

COUNSELING GRADUATE PROGRAM

Student Clinical Handbook

Master of Arts in Counseling

CHICAGO STATE UNIVERSITY

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INTRODUCTION

Pre-practicum, Practicum and Internship are an important part of counselor training. They make demands on both your time and on you as a person that you may not have encountered before. Therefore, this handbook outlines the goals and expectations of clinical training for counselors.

On a fundamental level, students must be involved in the provision of direct clinical service. This might be manifested in individual, family and group counseling as well as intake and crisis intervention. The specific number of hours required to meet minimum requirements is outlined in this manual. Students are expected to follow professional and ethical guidelines established by the University and counseling profession.

Congratulations to you on reaching this milestone in your education and training. The graduate faculty looks forward to making the clinical courses a stimulating and rewarding experience.

MISSION STATEMENT FOR COUNSELING GRADUATE PROGRAM

The Counseling Program of Chicago State University is located on the south side of Chicago, primarily serving residents who both live and work within the Chicago urban area. The students within the program are diverse and representative of the largely minority population within this region. The mission of the program is to produce highly qualified graduates equipped to serve the complex counseling demands in urban settings with a specific emphasis on addressing the needs of urban youth and their families. This mission is generated from a belief that counselors equipped to deal with the more difficult problems within large cities, will also be effective in other, less challenging settings. To accomplish its mission, the program is committed to:

- recruiting, retaining and graduating culturally and economically diverse students;
- employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and clinical expertise;
- providing a curriculum that is infused with theory and applications related to diverse, urban populations;
- providing students with a strong preparation in counseling interventions and models of prevention directed toward meeting the complex counseling needs within urban and other settings;
- providing opportunities for practical counseling experiences within urban schools and communities;
- teaching students how to access resources, advocate for their clients and their profession, and serve as community activists when needed; and
- working in partnership with local institutions and agencies in the region to assist in the development of socially and economically viable and sustainable communities.

I. TRAINING GOALS AND OBJECTIVES

TRAINING

It is strongly believed that counselors-in-training need the opportunity to combine their didactic learning with actual experience in settings similar to ones in which they will be employed after graduation. The clinical component of the program helps the counselor-in-training acquire proficiency and gain confidence by applying their emerging skills under the supervision of experienced counselors.

The clinical courses are designed to ensure skill development along with a strong knowledge base. The goals of this experience are typically:

1. To stimulate the formation of a professional role and identity as a counselor
2. To develop the ability to accept individual differences in clients

3. To develop a knowledge of ethical standards
4. To articulate a personal theory of counseling which guides the intentionality of clinical practice and applies it under supervision
5. To intentionally apply microcounseling skills effectively while establishing interpersonal relationships within the clinical setting
6. To acquire a feeling for the counselor-client relationship and the role of self-understanding in the development of this relationship
7. To develop and articulate a case conceptualization formulated through theory, which guides the counselor-in-training practice
8. To learn to formally present a case in a concise and professional manner
9. To develop the ability to write succinct and accurate case reports and progress notes that include case conceptualization, goals of treatment, treatment interventions, and progress toward goals

III. ETHICAL GUIDELINES

All Counseling Graduate students must comply with the *American Counseling Association Ethical Standards*. Supervisors of the clinical courses will explain the ethical standards relative to counseling practice within each applied setting. Students must be informed of the rights of clients and critical legal decisions relevant to issues such as the right to confidentiality, the limits of confidentiality, informed consent, parental consent for the treatment of minors, etc. Students are responsible for knowing and appropriately following the *ACA Ethical Standards* and should consult with a supervisor in any situations in which appropriate ethical practice is unclear or compromised.

All students should download and print a copy of the current ACA ethics (2014 Version) for personal review and reference prior to enrolling in clinical courses. This document is available at:

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

IV. CLINICAL COURSES

A. Pre-practicum Clinical Laboratory

The pre-practicum clinical laboratory is the student's first direct contact with volunteer clients. Students are closely supervised during this initial experience. The class includes a didactic component which addresses issues such as case conceptualization, developing

a therapeutic relationship, ethical concerns, clinical report writing, brief clinical interventions, and counseling diverse populations including children and adolescents. Students are eligible to enroll in the pre-practicum clinical laboratory (COUN 5790) after attaining candidacy. Students in this class will have sessions with actual clients, which are supervised live by faculty in the Counseling Laboratory. Both the University Supervisor and other counselors-in-training continuously give feedback to the counselors-in-training. Students will learn and apply a brief model of counseling with two separate clients during the semester. They will also observe other students' sessions and review audio and videotapes of sessions, as well as completing case reports on their experiences with the clients.

NOTE: All Endorsement-only students must take or have taken COUN 5790 (Pre-Practicum Clinical Laboratory) at Chicago State University prior to enrolling in either Practicum (COUN 5950) or Internship (COUN 5990).

B. Practicum

After students have successfully completed the laboratory course, they can enroll in the first field experience, Practicum. Students are eligible to enroll in the practicum course (COUN 5950) after completing COUN 5790 with a grade of at least a B and completing or being concurrently enrolled in all required and elective courses with the exception of internship. Students should apply for practicum the semester before they enroll and attend a mandatory Practicum/Internship Orientation, which more specifically outlines the application requirements (e.g., background and fingerprint checks, Tuberculosis tests) and deadlines for various sites.

The practicum course requires the student to serve 100 hours in an actual counseling setting in the community or school. (Students in the School Counseling Program should aim to complete approximately half of these hours in an elementary school and half within a high school.) Of these hours, forty must be in direct individual and/or group client contact. Students may negotiate with the university supervisor to set up an appropriate site for their practicum. To be eligible for consideration as an appropriate internship or practicum site, all sites must provide at a minimum: an on-site supervisor with at least two years post-masters experience as a licensed clinical professional counselor or similarly licensed professional (community counseling track) or as a school counselor with a Professional Educators License in School Counseling (school counseling track); at least one hour a week of individual supervision; audio or videotaping of clients; experiences in individual and group counseling to fulfill the required number of direct contact hours; and opportunities to audio or videotape counseling sessions. A contract should be completed indicating the goals and responsibilities of the practicum students within the first two weeks of the semester.

In addition to the field experience, case consultation and supervision, there is also a strong didactic component in the Practicum. Some of the topics in the class lectures include professional case presentation, report writing, addressing issues of abuse and

trauma, psychodiagnosis, consultation theory, assessing suicidal risk, substance abuse, crisis intervention, mental status exams, advanced case conceptualization skills, and treatment strategies for children, adolescents, emergency preparedness, counseling different ages, and resistant clients.

Each week the counselors-in-training participate in one hour of individual (dyadic or triadic) supervision and one and one half hours of group supervision on campus with their University Supervisor. Counselors-in-training are required to bring in audio tapes and other materials related to their counseling work. Students must be able to tape at least one client in an ongoing counseling process through the entire semester(s) during both practicum and internship. Tapes are needed for all submitted Case Reports.

Students must also meet at least one hour (face-to-face) per week with their Field Supervisor who supervises their work at their practicum site. Students will be expected to gain exposure to experience in the role of a counselor at their practicum site. Field Supervisors should complete a Field Supervisor Information form prior to approval of a site.

Students will take Part I of the Comprehensive Examination while they are taking Practicum. Part I is an objective exam, which is similar to the exams for state licensure and certification. Students must receive a grade of B or better in COUN 5950 in order to enroll in the internship course.

C. Internship

A student is eligible to apply for internship after the successful completion (grade B or better) of the practicum and all other required courses. Students in the School Counseling Program may not register for internship (COUN 5990), until they have passed the Illinois Professional Educators License Exam in School Counseling. Students will not be allowed to enroll in internship if their G.P.A. is below 3.0 or if they have any outstanding grades of Incomplete on their transcript. Students may petition to take a course along with internship, if necessary for maintaining financial aid or some other documented hardship. Students who need to take additional coursework during internship: can only enroll in 3.0 semester hours of internship each semester, may not be working full-time in addition to taking internship, and will only be allowed to register for COUN 5800 or program electives while taking internship.

Students should apply for internship the semester before enrollment. Applications are available in the Counseling Graduate office. Completed applications should be returned to this office by November 15 for the Spring Semester and by April 15 for the Fall Semester.

Students have some choice in selecting their internship site. Students are encouraged to choose an internship site that is within their particular area of interest (e.g., substance abuse programs, psychiatric hospitals, and mental health agencies). Students within the

Community Counseling Program may not complete an internship at their site of employment. The university supervisor who will supervise the students during his/her internship experience must approve each site after reviewing a completed Field Supervisor Information Form and Site Registration Form. University internship supervisors and the Counseling Graduate Program Office retain lists of pre-approved sites. A student may petition for a new site to be added to this list. Minimum internship site and supervisor requirements are listed in the Practicum section above.

Students are expected to participate in both individual and group counseling during their internship. They should complete a contract, which is signed by both their university and field supervisor by the second week of the internship to clarify the expectations and obligations of the student and the field supervisor. The student's university supervisor will provide a sample contract. In addition, some internship sites may have their own contract.

Students must complete a log sheet, provided by their university supervisor and signed by their field supervisor, each week of the semester. These logs document the time spent at the internship site as well as the types of activities that the students have completed. Signed logs should be turned in weekly to the university supervisor at the time of group supervision at Chicago State University. At the end of the semester the students will summarize all weekly logs on a log summary form, which officially documents the activities of the students during the internship. Students should copy all logs and summary sheets before submitting them to their professor. The logs and summary sheets will be placed in the student's file in the Counseling Graduate Program Office.

The internship is comprised of 600 for School Counseling and 900 hours for Clinical Mental Health. A minimum of 240/360 hours will be direct services (e.g., individual/group counseling, and/or testing). The other 360/540 hours will include report writing, agency meetings, supervision, professional development, special projects, etc. Students within the School Counseling Program must complete half of their hours within an elementary school and half within a high school. Students have the option of completing the required internship hours over the course of two or three semesters.

The faculty supervisor and site supervisor will conduct evaluations of the intern. The intern will have the opportunity to evaluate the site and supervision experience. All students should present at least three formal case studies with written reports during each semester of internship. Video and/or audiotapes of sessions should be played during this presentation. The University Supervisor will assign the actual grade for the student, including input from the Field Supervisor. Students must receive a grade of B or better in all six hours of internship and possess at least a 3.0 G.P.A. in order to graduate. Students in their final semester are responsible for submitting an application (and required fees and supporting documents) for graduation to Graduate Studies by the posted deadline for the semester.

Students will take Part 2 of the Comprehensive Examination during their final semester of Internship. This exam is an essay exam that focuses on case conceptualization, treatment planning, appraisal skills, and clinical writing.

D. CLINICAL DOCUMENTATION GUIDELINES

Students completing Practicum and Internship must submit a bound portfolio, as well as other documents sealed in a large envelope. **Documents to be submitted in a spiral bound Portfolio for student file include:** Portfolio (School or Clinical Mental Health Counseling) Scoring Guide (Blank); Title Page (Candidate's name, program, admittance & graduation, & university name); Table of Contents (Consistent with tabbing of major categories used to organize portfolio); Current Resume; State testing results (School Counseling Content Area Exam and Test of Academic Proficiency (TAP)) for School Track only; Introduction; Personal Counseling Philosophy/Theoretical Orientation; Assessment of Developmental Counseling Program Scoring Guide (School Track only); Site Registration Form; Signed Weekly Logs; Signed Log Summary Sheet; Practicum/Internship Student Evaluation by site supervisor (First Copy); Contract (s) for Each Site; and a Signed HIPPA Form.

Documents to submitted separately in a large envelope and not bound together include: Documents to be completed by Site Supervisor - Field Supervisor Information Form (s) (*2 Page form*); Practicum/Internship Student Evaluation by site supervisor (Second Copy); and the Clinical Supervision Record (*To be completed by Site Supervisor*). Documents to be completed by Student - Case Studies; Tapes of Counseling Sessions; Site Evaluation Form (s); Site Supervisor Evaluation Form (s) (*2 page form*); University Supervisor Evaluation Form (*Should be returned in attached sealed envelope*); and Program Evaluation Form (for graduating students only).

V. LIABILITY INSURANCE

All students enrolled in any of the clinical courses must first purchase liability insurance. The Counseling Graduate Program Office provides the information needed to obtain liability insurance for students enrolled in COUN 5790, 5950, and 5990/5991. Students must submit proof of current liability insurance prior to holding counseling sessions in COUN 5790. Under no circumstances may students start practicum, or internship without submitting this proof of coverage. Students must renew their liability insurance as needed to assured continuous coverage during the clinical courses. Information and necessary forms are available in the Counseling Graduate Program Office and on-line at the counseling.org website.

VI. FIELD PLACEMENT SITES

Field instruction sites are located throughout the Chicago metropolitan area. The agencies represent a broad range of counseling services in family service, in/outpatient mental health care, schools, corrections, and residential treatment. Most programs offer an opportunity for short and

long term treatment. There is a mix of public and private organizations serving people from a wide range of ages, socio-economic levels, racial and ethnic backgrounds and lifestyles.

