- **CLES 860 CMHC Counseling Practicum**
- **Semester, Year**
- **Instructor**
- **Office Location**
- **Telephone**
- **Email**
- **Office Hours**
- **Classroom Days/Times**
- **Prerequisites:** CESP 824 & CESP 803, counseling major or department consent

Course Description

CESP 856. Counseling Practicum (3). Supervised counseling experience. A minimum of 100 hours of professional counseling service that includes a minimum of 40 hours of direct client contact experience in counseling, with the remainder of hours in indirect client service. CESP 856 builds on the skills learned and practiced in CESP 824. Prerequisites: CESP 824 within the last 12 months, CESP 803 and departmental consent.

Definition of a Credit Hour

Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Course Definition and Assignment of Credit Hours

Success in this 3-credit hour course is based on the expectation that students will spend, for each unit of credit, three hours per week with 1 of the hours for lecture and 2 hours for studying/preparations outside of class time for a total of 135 hours. Time spent outside of class might include work assigned on-line through Blackboard, reading, written assignments and other course related activities.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct Student Code of Conduct Link and the Student Academic Honesty policy Student Honesty Policy Link

Section 4.012 of the College of Education Policies and Procedures Manual College of Education Policies and Procedures Link specifies the college's policy and processes

relating to academic honesty. These include instructor responses to incidents of academic misconduct, related reporting procedures, and student appeal options

Measurable Student Learning Outcomes:

All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below:

Learning Outcomes	**Related Assessment**	**Guiding Principles Unit Conceptual Framework** **(PR, HDD, CTA, T, CKS, C)**	**Accreditation Standards**
Theories and models of counseling	Practicum evaluation Case study Class/Supervision sessions Graded recordings attendance	HDD, CTA	KDSE 4, NASP IV, Element 4.2 CACREP 2.F.5.a.
Demonstrate the ability to understanding of human development theory by using appropriate counseling skills.	Case study Class/Supervision sessions Graded recordings attendance	CKS, HDD	KSDE 3 NASP IV, Element 4.1 CACREP 2.F.5.h.
Selecting, administering and interpreting assessment tools in individual, group and organizational evaluation.	Class/Supervision sessions attendance	PR, CTA, T	NASP IV, Element 4.2 CACREP 2.F.7.e. 2.F.5.i.
Demonstrate skills in individual and group counseling, and the appropriate use of technology	Class/Supervision sessions Graded recordings attendance	PR, CKS, HDD, T	KDSE 4 NASP IV, Element 4.2 CACREP 2.F.5.f.,g. 2.F.6.c.

Demonstrates understanding of how current issues affect clients.	Case study Class/Supervision sessions attendance	CTA, HDD	KSDE 9
Comprehends strategies to promote client understanding of a wide variety of community-based resources.	Class/Supervision sessions	CTA, HDD	CACREP 2.F.5.k.
Demonstrates understanding of social and cultural diversity across developmental stages can identify appropriate counseling practices.	Class/Supervision sessions Graded recorded sessions attendance	HDD, CTA	KSDE 8 CACREP 2.F.2.b., c. 2.F.5.d.
Demonstrates ethical behavior in the professional setting.	Practicum evaluation Class/supervision sessions attendance	PR,CTA	KSDE 1 CACREP 2.F.5.d.
Understands the role of counseling supervision in the counseling profession	Class/Supervision sessions Graded recorded sessions attendance	HDD, CTA	KSDE 8 CACREP 2.F.1.m.
Applies knowledge of self-care strategies	Class/Supervision sessions Graded recorded sessions	PR	CACREP 2.F.1.l.

appropriate in the counselor role	attendance		
Understands the roles of record keeping, third party reimbursement and other practice management issues in clinical mental health counseling	Class/Supervision sessions	PR,CTA	CACREP 5.C.2.m.
Evaluates strategies for interfacing with integrated behavioral personnel	Class/Supervision sessions	PR,CTA	CACREP 5.C.3.d.
Comprehends strategies for advocacy for persons with mental illness	Class/Supervision sessions	PR, CTA	CACREP 5.C.3.e.
Understands the classifications, indications, and contraindications of commonly presecribed psychopharmacological medications for appropriate medical referral and consultation	Class/Supervision sessions	PR	CACREP 5.C.2.h.

