

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

### CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL

**SUBMITTED BY:**

<b>Department</b>	<b>Counseling</b>	<b>College/School</b>	<b>School of Education</b>
<b>Prepared by</b>	<b>Jane Monahan</b>	<b>Phone</b>	<b>474-5362</b>
<b>Email Contact</b>	<b><a href="mailto:jmonahan@alaska.edu">jmonahan@alaska.edu</a></b>	<b>Faculty Contact</b>	<b>Anthony Strange Christine Cook</b>

**1. COURSE IDENTIFICATION:**

<b>Dept</b>	<b>COUN</b>	<b>Course #</b>	<b>F629</b>	<b>No. of Credits</b>	<b>3</b>
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<b>COURSE TITLE</b>	<b>Counseling Interventions</b>
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**2. ACTION DESIRED:**

Change Course	<b>XX</b>	If Change, indicate below what change.	Drop Course	
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<b>NUMBER</b>		<b>TITLE</b>	<b>XX</b>	<b>DESCRIPTION</b>	<b>XX</b>
<b>PREQUISITES</b>				<b>FREQUENCY OF OFFERING</b>	
<b>CREDITS (including credit distribution)</b>				<b>COURSE CLASSIFICATION</b>	
<b>CROSS-LISTED</b>		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
<b>STACKED (400/600)</b> <i>Include syllabi.</i>		Dept.		Course #	

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<b>COURSE FORMAT:</b> (check all that apply)		1		2		3		4		5		<b>XX</b>	6 weeks to full semester
<b>OTHER FORMAT</b> (specify all that apply)													
Mode of delivery (specify lecture, field trips, labs, etc)													

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities		S = Social Sciences			
Will this course be used to fulfill a requirement for the baccalaureate core?		<b>YES</b>		<b>NO</b>	
IF YES, check which core requirements it could be used to fulfill:					
O = Oral Intensive, Format 6 also submitted		W = Writing Intensive, Format 7 submitted		Natural Science, Format 8 submitted	

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit?	<b>YES</b>		<b>NO</b>	<b>XX</b>
Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).				
How many times may the course be repeated for credit?			<b>TIMES</b>	
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?			<b>CREDITS</b>	

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG:** including dept., number, title and credits

**COUN F629 Counseling Interventions**

3 Credits  
Offered Spring

Course examines various intervention strategies/techniques for working with individuals across the lifespan in a variety of situations. Attention is placed on assisting children, youth and adults in accomplishing developmental tasks appropriate to their psychosocial growth. Prerequisites: COUN F623; admittance to the Counseling program; or permission of instructor. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES:** (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) **PLEASE SUBMIT NEW COURSE SYLLABUS.** For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

**COUN 629 Counseling Interventions for Adults**

3 credits  
Offered Spring

Course Examines various intervention strategies/techniques for working with individuals across the lifespan in a primarily with adult individuals in a variety of situations. Attention is placed on assisting children, youth and adults in accomplishing developmental tasks appropriate to their psychosocial growth. Descriptive intervention techniques with respect to assessing individuals in crisis will be discussed and strategies for handling those crises situations will be examined. Prerequisites: COUN F623; admittance to the Counseling program; or permission of instructor. (3+0)

Examines various intervention strategies for working primarily with adult individuals in a variety of situations. Attention is placed on assisting adults in accomplishing developmental tasks appropriate to their psychosocial growth. Descriptive intervention techniques with respect to assessing individuals in crisis will be discussed and strategies for handling those crises situations will be examined. Prerequisites: COUN 623; admittance to the Counseling program; or permission of instructor. (3+0)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO	<input checked="" type="radio"/> N <input type="radio"/> O	If Yes, DEPT	<input type="text"/>	NUMBER	<input type="text"/>
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(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM:** Specify only one

LETTER	<input checked="" type="radio"/> X	PASS/FAIL:	<input type="text"/>
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10. **ESTIMATED IMPACT**

*WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.*

**Budget/Faculty:** Course content for COUN 629 is being divided between two courses (COUN 627 and COUN 629). Students will take one class or the other depending on their counseling concentration. A faculty member will need to be assigned to each course.