Several of the agencies and/or schools have had a long association with the Counseling Program. However, each year there are new sites that are willing to provide training to our students. Students who have secured a new site that is not included in the directory located in the final pages of this handbook, must have it approved by the appropriate School/Community Track coordinator prior to starting the practicum or internship. The site's potential is evaluated from the perspective of its capacity to provide an appropriate educational experience, diversity of clientele, a professional and ethical program of service and its commitment to the learning needs of students. In some rare instances, it may be necessary to reject a student's proposal for a training site. However, the University supervisor will assist students in securing an appropriate site.

VII. BACKGROUND CHECKS FOR PRACTICUM AND INTERNSHIP

In the state of Illinois, school districts are required by law to conduct criminal background checks for all employees and other individuals working in schools. Consequently, schools in the state have recently started to request fingerprint background checks for students completing observations, students teaching, practicum and counseling internships. Students in the school counseling program need to check with their potential practicum/internship site to determine the procedures and deadlines related to this process. Recently, more practicum/internship sites as well as potential sites of employment within the community are also requiring background checks. Students are responsible for meeting these requirements before starting practicum/internship. Since the process can take more than two months, timely preparation is essential.

VIII. ROLES AND RESPONSIBILITY

A. Counselor-in-Training

1. Initiating contact with chosen agency after approval is granted from University Supervisor.
2. Submitting a contract with personal and professional objectives for the semester to the University and Field Supervisors by the second week in the semester.
3. Arranging a work schedule to conform to practicum/internship site requirements with precedence given only to university classes.
4. Adhering to agency policies.
5. Participating and preparing for weekly supervision with Field and University Supervisors.

6. Submitting at least one (1) taped session weekly during the Practicum and Internship and making at least three (3) formal case presentations during the Internship and two (2) presentations during the Practicum.
7. Submitting signed log sheets and summaries and other required assignments on time.
8. Adhering to ACA Code of Ethics and standards of professional behavior.
9. Evaluating the experience including the site, supervisors, and self.
10. Participating and preparing for the classroom component of the experience.
11. Informing the Field and University Supervisors of any problems or difficulties as soon as possible.

B. Field Supervisor

1. Providing direct on-the-job supervision to the counselor-in-training by a supervisor with at least a Master's degree in counseling or a closely related degree and two years of experience.
2. Providing orientation to the counselor-in-training in terms of working hours, standards of conduct, staff meetings, required documentation (e.g., progress notes), agency policies, etc.
3. Orienting the counselor-in-training to the particular client populations served by the site.
4. Assigning the counselor-in-training clients and client-related tasks corresponding to their level and ability to assume clinical responsibility; assuring that the counselor-in-training will have the opportunity to complete the required direct and indirect hours and have opportunities for both individual and group counseling experiences.
5. Clients must agree to work with the counselor-in-training and at least one must allow the counselor-in-training to tape the sessions.
6. Provide weekly one hour of individual supervision to discuss clients and give feedback.
7. Evaluate the counselor-in-training's work, completing the evaluation forms and discussing this with the counselor-in-training and then forwarding a copy to the University Supervisor.
8. Informing the University Supervisor of any problems or difficulties encountered as soon as possible.
9. Participating in evaluation sessions with the University Supervisor and the Counselor-in-training.
10. Abiding by the ethical standards of the counseling profession.

11. Providing the counselor-in-training with appropriate office space and other physical facilities.

C. University Supervisor

1. Assuring each counselor-in-training is prepared adequately for the clinical experience.
2. Advising counselor-in-training of university requirements for clinical experience and explaining evaluation process.
3. Maintaining regular contact with the Field Supervisor and attending conferences to evaluate the student's work.
4. Providing direct supervision to the counselor-in-training through individual and group supervision sessions.
5. Being available for consultation to both the counselor-in-training and the Field Supervisor.
6. Evaluating the experience and providing assessment to the counselor-in-training and the Field Supervisor.
7. Providing the counselor-in-training with the resources that aid in achieving their educational objectives.
8. Assessing the professional development of the counselor-in-training which includes subjective, accurate, and timely feedback of taped counseling sessions and progress made toward goals.
9. Intervening when the counselor-in-training is perceiving limited or restricted experiences in the field site.

IX. CERTIFICATION AND LICENSURE

A. NATIONAL COUNSELOR CERTIFICATION:

The National Board of Certified Counselors (NBCC) is a not-for-profit, independent body that was established to monitor a national certification and credentialing system for counselors. NBCC has set standards for the experience, performance on the National Counselor Exam (NCE), and training of counselors. At this point, more than 40 states are using the NCE as part of the counselor licensure process within the state.

Students are eligible to take the NCE when they have completed 90% of the counseling program. Although passing this exam is required to obtain licensure in the State of Illinois, students may also apply for voluntary certification as a National Certified Counselor (NCC). The NCC credential is a nationally recognized professional standard developed by counselors, but not a license to practice and not a designation for

independent private practice. Students who hold a counseling graduate degree from a regionally accredited university, passed the NCE exam, and met all required coursework can apply to be a Board Eligible Certified Counselor until they have completed all of the required post-graduate supervised experience for certification. The board eligible status is valid for a maximum of three years during which the candidate will need to accrue 3,000 hours in counseling-related activities with 100 hours of face-to-face supervision. Once the required verification is submitted to NBCC, the candidate will become a NCC. NCC certification is valid for five years, after which 100 hours of continuing education is required to maintain certification.

More information may be obtained by contacting NBCC:

National Board for Certified Counselors
3D Terrace Way
Greensboro, NC 27403
www.nbcc.com

B. ILLINOIS STATE LICENSURE (LPC AND LCPC)

There are two tiers to licensure of counselors in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). Professionals with a master's or doctoral degree in the field of counseling, psychology, rehabilitation counseling or similar degrees are approved to practice under the title of "counselor." Licensed Professional Counselors are eligible to provide services to individuals, groups, couples, families, and organizations under the direct supervision of a qualified clinically licensed professional, but may not engage in independent practice with an LCPC.

Counselors are qualified to obtain an LPC once they graduate from a 48 semester hour master's or doctoral program in counseling, rehabilitation counseling, psychology, or similar degree program approved by the Illinois Department of Finance and Professional Regulation (IDFPR); have passed the National Counselor Exam (NCE) provided by the National Board of Certified Counselors (NBCC); and have completed all forms and other requirements of IDFPR.

A Licensed Clinical Professional Counselor (LCPC) must meet all of the above requirements and must complete the equivalent of two years (two units) of full time satisfactory employment under the direct supervision of a licensed clinical supervisor. One unit of experience is a maximum of 1680 clock hours in not less than 48 weeks including 960 direct face to face service to clients. Individuals can begin gaining the required hours upon completion of their degree. A qualified supervisor is an individual who is a clinically licensed as an LCPC, LCSW, Licensed Psychologist, or Licensed Psychiatrist. Supervisors must meet face to face with the candidate (individually or in groups of no more than three counselors) at least one hour per week for every 20 hours of direct contact, reviewing their counseling and case management skills.

Licensure is maintained by receiving 30 hours of continuing education units (CEU's)

prior to renewal every two years. For the first renewal of the LCPC licensure, the counselor must engage in seventeen hours of continuing education in supervision.

a. Process for Applying for the LPC

After graduating and obtaining passing results from NBCC, applicants need to contact IDFPR and download the application for Licensed Professional Counselor. Follow the instructions listed in the page ACCEPTANCE OF EXAMINATION. You will have to contact NBCC, submit a processing fee and official transcript, and request that your exam score is sent to IDFPR. The ED form must be submitted to the CSU registrar (ADM 128). This must be send along with other application materials and required fees to IDFPR.

For more information contact:

Illinois Department of Finance and Professional Regulation (IDFPR)
320 W. Washington Street, 3rd Floor
Springfield, IL 62786
www.idfpr.com

C. LICENSE REQUIREMENTS FOR SCHOOL COUNSELING

a. PROFESSIONAL EDUCATORS LICENSE FOR SCHOOL COUNSELORS

Students must take and pass the School Counseling Content Area Exam in order to register for Internship in School Counseling. Please prepare and take the test at least two semesters before taking internship. Once the exam is passed and the student is registered for internship, they need to submit a Graduation Application to the Counseling Graduate Office (HWH 311) by the deadline posted for each semester. The Counseling Graduate Office will complete the GAPP form and sign the application. Applications of students eligible for certification will then be forwarded to the Office of Teacher Certification. Once these applications are approved, they will be returned to the Counseling Graduate Office. Student then need to pick up the signed applications and submit to the Office of Graduate and Professional Studies along with a check (or receipt indicating proof of payment from the CSU cashier) by the deadline for that semester published for that semester in the CSU Academic Calendar (usually within the first few weeks of each semester). Please note that late applications will be processed the following semester. It is the student's responsibility to meet all deadlines. During this same semester, students must attend a mandatory meeting sponsored by the Office of Teacher Certification, which explains all other current steps required to complete the certification process.

Illinois State Board of Education
Certification and Placement Section
100 North First Street
Springfield, IL 62777-0001

Additional information about the state certification process, including study materials for the exam may be obtained in the Office of Teacher Certification, ED 208 or by calling 773/995-2519.

D. ENDORSEMENT POLICY

Students in the School Counseling program are endorsed for Professional Educators License when their evidence of degree completion and endorsement materials are sent from the College of Education to the Illinois State Board of Education. Students in the Community or Clinical Mental Health Program are endorsed for certification when their evidence of supervised training experience is sent to National Board for Certified Counselors, or when their official transcripts are sent to the Illinois Department of Professional Regulation for the eligibility for the Licensed Professional Counselor (LPC) or Licensed Clinical Professional Counselor (LCPC).

Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the students work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons. Should a concern arise about a student's suitability for the profession while that student is taking a course, the course instructor will submit the student concern for discussion as a part of the precandidacy hearings held each semester or for a conference with the program director.

X. APPENDIX

PRE-PRACTICUM FORMS

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

CLINICAL SKILL EVALUATION

(To be completed by university supervisor)

<i>Counselor's Name</i>	<i>Observer's Name</i>	<i>Date</i>	<i>Circle One</i> 1 2 3 4 <i>Session</i>	<i>Circle One</i> 1 2 3 <i>Client</i>
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Comment on the following dimensions using listed behaviors/skills as a reference of possible observations. Describe any behaviors that may need improvement or were not displayed. In addition, also comment on skills/behaviors that were satisfactory or outstanding.

1. <i>Use of Self</i>	<i>Observations</i>
<ul style="list-style-type: none"> a. Open Body Posture b. Appropriate Voice Level and Tone c. Appropriate Facial Expression: d. Open Body Posture (warm, congruent with topic, nonjudgmental) e. Appropriate Eye Contact f. Appears relaxed 	
2. <i>Relationship Skills:</i>	
<ul style="list-style-type: none"> a. Conveys warmth and caring to client b. Establishes rapport (they have a client) c. Appears genuine d. Ability to engage e. Clearly demonstrates empathy f. Does not appear judgmental 	
3. <i>Listening Skills:</i>	
<ul style="list-style-type: none"> a. Reflects and reacts to client's feelings b. Recognizes/addresses client's covert message c. Able to reflect process, not just content d. Able to integrate feelings and content e. Listens more than talks 	
4. <i>Communication Skills:</i>	
<ul style="list-style-type: none"> a. Avoids giving advice b. Avoids use of closed/content focused questions c. Avoids asking "Why" d. Avoids using clinical jargon e. Avoids dominating or wordiness (less is more) f. Responds well to silences g. Demonstrates appropriate boundaries 	
5. <i>Structuring Skills:</i>	
<ul style="list-style-type: none"> a. Appropriate presentation of Informed Consent b. Opens session well c. Terminates session well d. Uses succinct and timely summarization e. Able to supportively confront f. Able to use tentative analysis/action plan 	
6. <i>Conceptualization and Observation Skills:</i>	
<ul style="list-style-type: none"> a. Understands underlying issues b. Can explain case from a theoretical perspective c. Presents case within a context d. Interventions are consistent with conceptualization e. Focus is on issues and process, rather than content f. Recognizes and identifies issues of transference and countertransference g. Explains case within a multicultural perspective 	

Additional Comments (Be sure to note both strengths and weaknesses):

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COUNSELING GRADUATE PROGRAM

CLINICAL SKILL EVALUATION SUMMARY

<i>Counselor's Name</i>	<i>Observer's Name</i>	<i>Date</i>	<i>Circle One</i>	<i>Circle One</i>
			1 2 3 4	1 2 3
			<i>Session</i>	<i>Client</i>

Rate the following dimensions using these ratings:

<i>1 = Not Demonstrated</i>	<i>2 = Unsatisfactory</i>	<i>3 = Needs Improvement</i>	<i>4 = Satisfactory</i>	<i>5 = Outstanding</i>
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1.	<i>Use of Self:</i>					
	a. Open Body Posture	1	2	3	4	5
	b. Appropriate Voice Level and Tone	1	2	3	4	5
	c. Appropriate Facial Expression (warm, congruent with topic, nonjudgmental)	1	2	3	4	5
	d. Appropriate Eye Contact	1	2	3	4	5

Comments:

2.	<i>Relationship Skills:</i>					
	a. Conveys warmth and caring to client	1	2	3	4	5
	b. Establishes rapport	1	2	3	4	5
	c. Appears genuine	1	2	3	4	5
	d. Ability to engage	1	2	3	4	5

Comments:

3.	<i>Listening Skills:</i>					
	a. Reflects and reacts to client's feelings	1	2	3	4	5
	b. Recognizes/addresses client's covert messages	1	2	3	4	5
	c. Able to reflect process, not just content	1	2	3	4	5
	d. Able to integrate feelings and content	1	2	3	4	5

Comments:

4.	<i>Communication Skills:</i>					
	a. Avoids giving advice	1	2	3	4	5
	b. Avoids use of closed/content focused questions	1	2	3	4	5
	c. Avoids asking "Why"	1	2	3	4	5
	d. Avoids using clinical jargon	1	2	3	4	5
	e. Avoids dominating or wordiness	1	2	3	4	5
	f. Responds well to silences	1	2	3	4	5
	g. Demonstrates appropriate boundaries	1	2	3	4	5

Comments:

5.	<i>Structuring Skills:</i>					
	a. Opens session well	1	2	3	4	5
	b. Terminates session well	1	2	3	4	5
	c. Uses succinct and timely summarization	1	2	3	4	5
	d. Able to supportively confront	1	2	3	4	5
	e. Able to use tentative analysis/action plan	1	2	3	4	5

Comments:

CHICAGO STATE UNIVERSITY
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CONFIDENTIALITY POLICY

I understand the sensitive nature of both content and affect as may be disclosed in a counseling/helping relationship such as the counseling laboratory at Chicago State University.