Unit Conceptual Framework
Professionalism and reflection on the vocation (PR)
Human Development and respect for diversity (HDD)
Connection of teaching and assessment (CTA)

Technology integration (T)
Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
Collaboration with stakeholders (C)
Considers family, community and school in advocating for students/clients (da)
Values working cooperatively with colleagues and others to advance the best interests of students/clients (dc)
Respects and holds high expectations and fairness of all learners (df)
Values knowledge and continuous learning to improve professional practice (dl)

Required Texts/Readings/Textbooks

WSU Counseling Program Clinical Mental Health Counseling Practicum Handbook

Other textbooks as determined by instructor.

Course Requirements and Relation to CACREP standards: course requirements ***must*** be met by all students in order to pass the CLES CMHC practicum course and move on to CLES internship.
CACREP Section 3 requirements and assignments:

CACREP Section 3: Professional Practice Standards: Practicum and provides for the application of theory, and the development of counseling skills under supervision. These Experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.
CACREP 3.A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. Students provide proof of professional counseling liability insurance on or before the first day of class.

- Student provides a copy of their professional liability declarations page in the designated course drop box on Blackboard.

CACREP 3.B. Supervision of practicum and internship students includes program-appropriate audio/video recording and/or live supervision of student's interactions with clients.

- Recordings of sessions are provided for individual and group supervision
- Students turn in two recordings to their practicum instructor for grading and feedback. A recording is also turned in with the final case study. The final case study is a required assessment.

CACREP 3.C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.

- Students receive midterm and end of semester site supervisor evaluations and feedback

- Students received practicum instructor feedback and evaluation using the Counselor Competency Scale at midterm and end of semester.
- Students receive feedback and evaluation of the final case study.

CACREP 3.D. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.

- Students receive information via Blackboard on professional activities and resources as well as technological resources during the practicum semester.

CACREP 3.F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

- Student's final practicum summary reports a minimum of 100 hours and is signed by the site supervisor. Students log hours weekly to monitor progress toward the 100 hours (40 hours of direct client service and 60 hours of indirect service).

CACREP 3.G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

- Student's final practicum summary reports a minimum of 40 hours of direct service with clients and is signed by the site supervisor. Students log hours weekly to monitor progress toward the 40 direct client hours.

CACREP 3.H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum. The one hour of supervision may be provided by counseling program faculty member or a site supervisor in consultation with a counselor education program faculty member.

- Student's final practicum summary reports one hours of weekly supervision for each week of the semester. Students log supervision weekly to monitor progress toward the weekly supervision requirement.

CACREP 3.G. Practicum students participate in an average of 1 ½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision is provided by a counselor education program faculty member.

- Student's final practicum summary reports one and half hours of weekly group supervision provided by the practicum instructor for each week of the semester. Student attendance at group supervision is required. If a student misses a group supervision session, they are required to make up the session at the instructors' convenience. Students log supervision group weekly to monitor progress toward the weekly supervision requirement.

Other Readings
CESP Counseling Student Practicum manual. Available from the instructor and on the Counseling Student Information Blackboard.

CACREP 2.E. Current counseling research is infused into the course syllabus, assignments, and readings. Students are assigned readings and journal articles regarding the current research in this course. The instructor updates the materials from relevant research throughout the semester. All readings will be posted on Blackboard.

Counseling students are encouraged to attend local, state, regional and national professional organization meetings and conferences.

Other assigned readings and articles will be posted on BlackBoard.

Technology Expectations:

The COEd Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at link to college of education tech center

Class Protocol
In order to be successful in the course, be on time and prepared for each class. This is accomplished by:

- Attending each class. Weekly class attendance is required to pass the practicum course.
- Having all assigned readings completed
- Completion of all required paper work, documentation,
- Participation in group and individual supervision, giving and receiving feedback from
  fellow students, preparing recordings of client sessions for individual and group supervision,
  completion of practicum evaluation, and case study.