**Space:** This class utilizes a smart classroom that is videoconference capable.

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No	<input checked="" type="radio"/> X	Yes	<input type="text"/>	Existing library resources are adequate for this class.
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12. **IMPACTS ON PROGRAMS/DEPTS:**

*What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)*

**Counseling Department is affected by this change. The focus of the class changes to adult specific interventions and will impact students who now choose between this course and a new course COUN 627, Developmental Interventions. Faculty members may need to rearrange their workloads to**

accommodate the creation of the new partner course. Degree requirements change slightly to reflect the choice between the classes.

**13. POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**Positive impact:** COUN 629 will become an in depth study of counseling interventions for adults. Students who take the course will be trained in specific strategies to work with adult populations, making them better prepared for potential work in their field.

**Negative impact:** none anticipated.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**COUN 629 has served as the interventions class for students who will practice counseling with various age groups. Strategies are different for children, teens and adults. In order to address the wide variety of intervention strategies the course broadly covered strategies for children and adults.**

**Faculty members identified a need to have two in depth courses: one specific to youth populations and one specific to adult populations. (Counseling faculty meeting, July 18, 2011)**

**Students seeking school counseling certification and eventual employment in a school setting will work with students in kindergarten through 12<sup>th</sup> grade (ages 5-18). These students need in depth instruction in interventions options with this population. COUN 627 Developmental Interventions will be required for school counseling students.**

**Students in the community counseling concentration of the program may work with adults, children or families. These students need in depth instruction in interventions options with the population they will likely counsel (adults or youth). These students will choose between COUN 627, Developmental Interventions or COUN 629 Counseling Interventions for Adults.**

SEE ATTACHED SIGNATURES.

**APPROVALS:**

	Date	
Signature, Chair, Counseling Department, Anthony Strange		

	Date	
Signature, Chair, School of Education Curriculum Council:		

	Date	
Signature, Dean, School of Education, Allan Morotti		

	Date	
Signature of Provost (if applicable)		

**Offerings above the level of approved programs must be approved in advance by the Provost.**

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

Students who take the course will be trained in specific strategies to work with adult populations, making them better prepared for potential work in their field.  
Negative impact: none anticipated.

#### JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


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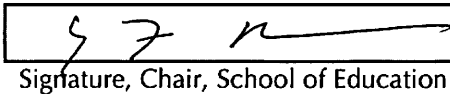
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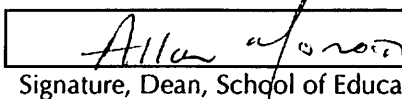
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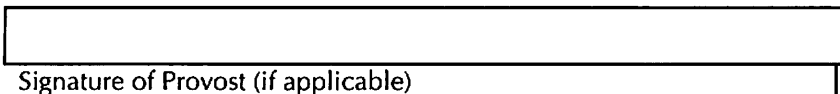
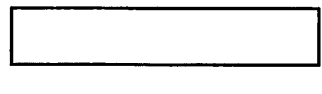
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#### APPROVALS:

 Date Sept 28, 2011  
Signature, Chair, Counseling Department, Anthony Strange

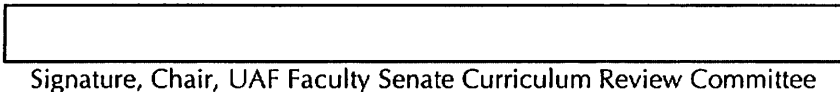
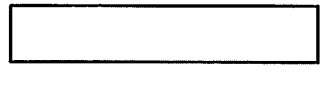
 Date 10/4/11  
Signature, Chair, School of Education Curriculum Council:

 Date 10-4-2011  
Signature, Dean, School of Education, Allan Morotti

 Date   
Signature of Provost (if applicable)

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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

 Date   
Signature, Chair, UAF Faculty Senate Curriculum Review Committee

**UAF Counseling Program**  
**Counseling Interventions for Adults (COUN F629) – 3 credits**  
**4:10-7:10pm; Gruening Building**

Instructor: Christine Rojas Cook      E-Mail: [crcook@alaska.edu](mailto:crcook@alaska.edu)  
Office: 708A Gruening Building      Office Hours: Monday & Thursday 1:30-3:30; or by appt.  
Work Phone: 907-474-5743      Work Fax: 907-474-5451  
Audio Conference Codes: 1-800-570-3591      Participant Pin: 3709703

**Course Description:** Examines various intervention strategies for working primarily with adult individuals in a variety of situations. Attention is placed on assisting adults in accomplishing developmental tasks appropriate to their psychosocial growth. Descriptive intervention techniques with respect to assessing individuals in crisis will be discussed and strategies for handling those crises situations will be examined. Prerequisites: COUN 623; admittance to the Counseling program; or permission of instructor.

**Course Goals:** The major goal of this course is to provide students with an understanding and experience in the fundamental techniques commonly employed in counseling interventions with adult populations.

**Course Learning Outcomes:**

- Reflect on and examine attitudes and beliefs about counseling intervention topics, and thoughts, feelings, biases related to counseling adults in crisis
- Demonstrate knowledge of issues, dynamics, and challenges related to counseling adults
- Utilize beginning assessment skills to understand a client's background and problem
- Prepare an intervention plan which employs intervention techniques and methods appropriate to the developmental level and level of risk of the client
- Recognize risk and protective factors that determine the level of client risk in suicide and violence
- Develop a resource bank of tools, methods, websites, texts, etc., to use for increasing competence with assessment and intervention with adult populations

**Instructional Methods:** This is a synchronous course where attendance is required during the specified course time. It is a mixture of local students and distance-based students, therefore it will utilize audio and video conferencing. The course is primarily lecture based, but class participation is required. The class utilizes blackboard regularly for information sharing, but also for class discussion. Students will be expected to participate in small group discussion, group presentations, and whole class instruction.

**DC Video:** It is highly recommended all distance-based students utilize video conferencing. In order to use DC Video, all participants must be certified with the software by Video Conferencing Services. Training can be scheduled using the [Request Form](http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/) located on the [VCS Desktop Collaboration](http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/) site (<http://www.alaska.edu/oit/services/video-conferencing/desktop-collaboration/>). This form needs to be submitted at least 1 week prior to the start date of the course/conference. If you have any questions or concerns, please do not hesitate to contact video conferencing: from Fairbanks call 450-8390, outside Fairbanks call 1-800-910-9601 or email [video@alaska.edu](mailto:video@alaska.edu).

**Required Texts:**

James, R. K. (2007). *Crisis Intervention Strategies* (6<sup>th</sup> Ed.). Belmont, CA: Thomson Brooks/Cole. (ISBN: 9780495100263)

Kanel, K. (2012). *A Guide to Crisis Intervention* (4<sup>th</sup> Ed.). Belmont, CA: Thomson Brooks/Cole. (ISBN: 9780840034298)

**Recommended Text:**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.  
ISBN-13: 978-1-4338-0561-5

Please utilize the edition specified. Other readings may be assigned by the instructor throughout the term.

**Course Evaluation:** Students will be evaluated based on six major criteria: class participation, journal critiques, book review, group presentation, the formal paper and presentation, and a final exam. All assignments need to be turned in via the Assignments link on blackboard, but local students must also turn in a hard copy at the **start** of the class in which it is due. Please title your documents using the course number, assignment name, and your initials (i.e., COUN629\_FormalPaper\_CC).

All papers need to be word-processed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. According to William Stunk Jr. in *Elements of Style*:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.