I also understand that it is in violation of professional ethics and standards, as well as departmental policies, to discuss or disclose any part of my client's content or emotional expression outside of said laboratory without express written permission of the client and practicum supervisor. This statement also applies to the confidential used of audio/video tapes.

I also understand that should I violate the above standards, I will be immediately terminated from further consideration as a candidate for the degree or for certification purposes pending and official department hearing.

Student's Signature

Date

Supervisor's Signature

Date

INFORMED CONSENT FOR THE COUNSELING LABORATORY

Counselor Qualifications

Each Counselor-in-Training has completed all pre-candidacy courses and been accepted into candidacy for the Chicago State University Department of Counseling Graduate, Graduate Counselor Education Program. Included in those requirements are courses in Ethics and Theories of Counseling, Microcounseling Skills, and Group Counseling. In addition, each counselor has recently completed an intensive six (6) week clinical skills training program.

Each session is supervised by a full time faculty member and practitioner who possesses a doctorate in counseling (Name) _____.

Limits of Confidentiality:

All students have signed a Confidentiality Policy (check with the counselor if you wish to see this document). *Ethical guidelines state that when a client indicates that there is imminent danger to the client or others, the counselor must inform his/her supervisor and others, as needed, to assure safety. Counselor's-in-training must also report suspected child abuse (physical or sexual) or neglect as well as elder abuse or neglect.*

Video and Audiotape Recordings; Observations by Other Trainees

Confidential taping and observation of sessions by the supervisor and other counselor trainees are for the express purpose of providing feedback to the counselor on the progress of his/her skill development. As is standard in all counselor education programs, counselors are required to make these tapes. Clients may view or listen to their tapes with the counselor at times pre-arranged by the supervisor. All listening and viewing must be done in the Counseling laboratory, HWH 311.

The use of video and/or audio taping of sessions is part of supervision and training. Having sessions taped may also contribute to you receiving a greater quality of services. The material on the tapes will be kept confidential, stored in a secure location, and only used for training and supervision purposes. Additionally, tapes will be used over and over, each time taping over previous recorded sessions. When the therapist is finished with a tape it will be completely erased and/or destroyed.

Duration of the Sessions

Unless otherwise arranged with the supervisor, the duration of the meetings will be four (4) 35-minute sessions.

I agree that I have read the above information and that the counselor has explained the nature and purpose of our sessions.

Signature of Client

Date

Signature of Counselor-in -Training

Date

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

PARENT/GUARDIAN RELEASE FORM
(TO BE USED WITH COUNSELEES UNDER 18 YEARS OF AGE)

My son/daughter _____ has my permission to participate in interviewing/testing sessions to be conducted in conjunction with the counselor preparation program at Chicago State University.

1. The counselor will be a graduate student working under the direct supervision of a qualified university professor.
2. At no time will the individual's identity to be disclosed to anyone but the interviewing counselor.
3. Precaution will be taken to avoid any personal embarrassment to my son/daughter or us, the parents.

_____ Signature Parent/Guardian	_____ Date
_____ Signature Parent/Guardian	_____ Date
_____ Signature Counselor	_____ Date
_____ Supervisor's Signature	_____ Date

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

COUNSELOR-IN-TRAINING TAPE REVIEW FORM

Counselor Trainee _____ Class 5790.6___ Semester _____ 20__

Date _____ Client's Initials _____ Session # _____

PART I: SELF-EVALUATION (*Use the Clinical Skill Evaluation Form for Lists of Specific Skills*)

- A. Describe your strengths and weakness in the use of self during this session.
- B. Assess how well you were able to form a relationship with the client. Include specific examples of successes and failures.
- C. How accurate and effective were your listening skills? Give examples.
- D. Describe strengths and weaknesses in your verbal and non-verbal communication?
- E. Describe your plans for this session. How effective were you in structuring the session? Describe specific attempts at structuring and their effectiveness? Did you follow the 5 stages of counseling (1 - rapport building & structuring; 2 - gathering info., defining concerns,& identifying assets; 3 - determining outcomes; 4 - exploring alternative & confronting the clients incongruity; 5 - generalization & transfer of learning) How?

PART II: CASE CONCEPTUALIZATION

- A. What is the presenting problem as defined by your client?
- B. What behaviors of the client were notable? What implicit/explicit emotions were expressed in the session? How receptive or resistant was the client and how did you determine this?
- C. Briefly describe important and relevant contextual information about the client (including demographics as well as family, occupational, and other relevant details.
- D. What do you think is the underlying problem contributing to the symptoms that are noted by the client? What is keeping this client stuck and unable to solve the problem on his/her own?(Consider factors on a variety of levels including developmental, physical/biological, emotional/intrapsychic, interpersonal, familial, economic, cultural, etc.)
- E. What counseling theory(ies) seem(s) appropriate for conceptualizing this case and planning intervention? Why?
- F. What goals do you think would be appropriate for this client? What specific interventions (plans of action) do you think would be useful and effective at this time?
- G. In what ways were you successful with this client in this session? What do you plan to do in upcoming sessions? What do you want to do differently in the following sessions?

PRACTICUM AND INTERNSHIP FORMS

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

Note: Student is responsible for making additional copies of documents as needed

CHECKLIST FOR PORTFOLIO AND FINAL DOCUMENTS

Packet 1: Documents to be submitted in a spiral bound portfolio for student file

- _____ Portfolio (School or Clinical Mental Health Counseling)
- _____ Scoring Guide (Insert appropriate School or Clinical Mental Health Counseling Portfolio Scoring Guide)
- _____ Title Page (Candidate's name, program, admittance & graduation, & university name)
- _____ Table of Contents (Consistent with tabbing of major categories used to organize portfolio)
- _____ Resume
- _____ State testing results (School Track only - School Counseling Content Area Exam and Test of Academic Proficiency (TAP))
- _____ Introduction (Describe setting, population, and your reason for choosing site)
- _____ Philosophy/Theoretical Orientation (Describe your own personal counseling philosophy and orientation)
- _____ Assessment of Developmental Counseling Program Scoring Guide (School Track only)
- _____ Site Registration Form
- _____ Signed Weekly Logs
- _____ Signed Log Summary Sheets (Check for adequate direct and indirect hours)
- _____ Practicum/Internship Student Evaluation by site supervisor (First Copy)
- _____ Clinical Supervision and Consultation Record (To be completed by Site Supervisor)
- _____ Supervision Contract (s) for Each Site
- _____ Signed HIPPA Form
- _____ Malpractice Insurance certificate

Packet 2: Documents to be submitted separately in a large envelope and not bound together

DOCUMENTS TO BE COMPLETED BY SITE SUPERVISOR

- _____ Field Supervisor Information Form (s) (2 Page form)
- _____ Practicum/Internship Student Evaluation by site supervisor (Second Copy)
- _____ Clinical Supervision and Consultation Record (Second Copy)

DOCUMENTS TO BE COMPLETED BY STUDENT

- _____ Case Studies (Write number completed)
- _____ Tapes of counseling Sessions (Write number submitted)
- _____ Site Evaluation Form (s)
- _____ Site Supervisor Evaluation Form (s) (2 page form)
- _____ University Supervisor Evaluation Form (Should be returned in attached sealed envelope)
- _____ Alumni Survey Form (Internship students only - returned in attached sealed envelope)
- _____ Malpractice Insurance certificate

Review of Submitted Work Completed:

_____	_____
Student	Date
_____	_____
University Supervisor	Date

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

SITE REGISTRATION FORM

Check one

<input type="checkbox"/> Practicum <input type="checkbox"/> Internship / <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	YEAR 20____
---	--------------------

PERSONAL INFORMATION:

_____	_____	
<i>Students name</i>	<i>Student Id#</i>	
_____	_____	
<i>Home Address</i>	<i>City, State & Zip Code</i>	
_____	_____	
<i>Employee</i>	<i>Position</i>	
<i># of hours working per week at employment</i> _____		
_____	_____	_____
<i>Home Telephone</i>	<i>Work Telephone</i>	<i>email</i>

PRACTICUM/INTERNSHIP SITE INFORMATION

AGENCY

_____	_____	_____	_____
<i>Address</i>	<i>City</i>	<i>St</i>	<i>Zip</i>
_____	_____	()	_____
<i>Supervisor</i>	<i>Degree</i>		<i>Phone</i>

ELEMENTARY SCHOOL

_____	_____	_____	_____
<i>Address</i>	<i>City</i>	<i>St</i>	<i>Zip</i>
_____	_____	()	_____
<i>Supervisor</i>	<i>Degree</i>		<i>Phone</i>

HIGH SCHOOL

_____	_____	_____	_____
<i>Address</i>	<i>City</i>	<i>St</i>	<i>Zip</i>
_____	_____	()	_____
<i>Supervisor</i>	<i>Degree</i>		<i>Phone</i>

Liability Insurance Paid on _____ **University Supervisor** _____
Date Signature

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

HIPAA COMPLIANCE AGREEMENT FOR COUNSELOR TRAINEES

I. DEFINITIONS

- A. Individual. "Individual" shall have the same meaning as the term "individual" in 45 CFR § 160.103 and shall include a person who qualifies as a personal representative in accordance with 45 CFR § 164.502(g).
- B. Privacy Rule. "Privacy Rule" shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 CFR Part 160 and Part 164, Subparts A and E.
- C. Protected Health Information. "Protected Health Information" shall have the same meaning as the term "protected health information" in 45 CFR § 160.103, limited to the information created or received by Counselor trainee from or on behalf of Practicum/Internship Site.
- D. Required By Law. "Required By Law" shall have the same meaning as the term "required by law" in 45 CFR § 164.103.
- E. Secretary. "Secretary" shall mean the Secretary of the Department of Health and Human Services or his designee.

II. OBLIGATIONS AND ACTIVITIES OF COUNSELOR-TRAINEE GRADUATE STUDENTS IN THE COUNSELING GRADUATE PROGRAM OF CHICAGO STATE UNIVERSITY

- A. Counselor Trainee agrees to not use or disclose Protected Health Information other than as permitted or required by the Agreement or as Required by Law.
- B. Counselor Trainee agrees to use appropriate safeguards to prevent use or disclosure of the Protected Health Information other than as provided for by this Agreement.
- C. Counselor Trainee agrees to report to their University and Field Supervisor, as well as the Secretary, any use or disclosure of the Protected Health Information not provided for by this Agreement of which it becomes aware.
- D. Counselor Trainee agrees to ensure that any agent to whom it provides Protected Health Information received from, or created or received by Practicum/Internship Site on behalf of their clients agrees to the same restrictions and conditions that apply through this Agreement to Counselor Trainee with respect to such information.
- E. Counselor Trainee agrees to direct individuals to their field supervisor when requested by client to provide access to files or other Protected Health Information in order to meet the requirements under 45 CFR § 164.524.
- F. Counselor Trainee agrees to make internal practices, books, and records, including policies and procedures and Protected Health Information, relating to the use and disclosure of Protected Health Information received from, or created or received by Counselor Trainee on behalf of client available to the Practicum/Internship Field Supervisor, in a time and manner designated by the Field

Supervisor, for purposes of the Field Supervisor determining Practicum/Internship's compliance with the Privacy Rule.

- G. Counselor trainee agrees to document such disclosures of Protected Health Information and information related to such disclosures as would be required for Practicum/Internship Site to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR § 164.528.
- H. Counselor Trainee agrees to provide to Field Supervisor, in time and manner designated by the Field Supervisor, information collected in accordance with Sections 1 - 7 of this Agreement, to permit Practicum/Internship Site to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR § 164.528.