Attendance/participation policy for the practicum course:

Attendance and class participation in **all** individual and group supervision sessions is crucial for students to gain the knowledge and skills required to facilitate individual

and group counseling sessions. Your successful completion of the course requires attendance at every scheduled class and at supervision session.

Civility

The demonstration of courtesy may be more of a reflection of an individual than feelings toward others. Civility, therefore, is a reflection of one's professionalism and ethics. When breaches in civility occur (e.g., cell phones, texting, email, talking, etc.), both the learning environment and professional environment may be compromised. I strongly encourage personal and professional boundaries with regards to civility in a graduate class. For many of you, this is the last opportunity to be a student. Enjoy the learning process. While respect may vary toward peers, and even the instructor, respect for the academic environment and the credential pursued should be acknowledged.

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct KSDE educator code of conduct

In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

Professional Dispositions Statement

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CLES Department will also be evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
   - Appropriate dress
   - Promptness
   - Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;
8. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
9. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
10. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

ACA Code of Ethics Statement – Personal Values:
A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

ACA/ASCA Membership
Students who are not members of either ACA or ASCA are strongly urged to join at this time. Being a member of your professional organization is an important step in journey towards your professional development and to participate in the organization that represents your professional interests. In addition, both organizations offer free professional liability insurance to their student members, a requirement for this course.

Grading Scale
WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Note, other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.) If this is a 500-700 level course, you may need to specify different points/percentages for undergraduate and graduate students.

GRADING:

"B" Grade

"A" Grade

Assignments

1. **Case study**. This case study will ideally be a client you have worked with over several sessions. See below for the case study criteria and rubric. The assignment includes a written paper, a recording of a counseling session with this client, and a class presentation of the case study and a portion of the recording for review and feedback with the class. Due dates for individual students will be determined on the first day of class.
2. **Two recorded sessions with a client turned in for review**. Each recording requires a written critique of the session. Please be sure recordings are audible and clear otherwise they are unusable and cannot count for the course. See the syllabus for recording due dates. The final recording is evaluated using the Counselor Competency Scale Revised.
3. **Recordings of sessions with clients to be presented at class meetings and in supervision**. The recordings are reviewed with students for feedback and supervisor critique. Recordings for class and supervision are considered in participation portion of your grade. Please be sure recordings are audible and clear otherwise they are unusable and cannot count for the course. Individual/Triadic supervision will occur as scheduled with either your site supervisor or practicum instructor. Usually, a 15-minute section of a tape has enough material to analyze in one class meeting or supervision session. Due dates as assigned.
4. Regular involvement in class discussions of your own counseling clients and those of other students and related matters. Active participation and input is required.

5. **Record Keeping:** Maintain accurate and complete case notes on all clients and a weekly log of activities for review by your course instructor and field supervisor.

   Logs: Logs are to be kept each week and available for review by your course instructor and include time spent in various activities. You should keep a copy of your log for your records.

   Case Notes: You are expected to keep case notes on all clients. These notes should be given to your instructor each week via Blackboard dropbox. You should keep copies for your records.
6. All assignments are to be handed in on the due date. Assignments up to one week late will receive an automatic 10% reduction in grade; up to two weeks late, 20% reduction in grade; more than two weeks late, no credit.
7. Evaluation of counseling skills and dispositions using the counselor competency rubrics to be completed by the practicum instructor. Students must score meeting expectations to pass the practicum course and move on to practicum.

Performance Assessment:

College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each of at least four Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving passing ratings (acceptable or target level) on certain required assessments, some of which are embedded within program coursework.

3 required assessment(s) occur in this course for the CLES 860 practicum course. The title of such assessment(s), associated rubric(s) and passing criteria follow:

There are embedded assessments in this course. They are the Practicum Evaluation and the Case Study.