Furthermore, use quotes sparingly. When citing from another source, summarize material unless there is no better way to capture the information. APA recommends using no more than 3 tables or figures in a paper, and similar guidelines should be followed for the use of quotes.

Unless stated otherwise, writing should conform to APA style, including citations and references. It should NOT have a title page, an abstract, or be bound in a binder. Papers need to be in final form when turned in – papers will not be allowed to be re-done. Whereas well constructed papers tend to receive higher marks, poorly written papers will receive lower grades.

1. **Class participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings, completed assignments, and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. At times students will be asked to participate in blackboard discussions. Students must answer all required blackboard posts with a minimum of a paragraph of directly related content. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Late assignments will not be accepted without prior approval from the instructor, and if accepted will reflect an automatic minimum 10% decrease in grade, which will increase to 50% if the paper is not turned in by the next course date in which the paper was originally due (emergency situations will be considered). Although it is expected students will attend all class

sessions, *if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction* – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include. The review is due prior to the beginning of the next session after the missed class.

Your participation grade will reflect your attendance, your ability to integrate information, adequately discuss your viewpoints, and appropriately respond to feedback.

**All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes. (40 points)

2. **Journal Critiques:** Two critical reviews of recent journal articles (2006 or later) relevant to different intervention techniques/topics. Students are expected to read, analyze, react and report on their articles. Briefly summarize the key points and include your own critique – i.e., how well was this article written/researched; if statistics were included, were they helpful, not explained, etc.; were visuals appropriately utilized; how is this article significant to the field of counseling, to this course, and to you personally. A copy of the journal article is to be attached to the final product. Critiques should be approximately 2-3 pages each. Please title the paper as COUN629\_Journals\_CC (but use your own initials at the end of the title). (20 points each – total of 40 points)
3. **Book Review:** Students are to read a book written about a counseling intervention topic. Write an analysis of the book that discusses specific dimensions involved in counseling individuals presenting with this specific issue and discuss how you can apply the information from the book to your own work as a professional counselor. The paper is to be approximately 5 pages. Please title the paper as COUN629\_BookReview\_CC (but use your own initials at the end of the title). (50 points)
4. **Presentation:** Working in groups (minimum of 2 and maximum of 3), students are to design a presentation on the designated topic to be presented to the faculty or personnel of an agency or other counseling setting. The audience should be presented with the current literature on the topic and appropriate interventions – this should be very practical information for practitioners to utilize in their work settings. Students are to review the literature written about their specific topic and utilize the material to assist in preparing their presentation. A minimum of 5 resources other than the textbooks must be utilized and appropriately cited during the presentation. The length of the presentation should be approximately one hour and needs to utilize a visual format (i.e., Power Point). Groups must email a complete presentation to the instructor at least 24-hours in advance to ensure materials are received and are able to be utilized appropriately. If employing videos in the presentation, they must augment, not take the place of, the information presented by the group. Groups will be graded for the most part as a whole group, but 5 points are specific to each individual's ability to present within the group. See attached rubric for grading specifications. (50 points)

## 5. Formal Paper & Presentation:

- a. Students are to write a formal paper on an intervention topic of their choice. The paper should overview the problem, review the current literature, evaluate possible interventions, and discuss dimensions involved in counseling adults presenting with this specific issue. Additionally the paper should describe how the student could apply the information to his or her own work as a professional counselor. This is a formal research paper, so current academic research should be reviewed and appropriately cited – a minimum of 10 sources should be utilized. The content of the paper is to be approximately 12 pages, not including references. Please title the paper as COUN629\_FormalPaper\_CC (but use your own initials at the end of the title). (100 points)
  - b. Paper Presentation: You are to discuss the key points of your formal paper and discuss your topic's applicability to working with individuals in your intended area of specialization. The presentation is to be approximately 10-15 minutes in length, and students need to construct a one-page handout that summarizes the relevant information for their classmates – remember to include appropriate citations on the handout. Students must email a complete copy of the handout to the instructor at least 24-hours in advance to allow time for them to be posted to the blackboard site. (20 points)
6. **Final exam:** The final examination may cover all material presented throughout the course. This includes lectures, speakers, videos, presentations, and all readings. The final examination will be a combination of take home and timed examination questions. The examination format will be essay. If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam. Please title the final as COUN629\_FinalPart1\_CC and COUN629\_FinalPart2\_CC (but use your own initials at the end of the title). (100 points)

