

**Interview Project (Counseling)**

This is the culminating activity for this course. Candidates will put their skills and knowledge into actual use and reflect on their performance as an interviewer (counselor).

Candidates will be required to interview a client 6 times in the CSULB Community Clinic. Each candidate will take turns taking the “lead” in each counseling session, but will have the opportunity to help each other and provide suggestions before and after counseling sessions with the client.

During the clinic sessions, the instructor will be observing and assessing candidate performance using the Observation Rubric for Counseling.

**Scoring Rubric: (circle one score for each criteria item)**

Criteria	0 - Unable to Score	1 - Beginning	2 - Developing	3 - Accomplished	4 - Exemplary
<b>Establishes rapport with counselee</b>	Missing work or inappropriate	Makes no effort to greet counselee or spends no time looking at the counselee to listen to the counselee's concerns	Makes minimal effort to greet counselee or spends little time looking at the counselee to listen to the counselee's concerns	Takes some time to greet counselee and spends some time looking at the counselee to listen to the counselee's concerns	Clearly engages the counselee with an effective greeting and shows good balance in the amount of time spent looking at the counselee to listen to the counselee's concerns
<b>Poise</b>	Same as above	Appears self-conscious or nervous throughout counseling	Gains confidence or comfort as the counseling progresses	Appears at ease with the patient and shows interest in the topic	Appears very confident and enthusiastic about the topic
<b>Voice</b>	Same as above	Low/loud volume with monotonous tone or rate of speech is too rapid/slow	Volume drops off at end of sentences with little inflection or rate of speech is sometimes rapid/slow	Volume and inflection are varied at times and rate of speech is usually appropriate	Volume and inflection are consistently effective in emphasizing key points and rate of speech is good
<b>Clear and factual information given</b>	Same as above	Knowledge of topic is poor or information is confusing or flawed	Limited knowledge of topic is evident or some information is confusing or flawed	Knowledge of topic is evident and information is usually clear and correct	Knowledge of topic is evident throughout and information is very clear and correct
<b>Focuses the counseling information in a logical sequence</b>	Same as above	The counseling information rambles or has no logical sequence	Has few major points or the counseling sequence is somewhat confusing	Includes several major points and the counseling is somewhat sequential	Includes many major points beginning with a clearly stated concept and the counseling follows a good logical sequence
<b>Gives useful and practical information to the counselee</b>	Same as above	Does not point out useful examples in the handout and/or practical ways of how the counselee can use the information	Only points out one or two useful examples in the handout and/or practical ways of how the counselee can use the information	Points out several useful examples in the handout and/or practical ways of how the counselee can use the information	Points out many useful examples in the handout and/or practical ways of how the counselee can use the information
<b>Ends the session with closure</b>	Same as above	The counseling session has no clear conclusion or no follow-up is planned with the counselee	The counseling session has abrupt concluding remarks or a limited follow-up is planned with the counselee	The counseling session concluding remarks contain a summary of the session and some follow-up options are offered to the counselee	The counseling session concluding remarks are a good summary of the session and follow-up options are clearly going to work for the counselee

## Legend

<b>Total Points</b>	<b>College of Education Assessment Scale Equivalent</b>
<b>25-28</b>	4 (Exceeds Expectations)
<b>20-24</b>	3 (Meets Expectations)
<b>17-19</b>	2 (Meets Some Expectations)
<b>13-16</b>	1 (Does Not Meet Expectations)
<b>&lt;13</b>	0 (Can't Score)