The Site Supervisor Evaluation Form and the Case Study Rubric are attached to your syllabus. See below.

The additional CACREP assessment for this course is the assessment of dispositions and skills using the Counselor Competency Scale Revised. The rubric is posted below. Students are required to achieve a score of meeting expectations at the end of the practicum. Students who do not achieve the score will not be approved to pass to the internship course until remediation is completed.An assessment of counseling skills and dispositions will be completed by your practicum instructor. Please see the Counselor Competency Rubric posted below.

Information on program Transition Point requirements can be found in the Counseling program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately is necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

Students in the Counseling program failing to achieve an acceptable performance on a required assessment will be provided with a limit of 2 remediation opportunity/opportunities.

Class Policies:

1. Students are expected to attend and participate in **every** class and individual supervision session unless there is a valid emergency reason. Supervision sessions will need to be made up and this will be at the instructor's convenience. Promptness is expected, as is staying for the entire class or session. Inform the instructor about legitimate reasons for missing class. Individual supervision sessions will be rescheduled at the instructor's convenience.
2. Participating in group activities such as group supervision involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. If you wish to share with others outside of class, discuss only your own reactions or experience, and in no event discuss client information or personal information shared by your peers.
3. **This is an ethical issue and will be treated as such!**

Privacy and Confidentiality:

- Students must have available for the instructor's review the client's (or the client's parent or guardian) informed consent for audio/video recording and counseling.
- Students must always use pseudonyms and make certain that no revealing information is exposed during presentations, write-ups, or on audio or video recordings.
- Under no circumstances will students bring any original material or forms from the client's file that are the property of the practicum site to class.
- Students are responsible for the security all written and recorded client-related data. Students need to collect all information and destroy the written and recorded material as soon as possible after they have been

presented. Make sure copies are not left on the copy machine, phones, computers, or recorders.
- Group supervision, individual supervision, recordings, tests, notes and client cases are only to be discussed with site mentors/supervisors, co-trainees at the site for formal case review or staffing of cases, the instructor, and the other students in practicum. Playing recordings in the presence of students not in the practicum group, professors, spouses, friends, relatives violates informed consent.
- Recordings are not to be left in mailboxes or other public places. Such procedures allow for the possibility of loss, theft or review by persons for whom the recording was not intended.
- When we use a recording for classroom listening or viewing, the volume should be kept to an audible minimum, and the tape should be discontinued when someone else enters the room.
- **These are ethical issues and will be treated as such!**

Remediation

Students in the Counseling program failing to achieve an acceptable performance on this required assessment will be provided with a limit of 2 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.

Extra Credit
There are no extra credit assignments in CESP 856 Counseling Practicum

Late Assignments, Missed Assignments and Exams
Late assignments and exams will be handled on a case-by-case basis with the instructor in accordance with the late policy stated above and in consultation with the counseling faculty and department head. The assignments in the course and the completion of these assignments could potentially impact client welfare, and not completing the assignments or not being timely, could be potentially ethical or dispositional issues. Please see the information posted above about the impact of late assignments to your course grade.
from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Important Academic Dates
In semester, year classes begin on day, date and end on day date. The last date to drop a class and receive a W (withdraw) instead of F (failed) is date. There are no classes for the Holiday, date, and no classes for Semester Break, dates, 2018. The final exam period is dates.

UNIVERSITY POLICIES

About this Syllabus
This syllabus is not a contract. The instructor reserves and retains the right to alter the course requirements and/or assignments based on new materials, class discussions, current events or other legitimate pedagogical objectives.

Inclusive Excellence
Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

COEd Academic Honesty Policy A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (WSU Student Code of Conduct)

Disabilities
If you have a disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 203, (316) 978-3309.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are

located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at Shocker Alert Signup.