**Grading:** Your course grade will be determined on a point system as follows:

Class Participation	40 points
Journal Critiques	40 points (20 points each)
Book Review	50 points
Presentation	50 points
Formal Paper/Presentation	120 points
Final Exam	100 points
Total	400 points

### **Grading Scale**

372 points and up (93%)	A
320 points to 371 (80%)	B
280 points to 319 (70%)	C
240 points to 279 (60%)	D
Less than 240 points	F

### **Course Policies:**

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.



An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The UAF Code of Conduct can be found online at [http://www.uaf.edu/catalog/current/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct). In this course if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

### **Support Services:**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening Building, or can be reached at 907-474-5314 or 1-800-478-5246. The web site address is <http://www.uaf.edu/english/writing-center/>

**Disability Services:** The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The faculty of the Counseling Program makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 208 Whitaker, 907-474-5655, [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu), or visit <http://www.uaf.edu/disability> on the web or contact a student affairs staff person at your nearest local campus.

<b>Class Session</b>	<b>Readings to be Discussed</b>	<b>Assignments Due</b>
Week 1	James: Approaching Crisis Intervention (1); Kanel: What is a Crisis (1)	
Week 2	Kanel: History (2); Ethical Issues (3)	
Week 3	James: Culturally Effective Helping (2); Kanel: Cultural Issues and Related Crises (6)	
Week 4	James: Intervention Skills (3); Kanel: The ABC Model (4)	<b>Journal Critiques</b>
Week 5	James: Case Handling (4), & Telephone/Online (5)	
Week 6	James: PTSD (6), Disaster Response (16); Kanel: Natural & Manmade Disasters, and Trauma (9)	<b>Book Review</b>
Week 7	James: Sexual Assault (8); Kanel: Personal Victimization – Child Abuse, Sexual Assault (10)	
Week 8	James: Partner Violence (9); Kanel: Personal Victimization – Intimate Partner Abuse (10)	
	Spring Break – no class	
Week 9	Kanel: Developmental Crisis (7); Serious Illness (12)	<b>Presentation #1</b>
Week 10	James: Personal Loss (11); Kanel: Loss (8); James: Workers in Crisis (15)	<b>Presentation #2</b>
Week 11	James: Crisis in Schools (12), Violent Behavior (13); Hostage Negotiation (14)	<b>Presentation #3</b>
Week 12	James: Crisis of Lethality (7); & (12) p. 423-434 Kanel: Suicide/Homicide (5)	<b>Presentation #4</b>
Week 13	James: Dependency (10); Kanel: Substance Abuse (11)	<b>Presentation #5</b> <b>Formal Paper</b>
Week 14	<b>Paper Presentations</b>	
Week 15	<b>Final Exam</b>	

**Calendar is subject to revision as necessary**

**Developmental Interventions  
Presentation Evaluation (F629)**  
**Topic:** \_\_\_\_\_

**Name of Presenters:** \_\_\_\_\_  
\_\_\_\_\_

Clear description of the presentation topic and the necessity to explore – 10 points

Clear description of the target audience and the developmental aspects of the target population  
(i.e., early adult, middle adult, elderly; agency setting clients) – 10 points

Description of a variety of possible interventions in this area – 10 points

Reviewed literature, school or agency policies, and/or state laws related to the topic – 10 points

Effective communication of material; creative and interesting presentation – 10 points

Other comments:

**Total Score (50 possible)** \_\_\_\_\_