III. PERMITTED USES AND DISCLOSURES BY COUNSELOR TRAINEE

- A. Except as otherwise limited in this Agreement, Counselor Trainee may use or disclose Protected Health Information on behalf of, or to provide services to, Practicum/Internship Site for the following purposes, if such use or disclosure of Protected Health Information would not violate the Privacy Rule if done by Practicum/Internship Site or the minimum necessary policies and procedures of the Practicum/Internship Site.
 - 1. Write and present reports required by university supervisor, providing Client identifying data is omitted and all documents are shredded after class presentation.
 - 2. Discuss counseling process in supervision with university supervisor. Providing Client identifying data is omitted after obtaining reasonable assurances from the person to whom the information is disclosed that it will remain confidential and used or further disclosed only as Required By Law or for the purpose for which it was disclosed to the person, and the person notifies the Counselor Trainee any instances of which it is aware in which the confidentiality of the information has been breached.

IV. OBLIGATIONS OF PRACTICUM/INTERNSHIP SITE TO INFORM COUNSELOR TRAINEE OF PRIVACY PRACTICES AND RESTRICTIONS

- A. Practicum/Internship Site shall notify Counselor Trainee and University Supervisor of any limitation(s) in its notice of privacy practices of Practicum/Internship Site in accordance with 45 CFR § 164.520, to the extent that such limitation may affect Counselor Trainee's use or disclosure of Protected Health Information.
- B. Practicum/Internship Site shall notify Counselor Trainee and University Supervisor of any changes in, or revocation of, permission by Individual to use or disclose Protected Health Information, to the extent that such changes may affect Counselor Trainee's use or disclosure of Protected Health Information.
- C. Practicum/Internship Site shall notify Counselor Trainee and University Supervisor of any restriction to the use or disclosure of Protected Health Information that Practicum/Internship Site Entity has agreed to in accordance with 45 CFR § 164.522, to the extent that such restriction may affect Counselor Trainee's use or disclosure of Protected Health Information.
- D. Practicum/Internship Site shall not request Counselor Trainee to use or disclose Protected Health Information in any manner that would not be permissible under the Privacy Rule if done by Practicum/Internship Site.

V. TERM AND TERMINATION

A. The Term of this Agreement shall be effective as of _____, and shall terminate when all of the Protected Health Information provided by Practicum/Internship Site to Counselor Trainee, or created or received by Counselor Trainee on behalf of Practicum/Internship Site, is destroyed or returned to Practicum/Internship Site.

B. Termination of Practicum/Internship Agreement

Upon Practicum/Internship Site’s knowledge of a material breach by Counselor Trainee, Practicum/Internship Site shall either:

1. Provide an opportunity for Counselor Trainee to cure the breach or end the violation and terminate this Agreement if Counselor Trainee does not cure the breach or end the violation within the time specified by Practicum/Internship Site; or
2. Immediately terminate this Agreement if Counselor Trainee has breached a material term of this agreement and cure is not possible.

C. Effect of Termination

Except as provided in paragraph (B, 2) of this section, upon termination of this Agreement, for any reason, Counselor Trainee shall return or destroy all Protected Health Information received from Practicum/Internship Site, or created or received by Counselor Trainee on behalf of Practicum/Internship Site. This provision shall apply to Protected Health Information that is in the possession of subcontractors or agents of Counselor Trainee. Counselor Trainee shall retain no copies of the Protected Health Information.

VI. AMENDMENT

The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for Practicum/Internship to comply with the requirements of the Privacy Rule and the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191.

VII. SURVIVAL

The respective rights and obligations of Counselor Trainee Associate under Section C. of this Agreement shall survive the termination of this Agreement.

VIII. INTERPRETATION

Any ambiguity in this Agreement shall be resolved to permit Covered Entity to comply with the Privacy Rule.

Printed Name of Counselor Trainee

Counselor Trainee Signature

Date

Printed Name of University Supervisor

University Supervisor Signature

Date

Printed Name of Field Supervisor

Field Supervisor Signature

Date

Practicum/Internship Site

() _____
Phone number of Field Supervisor

PARENT/GUARDIAN RELEASE FORM

(To be used with clients under 18 years of age)

Parent's Name: _____

Child's Name: _____

Address: _____

City, State & Zip Code: _____

Home Phone: () _____ Bus Phone () _____

Cell Phone: () _____ Other () _____

The Counseling Graduate Program at Chicago State University conducts Counseling Pre-Practicum, Practicum and Internship courses each semester at the university. These courses are advanced courses in counseling required of all Degree Candidates in the Counseling Program at Chicago State University. Students are required to audio and/or video tape counseling sessions as part of their course and degree requirements.

Student's name: _____ would like to work with your son/daughter at _____ (School/ Agency, or Institution). This student will be available to work at this setting for counseling until __, 20__ when the current school term ends.

The counseling sessions conducted with your child will be audio and/or videotaped and will be reviewed by the Student's Supervisor (Name) _____ in a group trainee setting. This supervisor can be contacted at (773) 995-_____. All audio and videotapes will be erased at the completion or your child's involvement in that program.

We hope that you will take the opportunity to have your child participate in this counseling. If you are willing to have your child participate, please sign the form indicating that you consent to the above terms.

Thank you for your cooperation.

Parent's Signature

Date

Witness' Signature

Date

CHICAGO STATE UNIVERSITY

El Programa Graduado de Consejeria

Formulario de Autorizacion (padres o tutor)

(Para utilizar con clients menores de 18 anos)

Nombre del padre/de la madre: _____

Nombre del nino: _____

Dirreccion: _____

Numero de telefono: _____ (casa) _____ (otro)

El Programa Graduado de Consejeria de Chicago State University ofrece cursos de Pre-Practica, Practica e Internados cada semestre en la Universidad. Estos cursos son avanzados y son requisitos para cualquier estudiante que quiera sacar el titulo en consejeria en Chicago State University. Los estudiantes necesitan hacer una grabacion de audio y/o video de las sesiones de consejeria como parte de los requisitos del curso y el titulo.

Nombre y apellido del estudiante _____ quisiera trabajar con su hijo/a en _____ (Escuela/Agencia/Institucion). Este estudiante esta limitado a trabajar en el sitio mencionado dando consejeria hasta _____, 20__ cuando termina el actual ano escolar.

Las sesiones de consejeria que se llevaran a cabo con su hijo seran grabados en audio y/o video y seran evaluados por el supervisor del estudiante graduado (nombre y apellido) _____ en un context de entrenamiento de grupo. Uede ponerse en contacto con el supervisor llamando al (773) 995-2359. Todas las Cintas de audio y video seran borradas cuando termine su hijo con el programa.

Esperamos que Vd. Se aprovechara de esta oportunidad para que su hijo participe en este servicio. Si Vd. quiere que su hijo participe en el programa, firme este formulario para indicar que VD. Esta de acuerdo con los susodichos termious.

Le agradecemos su participacion,

Firma del padre/de la madre

Fecha

Firma de testigo

Fecha

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

WEEKLY LOG SHEET

(To be completed by student and signed by site supervisor)

Student Name	Semester
Supervisor's Signature	Date
Report #	Date at the end of the week

Agency Name _____

Date	Time	Activity Description	Activity Type	Client Initials	Nbr of Hours

HOUR TOTALS

A	C	S	F	G	I	T	GS	IS	TR

Legend

*A = Administrative C = Consultation S = Staffing F = Family Therapy G = Group I = Individual.
T = Training GS = Group Supervision IS = Individual Supervision TR = Triadic*

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

SUMMARY LOG SHEET

(To be completed by student and signed by site supervisor)

Student Name	Semester
Supervisor's Signature	Date
Start Date	End Date

Agency Name	Telephone Number
Address	City State Zip Code

SEMESTER HOUR TOTALS

DIRECT CONTACT

FAMILY THERAPY	
GROUP COUNSELING	
INDIVIDUAL COUNSELING	
TOTAL DIRECT CONTACT	

SUPERVISION

GROUP SUPERVISION	
INDIVIDUAL OR TRIADIC SUPERVISION	
TOTAL SUPERVISION	

TOTAL ADMINISTRATIVE

ADMINISTRATIVE (Report writing, Case notes, Paperwork, Filing)	
TRAINING	
COLLATERAL CONTACT	
STAFFING	
CONSULTATION	
TOTAL ADMINISTRATIVE	
TOTAL HOURS:	

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

PRACTICUM / INTERNSHIP SITE EVALUATION

(To be completed by student)

DIRECTIONS: Student completes this form at the end of the practicum and/or internship. This should be turned in to the university supervisor or internship coordinator as indicate by the university program.

Name: _____ Check one: Practicum Internship

Site: _____ Site Supervisor: _____

Dates of Placement: _____ Faculty Liaison: _____

Rate the following questions about your site and experiences by the following:

A. Very Satisfactory B. Moderately Satisfactory C. Moderately Unsatisfactory D. Very Unsatisfactory

- 1) ___ Amount of on-site supervision.
- 2) ___ Quality and usefulness of on-site supervision.
- 3) ___ Usefulness and helpfulness of faculty liaison.
- 4) ___ Relevance of experience to career goals.
- 5) ___ Exposure to and communication of school/agency goals.
- 6) ___ Exposure to and communication of school/agency procedures.
- 7) ___ Exposure to school/agency professional roles and function.
- 8) ___ Exposure to information about community resources
- 9) ___ Rate all applicable experiences that you had at your site:
 - ___ Report writing
 - ___ Intake interviewing
 - ___ Administration and interpretation of tests
 - ___ Staff presentations/case conferences
 - ___ Individual counseling
 - ___ Group counseling
 - ___ Family/couple counseling
 - ___ Psychoeducational activities
 - ___ Consultation
 - ___ Career counseling
 - ___ Overall evaluation of the site

COMMENTS: Include any suggestions for improvements in the experience, you have rated moderately (C) or very unsatisfactory (D).

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

FIELD SUPERVISOR INFORMATION

(To be completed by Site Supervisor)

Date Completed _____

Last Name First

Agency Name

Work Address Zip Code

Work Phone Fax Email

LICENSURE OR CERTIFICATION

Type Number Expiration

Education *(Please list all degrees)*

Degree _____ Institution _____ Date of Completion _____

Degree _____ Institution _____ Date of Completion _____

Degree _____ Institution _____ Date of Completion _____

Please List Prior Counseling-Related Work Experience:

Position Agency Begin/End

Indicate number of years post-Masters counseling work experience: _____

Describe experience in supervising field practicum/internship students:

Describe staff supervisory experience:

Please attach copy of resume/vita with (optional) copy of last degree and/or license/certification

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

INTERNSHIP/PRACTICUM SITE INFORMATION

(To be completed by Site Supervisor)

Agency/School _____

Address _____

Supervisor _____ **Phone** () _____

Degree _____ **Area** _____

License or Certification _____

Other Contact _____ **Phone** _____

POPULATION SERVED **Age range** _____

TYPICAL PRESENTING PROBLEMS _____

TRAINING EXPERIENCES AVAILABLE

- Individual Counseling Group Parent Training Counseling Children Counseling Adolescents
 Other _____,

Counseling Special Populations *(Please Specify)* _____

Other Training Opportunities _____

Date Information was Obtained or Updated _____

Semesters that Students are Placed at the Site _____

Notes or Comments _____

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

COUNSELING PRACTICUM / INTERNSHIP APPLICATION

(To be completed by student)

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

TELEPHONE Home () _____ Work () _____

APPLICATION FOR PRACTICUM - or - INTERNSHIP

I anticipate starting my internship/practicum in FALL 20 _____ - or - SPRING 20 _____

I was granted candidacy on _____.

I would like to work in the following setting:

____ Agency _____ School K-12
____ EAP _____ Hospital
____ College or University
____ Other (Specify _____)

I am interested in the following site (if any): _____.

I entered the Counseling Program on _____.

I plan to devote about _____ hours/week to my internship/practicum.

Internship students only: I intend to complete the 600 hour minimum in _____ one or _____ two semesters.

I intend to graduate in _____ 20____ (month/year).

Describe preferred setting and type of clients:

**PLEASE ENCLOSE PROOF OF LIABILITY INSURANCE WITH APPLICATION UNLESS SUBMITTED
WITHIN THE PRESENT SEMESTER FOR ANOTHER COURSE.**

SUBMISSION DEADLINES: Nov.15 for Spring Semester & April 15 for Fall Semester Enrollment

Practicum/Internship Supervision Contract

This agreement is made on (date) _____ by and between (name of site) _____ and the Chicago State University Counseling Graduate Program. The agreement will be effective for a period from (start date) ____/____/____ to (end date) ____/____/____.

PURPOSE

The purpose of this agreement is to provide qualified graduate students with practicum or internship experiences in school or community counseling.

The Chicago State University Counseling Graduate Program agrees to the following:

1. To assign a university faculty supervisor to facilitate communication between the university and site and meet with the student on a weekly basis;
2. To provide the site with the following information
 - a. a resume of the student named above;
 - b. an academic calendar that shall include dates for periods during which the student will be excused from field supervision; and
 - c. a copy of the Counseling Graduate Program Student Clinical Handbook.
3. To notify the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the site;
4. That the faculty supervisor shall be available for consultation with both the site supervisors and students and shall be contacted immediately should any problem to change in relation to student, site, or, university occur;
5. To assure that each student maintains current student liability malpractice insurance coverage;
6. To assure that only qualified students who have successfully completed Pre-Practicum and other fundamental counseling courses (including acceptance as a clinical candidate); and
7. That the university supervisor is responsible for the assignment of a grade considering the evaluation by the field supervisor and other data.

In accepting this student for practicum, the supervisor also agrees to provide:

1. Weekly interaction that averages one hour per week of individual and/or triadic supervision by the site supervisor who is working in biweekly consultation with a program faculty member who is the student's university supervisor.