Title IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: Title IX information

Student Advocate

The Student Advocate is available to serve students, faculty, and staff in an accessible and confidential manner. The Student Advocate's office is located in the Student Government Association suite, RSC 219, and can be contacted by phone at (316) 978-3026 or by email at student.advocate@wichita.edu. For more information, visit Link to Student Advocate Information

Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU's Concealed Carry Policy at WSU conceled carry policy linkweapons_policy_documents and the Kansas Board of Regent's policy at Kansas Board of Regents Weapons Policy Link. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Additional Concealed Carry Language for lab courses or other courses where student belongings are unattended and out of immediate control

Under the Concealed Carry Policy, a backpack or other bag used to carry a handgun must be within the immediate control of the individual. This course requires students to leave belongings such as backpacks or other bags out of reach and unattended for the duration of class time. Students who choose to carry a concealed handgun in a backpack or other bag must plan each day accordingly, and are responsible for making alternate arrangements as necessary. Wichita State does not provide publicly available secure storage for concealed handguns. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Names and Pronouns

Everyone has the right to be addressed as and referred to by the name and pronouns (including non-binary pronouns) that they choose and that correspond to their gender identity. Class rosters have a student's legal name and do not include pronouns, therefore, all students will be asked in class to indicate the names and pronouns they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

Class Schedule

Clinical Mental Health Counselors

Week/Date	Topic	Assignment
Week 1	Ethics CACREP 2.F.5.d. Understanding the Role of Supervision CACREP 2.F.1.m. Self care CACREP 2.F.1.l.	Class overview, forms signed, review of practicum supervision
Week 2	Social and Cultural Diversity CACREP 2.F.5.d. Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Readings as assigned Individual/Triadic and group supervision begins as scheduled
Week 3	Using Developmentally Appropriate Counseling Skills CACREP 2.F.5.h. Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Readings as assigned Individual/Triadic and group supervision as scheduled
Week 4	Theories and Models of Counseling 2.F.5.a. Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Readings as assigned Individual/Triadic and group supervision as scheduled
Week 5	The role of assessment in counseling: 2.F.7.e. Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Readings as assigned Case Conceptualization Individual/Triadic and group supervision as scheduled
Week 6	**1st Recording Due for a grade** Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Readings as assigned 1st Recording due by day, date and time. Individual/Triadic and group supervision as scheduled

Week 7	**Midterm Site Supervisor Evaluation Due** Intake interviews, MSE, biopsychosocial history, mental health history, assessment and treatment planning. 5.C.3.a.	Site Supervisor Evaluation Due, day, date time. Individual/Triadic and group supervision as scheduled
Week 8	**Individual midterm evaluation and feedback sessions scheduled with instructor** Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 9	**Individual midterm evaluation and feedback sessions scheduled with instructor** The Impact of current issues on clients. KSDE 8 Community Resources CACREP 2.F.5.K.	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 10	Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 11	Strategies for interfacing with integrated behavioral personnel. CACREP 5.C.3.d. Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 12	Advocacy strategies for persons with mental illness. Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 13	Skills in Individual and Group Counseling CACREP 2.F.5.g. and 2.F.6.c.	Reading: as assigned on BB

	Accessing available community resources CACREP 2.F.5.k.	Group in-class supervision Individual/Triadic supervision as scheduled
Week 14	**Case Study Due** **Final Recording Due - graded**	Case Study Due to Instructor, day, date, time Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 15		**Case Study Presentations** Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled
Week 16	**Final site supervisor evaluation due by class time! Individual final evaluation and feedback sessions scheduled with instructor**	**Case Study Presentations** Reading: as assigned on BB Group in-class supervision Individual/Triadic supervision as scheduled

Practicum Student Self-Evaluation of Sessions

You are expected to evaluate your performance for each tape you present to the group or in individual supervision. The evaluation focuses on your ability to form a therapeutic alliance with your client. Be ready to answer the following questions for each tape you present.

1. How did you prepare for the session?
2. How do you feel about the session and how it went overall?
3. What did you learn about yourself in this session?
4. How you did during the session with:
    a. Effective and appropriate use of eye contact, minimal encouragers, and attentive body language.
    b. Vocal style
    c. Appropriate use of questions
    d. Appropriate and strategic use of silence
    e. Restatement/Paraphrase
    f. Being “present” with the client
    g. Appropriate and collaborative goal setting
    h. Appropriate use of immediacy
    i. Awareness/attention to meaning
5. How will you make use of the feedback you received in group/individual supervision

Clinical Mental Health Case Study

	Case Study:	**CACREP**	**Target Expectations**	**Meets Expectations**	**Approaching Expectation**	**Near Expectations**	**Below Expectations**
#	Criteria		4	3	2	1	0
1	Psychosocial History and presenting problem	2.F.4.h. 5.C.3.a 2.F.3.g 5.C.1.c	Client psychosocial history including biographical information covering developmental stage, trauma history, mental health history, substance abuse history, psychiatric history, work and career history, family, education, social support, and other information relevant to the client's presenting problem. Information is clearly stated, and comprehensive. The client's presenting	Psychosocial history and presenting problem information is clearly stated and accurate.	Psychosocial history information is included, however, lacks breadth and depth, few of the categories are discussed or incorporated.	Psychosocial content is incomplete; there is minimal information on the background of the client; biographical information is nonexistent or very unclear.	No psychosocial information is provided

			problem is identified.				
3	Mental Health Evaluation and Assessment	5.C.3.a.	Mental health status, assessments, evaluation and other information related to the client's presenting problem. Information is clearly stated and comprehensive.	information is clearly stated and complete.	Omits clinically significant mental health information and evalution, all systems are not covered.	Content is incomplete, omits clinically significant information, limited information is presented.	Mental Status Exam information is not provided
4		2.F.7.l.	Accurately identifies clinically significant mental health issues for the client. All symptoms the client is experiencing are stated and clearly explained. Rational for assessments used in diagnosis are described	Omits minimal clinically significant mental health issues and/or identifies minimal issues as clinically significant that are clearly not. The symptoms the client is experiencing are not stated.	Omits clinically significant mental health issues and/or identifies issues as clearly significant that are not. Some symptoms are not included.	Considerable difficulty identifying clinically significant mental health issues and/or cannot discern what is significant or not. Very few or no symptoms are included.	No information is provided on mental health issues

5	Diagnosis	5.C.2.d.	A diagnosis from the DSM 5 is included and discussed with a differential diagnosis is presented. The information is clearly stated, accurate, and thorough.	Diagnosis is clearly stated and accurate.	Diagnosis information omits clinically significant diagnosis information and all information is not covered.	Diagnosis is incomplete, inaccurate, limited information regarding diagnosis is presented.	No diagnosis is provided
7	Biopsychosocial Case Conceptualization	5.C.1.c.	The conceptualization of the client, including assessment and understanding of client in terms of current status and presenting problems are organized meaningfully in relation to psychosocial history, presenting problem, mental health needs, and diagnosis. Client strengths and needs are included. The information is clearly stated,	The conceptualization of the client, including assessment and understanding of client is complete and accurate.	The conceptualization of the client omits clinically significant information key to the understanding of the client, all information is not covered.		

			accurate, and thorough.				
8	Biopsychosocial Treatment Plan and Recommendations	5.C.1.c.	Includes measurable long and short-term goals and short term objectives to the identified problems. Includes interventions that are relevant to the short term objectives and treatment recommendation within the continuum of care appropriate to the client's presenting problem	Most long term goals and short term objectives are measurable and relevant to the identified problems. Most interventions used are relevant to the short term objectives and treatment recommendation within the continuum of care are mostly appropriate to the severity of the client's symptoms.	Some long term and short term objectives are measurable and relevant to the client's problems. Some interventions used are relevant to the short term objectives and treatment recommendation within the continuum of care appropriate to the severity of the client's symptoms.	Long term goals and short term objectives are not measurable and/or relevant to the identified problems. Interventions used are not relevant to the short term objectives, and treatment recommendations within the continuum of care are not appropriate to the severity of the client's symptoms.	
	Interventions and Evaluation of Counseling	2.F.8.e.					
	Social Justice, Diversity, Barriers/Oppression/Advocacy	2.F.1.e. 2.F.2.h.					