The Practicum/Internship Site agrees

1. To assign a practicum supervisor who has at least a masters in counseling (or a closely related field), at least two years experience as an Licensed Clinical Professional Counselor or as a school counselor with a School Counseling Content Area Exam in School Counseling; can meet with the trainee for at least one hour of face-to-face supervision weekly; and has an interest in training;
2. To provide opportunities for the student to engage in a variety of counseling activities, including individual and group counseling, under supervision and for evaluation the student's performance;
3. To provide the student with adequate work space, telephone, computer access, office supplies, and staff to conduct professional activities;
4. To provide the opportunity for the student to audio or videotape several clients throughout the training experience;
5. To provide supervisory contact that involved some examination of student work using audio/visual tapes, observation, and/or live supervision; and
6. To provide a written evaluation of the student using the form provided in the Clinical Handbook.

Within the specified time frame, the training activities will be provided for the student in sufficient amounts to allow an adequate evaluation of the student' level of competence in each activity. The student must obtain at least 100 total hours and 40 direct service hours during practicum. For school internship, the student must obtain 600 total hours and 240 direct service hours. For Clinical Mental Health internship, the student must obtain 900 hours and 360 direct service hours.

Karen McCurtis-Witherspoon, Ph.D. (Director of the Counseling Graduate Program and University Supervisor) will be the faculty liaison with whom the students and site supervisor will communicate regarding progress, problems, and performance evaluations.

Sample Activities (* indicates required activities):

1. Individual Counseling* (direct)
2. Group Counseling* (direct)
3. Family Therapy (direct)
4. Intake Interviewing (direct, only if face-to-face)
5. Testing (direct, only if face-to-face individual administration)
6. Report Writing
7. Consultation
8. Psychoeducational Activities
9. Career Counseling (direct)
10. Case Conferences or Staff Meetings
11. Individualized Educational Plan Staffings
12. Student Advising (direct)
13. Individual Supervision* (at least one hour per week)
14. Group Supervision
15. Ongoing taping of at least one client*
16. Training and orientation as needed to perform responsibilities*

Site Representative

Printed Name	Signature	Date
--------------	-----------	------

University Supervisor

Printed Name	Signature	Date
--------------	-----------	------

Karen McCurtis-Witherspoon, Ph.D., Director,
Chicago State University,
Counseling Graduate Program / HWH 311
9501 S. King Drive,
Chicago, Illinois 60628

773-995-2359

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM
COUNSELOR EDUCATION ALUMNI SURVEY

Indicate whether you have obtained a position in counseling: ___ Yes ___ No

Directions: Please indicate, using the following scale, the extent that the program prepared you to meet the following objectives. Comments would be helpful to the department.

1 Inadequate	2 Adequate	3	4 Exceptional	5
-----------------	---------------	---	------------------	---

- ___ 1. Understand basic principles of human behavior.
- ___ 2. Understand developmental concepts of childhood, adolescence and adulthood.
- ___ 3. Demonstrate an understanding of the dynamics of mental health and abnormal behavior.
- ___ 4. Understand principles of motivation and learning theory.
- ___ 5. Understand and apply techniques of assessment, research, and evaluation within school and community settings.
- ___ 6. Utilize statistical concepts in test construction, interpretation, and application of test results.
- ___ 7. Develop proficiency in application of appraisal techniques in counseling.
- ___ 8. Assist individuals in making career and educational decisions based on test results, occupational information, and changing gender roles.
- ___ 9. Understand concepts of group dynamics for the purpose of assessment and counseling in groups.
- ___ 10. Understand fundamental principles of educational, social, personal, and vocational counseling of both individuals and groups.
- ___ 11. Become proficient in interview and individual case reports.
- ___ 12. Be able to analyze and prepare individual case study reports.
- ___ 13. Function as a behavioral specialist/consultant to education and community agencies.
- ___ 14. Develop an awareness of special needs populations including high risk and exceptional individuals as well as multicultural populations.
- ___ 15. Demonstrate an understanding of the helping process and its application in counseling.
- ___ 16. Utilize various counseling intervention techniques and procedures in crisis situations.
- ___ 17. Understand and apply knowledge of legal and ethical principles to individual and group counseling.
- ___ 18. Continue their professional orientation and development through familiarization with professional

organizations, journals and professional credentialing.

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

CLINICAL SUPERVISION AND CONSULTATION RECORD

(To be completed by Site Supervisor)

Counselor-in-Training _____

Check one: Spring Summer Fall Year: 20_____

University Clinical Supervisor _____

Field Supervisor _____

**SUPERVISION SESSION AND CONSULTATION WITH UNIVERSITY SUPERVISOR
LOG AND SUMMARY**

Initials	Date	Comments

SUMMARY

Current Clinical Strengths

Priority Areas for Clinical Development

CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

EVALUATION OF UNIVERSITY SUPERVISOR
(To be completed by student)

Name of Practicum or Internship Supervisor: _____

Period covered _____ to _____

DIRECTIONS: The student counselor when asked to do so is to make an evaluation of the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

	Poor		Adequate		Good	
1. Gives time and energy in observing, tape processing and case conferences.	1	2	3	4	5	6
2. Accepts and respects me as a person.	1	2	3	4	5	6
3. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6
4. Gives me useful feedback when I something well.	1	2	3	4	5	6
5. Provides me the freedom to develop flexible and effective counseling styles.	1	2	3	4	5	6
6. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1	2	3	4	5	6
7. Provides suggestions for developing my counseling skills.	1	2	3	4	5	6
8. Helps me understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5	6
9. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6
10. Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6
11. Helps me define and achieve specific concrete goals for myself during the practicum experience.	1	2	3	4	5	6
12. Gives me useful feedback when I do something wrong.	1	2	3	4	5	6
13. Allows me to discuss problems I encounter in my practicum setting.	1	2	3	4	5	6

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CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

EVALUATION OF SITE SUPERVISOR

(To be completed by student)

Name of Practicum or Internship Supervisor: _____

Period covered _____ to _____

DIRECTIONS: The student counselor when asked to do so is to make an evaluation of the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

		Poor		Adequate		Good	
		1	2	3	4	5	6
1.	Gives time and energy in observing, tape processing and case conferences.	1	2	3	4	5	6
2.	Accepts and respects me as a person.	1	2	3	4	5	6
3.	Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6
4.	Gives me useful feedback when I something well.	1	2	3	4	5	6
5.	Provides me the freedom to develop flexible and effective counseling styles.	1	2	3	4	5	6
6.	Encourages and listens to my ideas and suggestions for for developing my counseling skills.	1	2	3	4	5	6
7.	Provides suggestions for developing my counseling skills.	1	2	3	4	5	6
8.	Helps me understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5	6
9.	Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6
10.	Is spontaneous and flexible in the supervisory sessions.	1	2	3	4	5	6
11.	Helps me define and achieve specific concrete goals for myself during the practicum experience.	1	2	3	4	5	6
12.	Gives me useful feedback when I do something wrong.	1	2	3	4	5	6
13.	Allows me to discuss problems I encounter in my practicum setting.	1	2	3	4	5	6
14.	Pays amount of attention to both me and my clients	1	2	3	4	5	6

		Poor		Adequate		Good	
15.	Focuses on both verbal and nonverbal behavior in me and in my clients.	1	2	3	4	5	6
16.	Helps me define and maintain ethical behavior in counseling and case management.	1	2	3	4	5	6
17.	Encourages me to engage in professional behavior.	1	2	3	4	5	6
18.	Maintains confidentiality in material discussed in supervisory sessions.	1	2	3	4	5	6
19.	Deals with both content and effect when supervising.	1	2	3	4	5	6
20.	Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6
21.	Helps me organize relevant case data in planning and goals and strategies with my client.	1	2	3	4	5	6
22.	Helps me formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6
23.	Offers resource information when I request or need it.	1	2	3	4	5	6
24.	Helps me develop increased skill in critiquing and gaining insight from my counseling tapes.	1	2	3	4	5	6
25.	Allows and encourages me to evaluate myself.	1	2	3	4	5	6
26.	Explains his/her criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6
27.	Applies his/her criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

_____ Date

_____ Practicum / Intern Student

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CHICAGO STATE UNIVERSITY
COUNSELING GRADUATE PROGRAM

PRACTICUM/INTERNSHIP STUDENT EVALUATION FORM

(To be completed by Site Supervisor)

Student Name: _____ Semester: Fall Spring Summer 20_____

Supervisor: _____ Site: _____

Track: School Community/Clinical Mental Health

Please evaluate this student's overall performance based on the following rating scale (circle one):

- 4 Excellent - Student's performance exceeds expectation given level of clinical and professional development.
- 3 Good - Student's performance is consistent with clinical and professional development and commensurate with same level peers.
- 2 Fair - Student's performance is meeting the minimal standards and improved performance is expected.
- 1 Poor - Student's performance is below expectation when compared with same level peers and requires remediation.
- NA Not Applicable (N/A)

CORE BASE KNOWLEDGE <i>(conceptual ability/mastery of factual/theoretical material, clarity of thought, etc.)</i> <div style="text-align: right;"><i>Overall Score = _____</i></div>
--

Knowledge of relevant psychotherapy theory, concepts & research	4	3	2	1	NA
Knowledge of diversity and development	4	3	2	1	NA
Knowledge of learning process and school environment (School track only)	4	3	2	1	NA
Knowledge of Test and Measurement	4	3	2	1	NA
Knowledge of career and vocational development	4	3	2	1	NA
Knowledge of instructional planning & developmental counseling curriculum (School only)	4	3	2	1	NA
Knowledge of consultation models and collaboration	4	3	2	1	NA
Knowledge of crisis intervention strategies	4	3	2	1	NA

Comments: _____

SENSITIVITY TO DIVERSITY ISSUES <div style="text-align: right;"><i>Overall Score = _____</i></div>
--

Demonstrates understanding of impact of culture, race, & ethnicity in counseling	4	3	2	1	NA
Aware of own culture and impact on counseling process	4	3	2	1	NA
Demonstrates understanding of issues related to gender and sexual orientation	4	3	2	1	NA
Demonstrates knowledge of SES impact on development and related community resources	4	3	2	1	NA
Can develop appropriate interventions and programs for exceptional individuals	4	3	2	1	NA
Works well with individuals from diverse backgrounds	4	3	2	1	NA
Demonstrates knowledge and application of legal and ethical diversity issues	4	3	2	1	NA
Utilizes appropriate research and assessments with diverse individuals	4	3	2	1	NA

Comments: _____

CLINICAL SKILLS (ability to apply factual/theoretical information to clinical situations, ability for appropriate interaction in clinical contacts, etc.)

Overall Score = _____

Ability to establish effective rapport	4	3	2	1	NA
Ability to maintain empathic contact	4	3	2	1	NA
Ability to conduct formal clinical interviews	4	3	2	1	NA
Ability to administer and score psychological tests	4	3	2	1	NA
Understands and applies DSM-IV system appropriately	4	3	2	1	NA
Ability to generate and use important information from clinical procedures and contacts	4	3	2	1	NA
Ability to listen to client material and track on manifest levels	4	3	2	1	NA
Ability to listen to client material and track on latent levels	4	3	2	1	NA
Use of technical and intervention skills in the conduct of psychotherapy	4	3	2	1	NA
Ability to conduct consultation and act as liaison with other individuals	4	3	2	1	NA
Demonstration of clinical judgment	4	3	2	1	NA
Demonstration of appropriate crisis intervention strategies	4	3	2	1	NA
Demonstration and application of group counseling knowledge and skills	4	3	2	1	NA
Demonstration and application of family counseling knowledge and skills	4	3	2	1	NA

Comments: _____

PROFESSIONAL ATTITUDE AND DEMEANOR

Overall Score = _____

Is prompt and responsible when conducting professional activities	4	3	2	1	NA
Demonstrates appropriate level of self-sufficiency and independence	4	3	2	1	NA
Demonstrates personal integrity, honesty, and ethical conduct	4	3	2	1	NA
Is aware of and maintains appropriate boundaries	4	3	2	1	NA
Is self-aware and self reflective, and uses data in clinical activity	4	3	2	1	NA
Understands the impact of one's own behavior on others	4	3	2	1	NA
Manages one's own anxieties	4	3	2	1	NA
Approaches conflict in a direct and problem-solving manner	4	3	2	1	NA
Displays appropriate interpersonal warmth and compassion with others	4	3	2	1	NA
Demonstrates sensitivity in a multicultural milieu	4	3	2	1	NA
Accepts and encourages diversity	4	3	2	1	NA
Manages own countertransference	4	3	2	1	NA

Comments: _____

SUPERVISION AND PROFESSIONAL DEVELOPMENT

Overall Score = _____

Uses supervision collaboratively and incorporates evaluation into clinical work	4	3	2	1	NA
Is open to learning and explores multiple viewpoints	4	3	2	1	NA
Comes to supervision prepared	4	3	2	1	NA
Able to develop collegial relationships	4	3	2	1	NA
Paperwork is timely and organized	4	3	2	1	NA
Demonstrates effective time management skills	4	3	2	1	NA
Quality of written work is clear, thorough and concise	4	3	2	1	NA
Ability to conceptualize data and synthesize information	4	3	2	1	NA

Comments: _____

IMPLEMENTATION OF DEVELOPMENTAL COUNSELING PROGRAM (School track only):					
					<i>Overall Score = -----</i>

Understands implementation and maintenance of developmental counseling program	4	3	2	1	NA
Understands the use of technology to support the school counseling program	4	3	2	1	NA
Understands instructional planning and developmental counseling curriculum	4	3	2	1	NA
Works well with school personnel in implementing program	4	3	2	1	NA
Uses needs assessment and program evaluation appropriately	4	3	2	1	NA
Understands overall educational system and methods for providing systems support	4	3	2	1	NA
Ability to conceptualize data and synthesize program-related information	4	3	2	1	NA

Comments: _____

Total Overall Score : 4...3...2...1

ADDITIONAL COMMENTS: _____

I have reviewed the student's practicum hour log and concur with the totals for this semester.

Student's Signature

Date

Supervisor's Signature

Date

CHICAGO STATE UNIVERSITY

COUNSELING GRADUATE PROGRAM

SUPERVISOR/EMPLOYER PROGRAM EVALUATION SURVEY

As part of our ongoing program evaluation, we would like you to anonymously evaluate the program alumnus or trainee that you are supervising.

Please circle a response for each question. Thank you for your time.

SD = Strongly Disagree D = Disagree N = Neutral or NA

A = Agree SA = Strongly Agree

SD	D	N	A	SA	1. Counselor is able to work well with clients, co-workers, administrators, students, and/or parents.
SD	D	N	A	SA	2. Counselor demonstrates effective counseling skills and implements individuals and/or group counseling effectively in your setting.
SD	D	N	A	SA	3. Counselor effectively intervenes in crises.
SD	D	N	A	SA	4. Counselor demonstrates a commitment to clients and improving their behavior or learning environment.
SD	D	N	A	SA	5. Counselor is sensitive to aspects of ethnicity, culture, and special needs.
SD	D	N	A	SA	6. Counselor possesses sufficient knowledge and organizational skills to adequately perform the tasks of a counselor.

Please indicate your work setting: ____ School (K-12) ____ Community

**Unit Assessment # 6 College of Arts and Sciences Professional Portfolio
Clinical Mental Health Counseling Assessment of Skills and Practices Scoring Guide**

(For Clinical Mental Health only - To be completed by University Supervisor)

	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	SCORE
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Lacks knowledge or displays misunderstanding of ethical and legal standards in clinical mental health counseling.	Displays understanding of ethical and legal standards in clinical mental health counseling.	Displays complex understanding and appropriate application of ethical and legal standards in clinical mental health counseling.	
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Lacks knowledge or displays misunderstanding of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Displays understanding of appropriate knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Displays and applies complex understanding of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	
3. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Lacks knowledge or displays misunderstanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Displays understanding of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Displays complex understanding and application of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	
4. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Lacks knowledge or displays misunderstanding of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Displays understanding of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Displays complex understanding and application of multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	
5. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Lacks knowledge or displays misunderstanding of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Displays understanding of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Displays complex understanding and application of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	

6. Applies effective strategies to promote client understanding of and access to a variety of community resources.	Lacks knowledge or displays misunderstanding of effective strategies to promote client understanding of and access to a variety of community resources.	Displays understanding of effective strategies to promote client understanding of and access to a variety of community resources.	Displays complex understanding and application of effective strategies to promote client understanding of and access to a variety of community resources.	
7. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Lacks knowledge or displays misunderstanding of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Displays understanding of strategies for culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Displays complex understanding and applications of strategies for culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	
8. Demonstrates the ability to use procedures for assessing and managing suicide risk.	Lacks knowledge or displays misunderstanding of procedures for assessing and managing suicide risk	Displays understanding of procedures for assessing and managing suicide risk	Displays complex understanding and application of procedures for assessing and managing suicide risk	
9. Applies current record-keeping standards related to clinical mental health counseling.	Lacks knowledge or displays misunderstanding of current record-keeping standards related to clinical mental health counseling.	Displays understanding of current record-keeping standards related to clinical mental health counseling.	Displays complex understanding and application of current record-keeping standards related to clinical mental health counseling.	
10. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Lacks knowledge or displays misunderstanding of appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Displays understanding of appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Displays complex understanding and application of appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	
11. Maintains information regarding community resources to make appropriate referrals.	Lacks knowledge or displays misunderstanding of information regarding community resources to make appropriate referrals.	Displays misunderstanding of information regarding community resources to make appropriate referrals.	Displays complex understanding and application of information regarding community resources to make appropriate referrals.	
12. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Lacks knowledge or displays misunderstanding of policies, programs, and services that are equitable and responsive to the unique needs of clients	Displays understanding of policies, programs, and services that are equitable and responsive to the unique needs of clients	Displays complex understanding and advocacy for policies, programs, and services that are equitable and responsive to the unique needs of clients	
13. Demonstrates the ability to	Lacks knowledge or displays	Displays understanding of	Displays complex understanding	

modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	misunderstanding of modification of counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	modification of counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	and application of modification of counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	
14. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Lacks knowledge or displays misunderstanding of selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Displays understanding of selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Displays complex understanding and application of selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	
15. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Lacks knowledge or displays misunderstanding of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Displays understanding of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Displays complex understanding and application of conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	
16. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Lacks knowledge or displays misunderstanding of screening process for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Displays understanding of screening process for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Displays complex understanding and application of screening process for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	
17. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Lacks knowledge or displays misunderstanding of the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Displays understanding of the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Displays complex understanding and application of the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	
18. Applies relevant research	Lacks knowledge or displays	Displays understanding of relevant	Displays complex understanding	

findings to inform the practice of clinical mental health counseling.	misunderstanding of relevant research findings to inform the practice of clinical mental health counseling.	research findings to inform the practice of clinical mental health counseling.	and application of relevant research findings to inform the practice of clinical mental health counseling.	
19. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Lacks knowledge or displays misunderstanding of measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Displays understanding of measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Displays complex understanding and application of measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	
20. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Lacks knowledge or displays misunderstanding of the analysis and effectiveness of clinical mental health counseling interventions and programs.	Displays understanding of the analysis and effectiveness of clinical mental health counseling interventions and programs.	Displays complex understanding and application of the analysis and effectiveness of clinical mental health counseling interventions and programs.	
21. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Lacks knowledge or displays misunderstanding of appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Displays understanding of appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Displays complex understanding and application of appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	
22. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Lacks knowledge or displays misunderstanding of an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Displays understanding of an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Displays complex understanding and ability to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	
23. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Lacks knowledge or displays misunderstanding of difference between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Displays understanding of difference between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Displays complex understanding and application of differentiation between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	

**Unit Assessment # 6 College of Education, College of Arts & Sciences and School Counseling Professional Portfolio
School Counseling (Advanced Program) Assessment of Content Area Knowledge Scoring Guide**

(For School Counseling only - To be completed by University Supervisor)

	1 = UNACCEPTABLE	2 = ACCEPTABLE	3 = TARGET	SCORE
1. Understand the individual diversity of human growth and development	Lacks knowledge or displays misunderstanding of major developmental theories, appropriate interventions and activities, psychopathology, and the effects of culture, family, exceptionality, and other circumstances	Displays understanding of major developmental theories, appropriate interventions and activities, psychopathology, and the effects of culture, family, exceptionality, and other circumstances	Displays complex understanding and appropriate application of major developmental theories, appropriate interventions and activities, psychopathology, and the effects of culture, family, exceptionality, and other circumstances	
2. Understand the personal and social development needs of the school-age population	Lacks knowledge or displays misunderstanding of appropriate strategies and programs for helping students develop interpersonal skills, resolve conflicts, prevent violence, foster self-esteem and efficacy, maintain healthy relationships, and cope with stress and peer pressure	Displays understanding of appropriate strategies and programs for helping students develop interpersonal skills, resolve conflicts, prevent violence, foster self-esteem and efficacy, maintain healthy relationships, and cope with stress and peer pressure	Displays complex understanding of appropriate strategies and programs for helping students develop interpersonal skills, resolve conflicts, prevent violence, foster self-esteem and efficacy, maintain healthy relationships, and cope with stress and peer pressure	
3. Understand the learning process and the academic environment	Lacks knowledge or displays misunderstanding of learning process, impact of delayed or disordered communication patterns, effects if carious disabilities on academic achievement, and strategies for academic support and interventions that maximize learning	Displays understanding of learning process, impact of delayed or disordered communication patterns, effects if carious disabilities on academic achievement, and strategies for academic support and interventions that maximize learning	Displays complex understanding and application of learning process, impact of delayed or disordered communication patterns, effects if carious disabilities on academic achievement, and strategies for academic support and interventions that maximize learning	
4. Understand the work, career theories, and related life processes	Lacks knowledge or displays misunderstanding of career/vocational theories, assessment, program planning, skill development, and community collaboration	Displays understanding of career/vocational theories, assessment, program planning, skill development, and community collaboration	Displays complex understanding and application of career/vocational theories, assessment, program planning, skill development, and community collaboration	
5. Understand the development of academic, personal, social, and career competencies	Lacks knowledge or displays misunderstanding of placement activities, assessment, advisement, and planning for development of student competencies	Displays understanding of placement activities, assessment, advisement, and planning for development of student competencies	Displays complex understanding and application of placement activities, assessment, advisement, and planning for development of student competencies	
6. Understand the basic concepts of various assessment and	Lacks knowledge or displays misunderstanding of statistical concepts related to, implications of diverse characteristics in, strategies for analyzing,	Displays understanding of statistical concepts related to, implications of diverse characteristics in, strategies for analyzing, and the purposes and meaning	Displays complex understanding and application of statistical concepts related to, implications of diverse characteristics in, strategies for analyzing, and the purposes	

evaluative instruments	and the purposes and meaning of assessment	of assessment	and meaning of assessment	
7. Understand instructional planning and developmental counseling curriculum	Lacks knowledge or displays misunderstanding of strategies for development and application of appropriate counseling curriculum that considers diversity, classroom management, growth and development, team approaches, and program evaluation	Displays understanding of strategies for development and application of appropriate counseling curriculum that considers diversity, classroom management, growth and development, team approaches, and program evaluation	Displays complex understanding and applications of strategies for development and application of appropriate counseling curriculum that considers diversity, classroom management, growth and development, team approaches, and program evaluation	
8. Understand crisis intervention strategies for students, families, and communities facing emergency situations	Lacks knowledge or displays misunderstanding of theory, techniques, and process response for implementing a school wide and individual crisis plan	Displays understanding of theory, techniques, and process response for implementing a school wide and individual crisis plan	Displays complex understanding and application of theory, techniques, and process response for implementing a school wide and individual crisis plan	
9. Understand a variety of individual counseling strategies	Lacks knowledge or displays misunderstanding of theories, strategies, and technique selection of appropriate crisis or short-term individual counseling and referrals for various situations and populations	Displays understanding of theories, strategies, and technique selection of appropriate crisis or short-term individual counseling and referrals for various situations and populations	Displays complex understanding and application of theories, strategies, and technique selection of appropriate crisis or short-term individual counseling and referrals for various situations and populations	
10. Understand principles of group work in the school setting	Lacks knowledge or displays misunderstanding of principles of group dynamics, stages, member roles, therapeutic factors, leadership styles, theories, methods, and various approaches of group work in school setting	Displays understanding of principles of group dynamics, stages, member roles, therapeutic factors, leadership styles, theories, methods, and various approaches of group work in school setting	Displays complex understanding and application of principles of group dynamics, stages, member roles, therapeutic factors, leadership styles, theories, methods, and various approaches of group work in school setting	
11. Understand issues of diversity, cultural difference, and change	Lacks knowledge or displays misunderstanding of appropriate counseling interventions considering the impact of diverse characteristics (culture, religion, gender, language, SES, sexual orientation, age, disability, ethnicity, etc.) on development and counseling and counselor's socio-cultural background	Displays misunderstanding of appropriate counseling interventions considering the impact of diverse characteristics (culture, religion, gender, language, SES, sexual orientation, age, disability, ethnicity, etc.) on development and counseling and counselor's socio-cultural background	Displays complex understanding and application of appropriate counseling interventions considering the impact of diverse characteristics (culture, religion, gender, language, SES, sexual orientation, age, disability, ethnicity, etc.) on development and counseling and counselor's socio-cultural background	
12. Understand the overall educational system and methods for	Lacks knowledge or displays misunderstanding of planning, management, methods, activities, committees, professional	Displays understanding of planning, management, methods, activities, committees, professional development	Displays complex understanding and application of planning, management, methods, activities, committees,	

providing systems support	development involved in school support of a developmental counseling program	involved in the ongoing implementation of a developmental counseling program	professional development involved in the ongoing implementation of a developmental counseling program	
13. Understand consultation models and collaborative relationships	Lacks knowledge or displays misunderstanding of models and role of counselor as consultant and empowering team member with parents/guardians, teachers, other school personnel, and community agencies	Displays understanding of models and role of counselor as consultant and empowering team member with parents/guardians, teachers, other school personnel, and community agencies	Displays complex understanding and application of models and role of counselor as consultant, empowering team member, and collaborator with parents/guardians, teachers, other school personnel, and community agencies	
14. Understand organization and management tools needed to implement an effective developmental program	Lacks knowledge or displays misunderstanding of organization and management tools (planning, data collection/use, problem identification, strategies problem solving, collaboration) needed to implement an effective developmental program	Displays understanding of organization and management tools (planning, data collection/use, problem identification, strategies problem solving, collaboration) needed to implement an effective developmental program	Displays complex understanding and application of organization and management tools (planning, data collection/use, problem identification, strategies problem solving, collaboration) needed to implement an effective developmental program	
15. Understand methods of research and program evaluation	Lacks knowledge or displays misunderstanding of various research methods, statistical methods, needs assessment, program evaluation, and legal/ethical parameters for research	Displays understanding of various research methods, statistical methods, needs assessment, program evaluation, and legal/ethical parameters for research	Displays complex understanding and application of various research methods, statistical methods, needs assessment, program evaluation, and legal/ethical parameters for research	
16. Understand the history, issues, and current trends in school counseling	Lacks knowledge or displays misunderstanding of history, issues, and current trends in school counseling including counselor roles, unique school setting, and institutional barriers	Displays understanding of history, issues, and current trends in school counseling including counselor roles, unique school setting, and institutional barriers	Displays complex understanding and application of history, issues, and current trends in school counseling including counselor roles, unique school setting, and institutional barriers	
17. Understand the use of technology to support the school counseling program	Lacks knowledge or displays misunderstanding of technology for research and program evaluation, assessment and statistical methods, counseling and career planning, and student planning	Displays understanding of technology for research and program evaluation, assessment and statistical methods, counseling and career planning, and student planning	Displays complex understanding and application of technology for research and program evaluation, assessment and statistical methods, counseling and career planning, and student planning	
18. Understand standards, best practices, and professional orientation in the field of school counseling	Lacks knowledge or displays misunderstanding of standards, best practices, and professional orientation in the field of Illinois school counseling	Displays understanding of standards, best practices, and professional orientation in the field of Illinois school counseling	Displays complex understanding and application of standards, best practices, and professional orientation in the field of Illinois school counseling	

<p>19. Understand the knowledge and skills needed to establish appropriate helping relationships in the school setting</p>	<p>Lacks knowledge or displays misunderstanding of counseling theories, process, skills, methods, behavior, interventions and applications with diverse students, curriculum, and comprehensive developmental programs</p>	<p>Displays understanding of counseling theories, process, skills, methods, behavior, interventions and applications with diverse students, curriculum, and comprehensive developmental programs</p>	<p>Displays complex understanding and application of counseling theories, process, skills, methods, behavior, interventions and applications with diverse students, curriculum, and comprehensive developmental programs</p>	
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Unit Assessment of Planning Scoring Guide
College of Education & College of Arts and Sciences School Counseling
Assessment of Developmental Counseling Program Scoring Guide
(For School Counseling only - From COUN 5760)

Candidate: _____ Program: School Counseling
 Department: Counseling Graduate Project: Developmental Counseling Program Course/Section #:

FEATURES	1 = UNACCEPTABLE	2 =ACCEPTABLE	3 = TARGET	COMMENTS	SCORE
1. Goals and Objectives	Goals and objectives are not clearly stated, or not aligned to the assessment of the implementation/ instruction. Goals and objectives are not considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequences of the accomplishment that should reasonably be attained.	Goals and objectives are present, aligned to the assessment of the implementation/ instruction. Goals and objectives are considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequences of the accomplishment that should reasonably be attained.	Goals and objectives form an explicit path for learning or project completion that continues to serve the population during assessment or implementation/ instruction. Goals and objectives are consistently considerate of diverse populations and ranges of development while maintaining integrity to the scope and sequences of the accomplishment that should reasonably be attained.		
2. Assessment of Outcomes	The assessment of outcomes is not developed or does not follow a format to assess adequately the outcomes.	Most instruments and the overall assessment plan assess adequately the outcomes and give the assessor reliable and valid information.	All assessment instrumentation is well constructed, valid, and reliable. It is used at several points in the process so that excellence is achieved through both formative and summative evaluation.		
3. Steps of Implementation/ Instruction	Steps of implementation process lack clarity. Steps do not include adequate	All steps of implementation process are defined clearly. Steps of the process are	All assessment instrumentation is well constructed, valid, reliable. It is used at several points in the		

	group management or are inappropriate for the population.	appropriate for the group size and age level.	process so that excellence is achieved through both formative and summative evaluation.		
4. Resources	Resources are outdated, inappropriate, or insufficient in quantity.	Resources meet the needs of the population and enhance the learning process.	Resources are highly effective, innovative, and motivating.		
5.Environment	The selected cognitive, psychomotor affective and physical environment contributes to a low level of achievement.	The cognitive, psychomotor, affective, and physical environment contributes to a satisfactory level of achievement.	The cognitive, psychomotor, affective, and physical environment contributes to a high level of achievement.		
6. Delivery	Uses little or no variety of instructional strategies.	Uses a variety of instructional strategies to meet the needs of diverse learners.	Uses a wide variety of instructional strategies to meet the needs of diverse learners.		
7. Collaboration	The plan does not call for collaboration at any level.	The plan calls for participant collaboration.	The plan calls for outside and participant collaboration during, before, and/or after the conclusion of the process.		
8. Reflection	No time for reflection of participant evaluation is given in the plan.	The plan calls for participant reflection as well as implementer reflection.	The plan demonstrate how reflection will be used for directing further learning or program improvement and class for self-reflection of the participants as well as reflection of the plan.		
9. Professional	No professional growth or sharing of learning is planned.	The plan calls for a setting of a new professional goal at least by the conclusion of implementation of the plan.	The plan declares a professional goals along with the project goals and states the degree to which the professional goals will be met.		

Unit Assessment # 6 College of Arts and Sciences School Counseling Professional Portfolio
CACREP Assessment of Skills and Practices Scoring Guide

	1 = UNACCEPTABLE	2 = ACCEPTABLE	3 = TARGET	SCORE
<u>FOUNDATIONS</u>				
A. Knowledge				
1. Knows history, philosophy, and trends in school counseling and educational systems.	Lacks knowledge or displays misunderstanding of history, philosophy, and trends in school counseling and educational systems.	Displays understanding of history, philosophy, and trends in school counseling and educational systems.	Displays complex understanding and appropriate application of history, philosophy, and trends in school counseling and educational systems.	
2. Understands ethical and legal considerations specifically related to the practice of school counseling.	Lacks knowledge or displays misunderstanding of ethical and legal considerations specifically related to the practice of school counseling.	Displays understanding of ethical and legal considerations specifically related to the practice of school counseling.	Displays and applies complex understanding of ethical and legal considerations specifically related to the practice of school counseling.	
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	Lacks knowledge or displays misunderstanding of roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	Displays understanding of roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	Displays complex understanding and application of roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Lacks knowledge or displays misunderstanding of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Displays understanding of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Displays complex understanding and application of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral	Lacks knowledge or displays misunderstanding of current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	Displays understanding of current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	Displays complex understanding and application of current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total	

	relationship to the total educational program.			educational program.	
6.	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Lacks knowledge or displays misunderstanding of the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Displays understanding of the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Displays complex understanding and application of the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	
7.	Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	Lacks knowledge or displays misunderstanding of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	Displays understanding of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	Displays complex understanding and applications of the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	
B. Skills and Practices					
1.	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Lacks knowledge or displays misunderstanding of the ability to apply and adhere to ethical and legal standards in school counseling.	Displays understanding of the ability to apply and adhere to ethical and legal standards in school counseling.	the ability to apply and adhere to ethical and legal standards in school counseling.	
2.	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Lacks knowledge or displays misunderstanding of history, philosophy, and trends in school counseling and educational systems.	Displays understanding of history, philosophy, and trends in school counseling and educational systems.	Displays complex understanding and appropriate application of history, philosophy, and trends in school counseling and educational systems.	

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Lacks knowledge or displays misunderstanding of the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Displays understanding of the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Displays complex understanding and appropriate application of the theories and processes of effective counseling and wellness programs for individual students and groups of students.	
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	Lacks knowledge or displays misunderstanding of how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	Displays understanding of how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	Displays complex understanding and appropriate application of how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Lacks knowledge or displays misunderstanding of strategies for helping students identify strengths and cope with environmental and developmental problems.	Displays understanding of strategies for helping students identify strengths and cope with environmental and developmental problems.	Displays complex understanding and appropriate application of strategies for helping students identify strengths and cope with environmental and developmental problems.	
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Lacks knowledge or displays misunderstanding of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Displays understanding of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Displays complex understanding and appropriate application of how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.	Lacks knowledge or displays misunderstanding of group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.	Displays understanding of group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.	Displays complex understanding and appropriate application of group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.	
6. Understands the potential impact of crises, emergencies, and disasters	Lacks knowledge or displays misunderstanding of the potential impact of crises, emergencies, and	Displays understanding of the potential impact of crises, emergencies, and disasters on	Displays complex understanding and appropriate application of the potential impact of crises,	

on students, educators, and schools, and knows the skills needed for crisis intervention.	disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	students, educators, and schools, and knows the skills needed for crisis intervention.	emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	
D. Skills and Practices				
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Lacks knowledge or displays misunderstanding of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Displays understanding of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	Displays complex understanding and appropriate application of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.	
9. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Lacks knowledge or displays misunderstanding of individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Displays understanding of individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Displays complex understanding and appropriate application of individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Lacks knowledge or displays misunderstanding of prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Displays understanding of prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Displays complex understanding and appropriate application of prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	Lacks knowledge or displays misunderstanding of procedures for assessing and managing suicide risk.	Displays understanding of procedures for assessing and managing suicide risk.	Displays complex understanding and appropriate application of procedures for assessing and managing suicide risk.	
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients	Lacks knowledge or displays misunderstanding of his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Displays understanding of his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Displays complex understanding and appropriate application of his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	

when appropriate.				
<u>DIVERSITY AND ADVOCACY</u>				
E. Knowledge				
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Lacks knowledge or displays misunderstanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Displays understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Displays complex understanding and appropriate application of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Lacks knowledge or displays misunderstanding of community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Displays understanding of community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Displays complex understanding and appropriate application of community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Lacks knowledge or displays misunderstanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Displays understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Displays complex understanding and appropriate application of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Lacks knowledge or displays misunderstanding of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Displays understanding of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Displays complex understanding and appropriate application of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	
F. Skills and Practices				
1. Demonstrates multicultural competencies in relation to diversity, equity, and	Lacks knowledge or displays misunderstanding of competencies in relation to diversity, equity, and	Displays understanding of competencies in relation to diversity, equity, and opportunity in student	Displays complex understanding and appropriate application of competencies in relation to	

opportunity in student learning and development.	opportunity in student learning and development.	learning and development.	diversity, equity, and opportunity in student learning and development.	
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Lacks knowledge or displays misunderstanding of the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Displays understanding of the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Displays complex understanding and appropriate application of the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Lacks knowledge or displays misunderstanding of school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Displays understanding of school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Displays complex understanding and appropriate application of school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	Lacks knowledge or displays misunderstanding of engaging parents, guardians, and families to promote the academic, career, and personal/social development of students.	Displays understanding of engaging parents, guardians, and families to promote the academic, career, and personal/social development of students	Displays complex understanding and appropriate application of engaging parents, guardians, and families to promote the academic, career, and personal/social development of students	
<u>ASSESSMENT</u>				
G. Knowledge				
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	Lacks knowledge or displays misunderstanding of the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	Displays understanding of the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	Displays complex understanding and appropriate application of the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the	Lacks knowledge or displays misunderstanding of the signs and symptoms of substance abuse in children and adolescents, as well as	Displays understanding of the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a	Displays complex understanding and appropriate application of the signs and symptoms of substance abuse in children and adolescents,	

signs and symptoms of living in a home where substance abuse occurs.	the signs and symptoms of living in a home where substance abuse occurs.	home where substance abuse occurs.	as well as the signs and symptoms of living in a home where substance abuse occurs.	
3. Identifies various forms of needs assessments for academic, career, and personal/social development.	Lacks knowledge or displays misunderstanding of various forms of needs assessments for academic, career, and personal/social development.	Displays understanding of various forms of needs assessments for academic, career, and personal/social development.	Displays complex understanding and appropriate application of various forms of needs assessments for academic, career, and personal/social development.	
H. Skills and Practices				
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Lacks knowledge or displays misunderstanding of students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Displays understanding of students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Displays complex understanding and appropriate application of students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Lacks knowledge or displays misunderstanding of appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Displays understanding of appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Displays complex understanding and appropriate application of appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Lacks knowledge or displays misunderstanding of assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Displays understanding of assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Displays complex understanding and appropriate application of assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	
4. Makes appropriate referrals to school and/or community resources.	Lacks knowledge or displays misunderstanding of appropriate referrals to school and/or community resources.	Displays understanding of appropriate referrals to school and/or community resources.	Displays complex understanding and appropriate application of appropriate referrals to school and/or community resources.	
5. Assesses barriers that impede students' academic, career, and personal/social development.	Lacks knowledge or displays misunderstanding of barriers that impede students' academic, career, and personal/social development.	Displays understanding of barriers that impede students' academic, career, and personal/social development.	Displays complex understanding and appropriate application of barriers that impede students' academic, career, and personal/social development.	

RESEARCH AND EVALUATION				
I. Knowledge				
1. Understands how to critically evaluate research relevant to the practice of school counseling.	Lacks knowledge or displays misunderstanding of how to critically evaluate research relevant to the practice of school counseling.	Displays understanding of how to critically evaluate research relevant to the practice of school counseling.	Displays complex understanding and appropriate application of how to critically evaluate research relevant to the practice of school counseling.	
2. Knows models of program evaluation for school counseling programs.	Lacks knowledge or displays misunderstanding of models of program evaluation for school counseling programs.	Displays understanding of models of program evaluation for school counseling programs.	Displays complex understanding and appropriate application of models of program evaluation for school counseling programs.	
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	Lacks knowledge or displays misunderstanding of basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	Displays understanding of basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	Displays complex understanding and appropriate application of basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).	
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	Lacks knowledge or displays misunderstanding of current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	Displays understanding of current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	Displays complex understanding and appropriate application of current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	
5. Understands the outcome research data and best practices identified in the school counseling research literature.	Lacks knowledge or displays misunderstanding of the outcome research data and best practices identified in the school counseling research literature.	Displays understanding of the outcome research data and best practices identified in the school counseling research literature.	Displays complex understanding and appropriate application of the outcome research data and best practices identified in the school counseling research literature.	
J. Skills and Practices				
1. Applies relevant research findings to inform the practice of school counseling.	Lacks knowledge or displays misunderstanding of relevant research findings to inform the practice of school counseling.	Displays understanding of relevant research findings to inform the practice of school counseling.	Displays complex understanding and appropriate application of relevant research findings to inform the practice of school counseling.	
2. Develops measurable	Lacks knowledge or displays	Displays understanding of measurable	Displays complex understanding	

outcomes for school counseling programs, activities, interventions, and experiences.	misunderstanding of measurable outcomes for school counseling programs, activities, interventions, and experiences.	outcomes for school counseling programs, activities, interventions, and experiences.	and appropriate application of measurable outcomes for school counseling programs, activities, interventions, and experiences.	
3. Analyzes and uses data to enhance school counseling programs.	Lacks knowledge or displays misunderstanding of data to enhance school counseling programs.	Displays understanding of data to enhance school counseling programs.	Displays complex understanding and appropriate application of data to enhance school counseling programs.	
ACADEMIC DEVELOPMENT				
K. Knowledge				
1. Understands the relationship of the school counseling program to the academic mission of the school.	Lacks knowledge or displays misunderstanding of the relationship of the school counseling program to the academic mission of the school.	Displays understanding of the relationship of the school counseling program to the academic mission of the school.	Displays complex understanding and appropriate application of the relationship of the school counseling program to the academic mission of the school.	
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	Lacks knowledge or displays misunderstanding of the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	Displays understanding of the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	Displays complex understanding and appropriate application of the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	Lacks knowledge or displays misunderstanding of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	Displays understanding of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	Displays complex understanding and appropriate application of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	
L. Skills and Practices				
1. Conducts programs designed to enhance student academic development.	Lacks knowledge or displays misunderstanding of programs designed to enhance student academic development.	Displays understanding of programs designed to enhance student academic development.	Displays complex understanding and appropriate application of programs designed to enhance student academic development.	
2. Implements strategies and	Lacks knowledge or displays	Displays understanding of strategies	Displays complex understanding	

activities to prepare students for a full range of postsecondary options and opportunities.	misunderstanding of strategies and activities to prepare students for a full range of postsecondary options and opportunities.	and activities to prepare students for a full range of postsecondary options and opportunities.	and appropriate application of strategies and activities to prepare students for a full range of postsecondary options and opportunities.	
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Lacks knowledge or displays misunderstanding of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Displays understanding of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Displays complex understanding and appropriate application of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Lacks knowledge or displays misunderstanding of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Displays understanding of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Displays complex understanding and appropriate application of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	
<u>COLLABORATION AND CONSULTATION</u>				
M. Knowledge				
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Lacks knowledge or displays misunderstanding of the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Displays understanding of the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Displays complex understanding and appropriate application of the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Lacks knowledge or displays misunderstanding of strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Displays understanding of strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Displays complex understanding and appropriate application of strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	
3. Knows how to build effective working teams of school staff, parents, and community members to	Lacks knowledge or displays misunderstanding of effective working teams of school staff, parents, and community members to promote the	Displays understanding of effective working teams of school staff, parents, and community members to promote the academic, career, and	Displays complex understanding and appropriate application of effective working teams of school staff, parents, and community	

	promote the academic, career, and personal/social development of students.	academic, career, and personal/social development of students.	personal/social development of students.	members to promote the academic, career, and personal/social development of students.	
4.	Understands systems theories, models, and processes of consultation in school system settings.	Lacks knowledge or displays misunderstanding of systems theories, models, and processes of consultation in school system settings.	Displays understanding of systems theories, models, and processes of consultation in school system settings.	Displays complex understanding and appropriate application of systems theories, models, and processes of consultation in school system settings.	
5.	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Lacks knowledge or displays misunderstanding of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Displays understanding of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Displays complex understanding and appropriate application of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	
6.	Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Lacks knowledge or displays misunderstanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Displays understanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Displays complex understanding and appropriate application of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	
7.	Knows school and community collaboration models for crisis/disaster preparedness and response.	Lacks knowledge or displays misunderstanding of school and community collaboration models for crisis/disaster preparedness and response.	Displays understanding of school and community collaboration models for crisis/disaster preparedness and response.	Displays complex understanding and appropriate application of school and community collaboration models for crisis/disaster preparedness and response.	
N. Skills and Practices					
1.	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Lacks knowledge or displays misunderstanding of how to work parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Displays understanding of how to work parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Displays complex understanding and appropriate application of how to work parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	
2.	Locates resources in the	Lacks knowledge or displays	Displays understanding of resources in	Displays complex understanding	

community that can be used in the school to improve student achievement and success.	misunderstanding of resources in the community that can be used in the school to improve student achievement and success.	the community that can be used in the school to improve student achievement and success.	and appropriate application of resources in the community that can be used in the school to improve student achievement and success.	
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Lacks knowledge or displays misunderstanding of consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Displays understanding of consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Displays complex understanding and appropriate application of consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	
4. Uses peer helping strategies in the school counseling program.	Lacks knowledge or displays misunderstanding of peer helping strategies in the school counseling program.	Displays understanding of peer helping strategies in the school counseling program.	Displays complex understanding and appropriate application of peer helping strategies in the school counseling program.	
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	Lacks knowledge or displays misunderstanding of referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	Displays understanding of referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	Displays complex understanding and appropriate application of referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.	Lacks knowledge or displays misunderstanding of the qualities, principles, skills, and styles of effective leadership.	Displays understanding of the qualities, principles, skills, and styles of effective leadership.	Displays complex understanding and appropriate application of the qualities, principles, skills, and styles of effective leadership.	
2. Knows strategies of leadership designed to enhance the learning environment of schools.	Lacks knowledge or displays misunderstanding of strategies of leadership designed to enhance the learning environment of schools.	Displays understanding of strategies of leadership designed to enhance the learning environment of schools.	Displays complex understanding and appropriate application of strategies of leadership designed to enhance the learning environment of schools.	
3. Knows how to design, implement, manage, and evaluate a comprehensive	Lacks knowledge or displays misunderstanding of how to design, implement, manage, and evaluate a	Displays understanding of how to design, implement, manage, and evaluate a comprehensive school	Displays complex understanding and appropriate application of how to design, implement,	

school counseling program.	comprehensive school counseling program.	counseling program.	manage, and evaluate a comprehensive school counseling program.	
4. Understands the important role of the school counselor as a system change agent.	Lacks knowledge or displays misunderstanding of the important role of the school counselor as a system change agent.	Displays understanding of the important role of the school counselor as a system change agent.	Displays complex understanding and appropriate application of the important role of the school counselor as a system change agent.	
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Lacks knowledge or displays misunderstanding of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Displays understanding of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Displays complex understanding and appropriate application of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	
P. Skills and Practices				
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Lacks knowledge or displays misunderstanding of the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Displays understanding of the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Displays complex understanding and appropriate application of the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Lacks knowledge or displays misunderstanding of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Displays understanding of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Displays complex understanding and appropriate application of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Lacks knowledge or displays misunderstanding of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Displays understanding of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Displays complex understanding and appropriate application of differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	

COLLABORATION AND CONSULTATION

M. Knowledge

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Lacks knowledge or displays misunderstanding of the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Displays understanding of the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Displays complex understanding and appropriate application of the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Lacks knowledge or displays misunderstanding of strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Displays understanding of strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Displays complex understanding and appropriate application of strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Lacks knowledge or displays misunderstanding of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Displays understanding of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Displays complex understanding and appropriate application of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	
4. Understands systems theories, models, and processes of consultation in school system settings.	Lacks knowledge or displays misunderstanding of systems theories, models, and processes of consultation in school system settings.	Displays understanding of systems theories, models, and processes of consultation in school system settings.	Displays complex understanding and appropriate application of systems theories, models, and processes of consultation in school system settings.	
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Lacks knowledge or displays misunderstanding of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Displays understanding of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Displays complex understanding and appropriate application of strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	
6. Understands the various peer programming interventions (e.g., peer	Lacks knowledge or displays misunderstanding of the various peer programming interventions (e.g., peer	Displays understanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer	Displays complex understanding and appropriate application of the various peer programming	

meditation, peer mentoring, peer tutoring) and how to coordinate them.	meditation, peer mentoring, peer tutoring) and how to coordinate them.	tutoring) and how to coordinate them.	interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	
7. Knows school and community collaboration models for crisis/disaster preparedness and response.	Lacks knowledge or displays misunderstanding of school and community collaboration models for crisis/disaster preparedness and response.	Displays understanding of school and community collaboration models for crisis/disaster preparedness and response.	Displays complex understanding and appropriate application of school and community collaboration models for crisis/disaster preparedness and response.	
N. Skills and Practices				
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Lacks knowledge or displays misunderstanding of working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Displays understanding of working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Displays complex understanding and appropriate application of working with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	
2. Locates resources in the community that can be used in the school to improve student achievement and success.	Lacks knowledge or displays misunderstanding of locating resources in the community that can be used in the school to improve student achievement and success.	Displays understanding of locating resources in the community that can be used in the school to improve student achievement and success.	Displays complex understanding and appropriate application of locating resources in the community that can be used in the school to improve student achievement and success.	
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Lacks knowledge or displays misunderstanding of consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Displays understanding of consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Displays complex understanding and appropriate application of consultation with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	
4. Uses peer helping strategies in the school counseling program.	Lacks knowledge or displays misunderstanding of peer helping strategies in the school counseling program.	Displays understanding of peer helping strategies in the school counseling program.	Displays complex understanding and appropriate application of peer helping strategies in the school counseling program.	
5. Uses referral procedures with helping agents in the community (e.g., mental	Lacks knowledge or displays misunderstanding of referral procedures with helping agents in the	Displays understanding of referral procedures with helping agents in the community (e.g., mental health	Displays complex understanding and appropriate application of referral procedures with helping	

health centers, businesses, service groups) to secure assistance for students and their families.	community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	centers, businesses, service groups) to secure assistance for students and their families.	agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	
<u>LEADERSHIP</u>				
O. Knowledge				
1. Knows the qualities, principles, skills, and styles of effective leadership.	Lacks knowledge or displays misunderstanding of the qualities, principles, skills, and styles of effective leadership.	Displays understanding of the qualities, principles, skills, and styles of effective leadership.	Displays complex understanding and appropriate application of the qualities, principles, skills, and styles of effective leadership.	
2. Knows strategies of leadership designed to enhance the learning environment of schools.	Lacks knowledge or displays misunderstanding of strategies of leadership designed to enhance the learning environment of schools.	Displays understanding of strategies of leadership designed to enhance the learning environment of schools.	Displays complex understanding and appropriate application of strategies of leadership designed to enhance the learning environment of schools.	
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	Lacks knowledge or displays misunderstanding of how to design, implement, manage, and evaluate a comprehensive school counseling program.	Displays understanding of how to design, implement, manage, and evaluate a comprehensive school counseling program.	Displays complex understanding and appropriate application of how to design, implement, manage, and evaluate a comprehensive school counseling program.	
4. Understands the important role of the school counselor as a system change agent.	Lacks knowledge or displays misunderstanding of the important role of the school counselor as a system change agent.	Displays understanding of the important role of the school counselor as a system change agent.	Displays complex understanding and appropriate application of the important role of the school counselor as a system change agent.	
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Lacks knowledge or displays misunderstanding of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Displays understanding of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Displays complex understanding and appropriate application of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	
P. Skills and Practices				
1. Participates in the design, implementation,	Lacks knowledge or displays misunderstanding of the design,	Displays understanding of the design, implementation, management, and	Displays complex understanding and appropriate application of the	

management, and evaluation of a comprehensive developmental school counseling program.	implementation, management, and evaluation of a comprehensive developmental school counseling program.	evaluation of a comprehensive developmental school counseling program.	design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Lacks knowledge or displays misunderstanding of the planning and presentation of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Displays understanding of the planning and presentation of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Displays complex understanding and appropriate application of the planning and presentation of school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	