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015)

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Scales Evaluation Guidelines

➢➢ **Exceeds Expectations / Demonstrates Competencies (5) =** the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➢➢ ***Meets Expectations / Demonstrates Competencies (4)*** *= the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the "Demonstrates Competencies" level at the conclusion of his or her practicum and/or internship.*

➢➢ **Near Expectations / Developing towards Competencies (3) =** the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➢➢ **Below Expectations / Insufficient / Unacceptable (2) =** the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

➢➢ ***Harmful (1)*** *= the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).*

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the "score" column on the left.

CACREP (2016) Standards relating to the *Counselor Competencies Scale—Revised* (CCS-R)

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- Strategies for personal and professional self-evaluation and implications for practice (Section II, *Standard* 1.k.).
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- Multicultural counseling competencies (Section II, *Standard* 2.c.).
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section II, *Standard* 3.h.).
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, *Standard* 5.d.).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, *Standard* 5.f.).
- Essential interviewing, counseling, and case conceptualization skills (Section II, *Standard* 5.g.).
- Developmentally relevant counseling treatment or intervention plans (Section II, *Standard* 5.h.).
- Processes for aiding students in developing a personal model of counseling (Section II, *Standard* 5.n.).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal (Section 4, *Standard* H.).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (Section III, *Professional Practice*).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).

A. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
B. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
C. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.
F. Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that is a minimum of 10 weeks.
G. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.

H. Practicum students have weekly interaction with supervisors that averages **one hour per week of individual and triadic supervision** throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

I. Practicum students participate in an average of **1½ hours per week of group supervision** on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
  - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, *Standard* b.).
- Marriage, Couple, and Family Counseling
  - Techniques and interventions of marriage, couple, and family counseling (3. Practice, *Standard* c.).
- School Counseling
  - Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

Clinical Mental Health Counseling

Student Practicum Evaluation (Midterm and Final)

Directions: This form is completed by the Site Supervisor.

Student Name: _____ WSUID_____

Supervisor Name:_____ Date: _____

Internship Site:_____

This form allows site supervisors to offer feedback about the performance and growth of student interns. Because this form becomes part of the student's record and is considered when assigning course grades, please review each item carefully and circle the best response.

4 = Strongly agree (80-100% of the time)
3 = Agree (60-79% of the time)
2 = Disagree (50-59% of the time)
1 = Strongly Disagree (49% of the time or less)
NA = Not applicable/Not observed

Basic Work Requirements

a. Arrives on time consistently 1 2 3 4 NA
b. Uses time effectively 1 2 3 4 NA
c. Informs supervisor and makes arrangements for absences 1 2 3 4 NA
d. Completes requested or assigned tasks on time 1 2 3 4 NA
e. Completes required total number of hours or days on site 1 2 3 4 NA
f. Is responsive to norms about clothing, language, etc., on site 1 2 3 4 NA
g. Interfaced appropriately with other behavioral health care professionals 1 2 3 4 5
h. Student showed evidence of having proper liability insurance Yes No

Comments:

Ethical Awareness and Conduct

a. Exhibits knowledge of general ethical guidelines 1 2 3 4 NA
b. Exhibits knowledge of ethical guidelines of internship/practicum 1 2 3 4 NA
c. Demonstrates awareness and sensitivity to ethical issues 1 2 3 4 NA
d. Exhibits personal behavior consistent with ethical guidelines 1 2 3 4 NA
e. Consults with others about ethical issues if necessary 1 2 3 4 NA
f. Interfaced appropriately with the legal system relevant to couples, 1 2 3 4 NA
g. *Interfaced appropriately with the legal system regarding court-referred clients 1 2 3 4 NA

Comments:

Knowledge and Learning

a. Exhibits knowledge about the client population 1 2 3 4 5
b. Exhibits knowledge of treatment setting and approach 1 2 3 4 5
c. Is receptive to learning new information 1 2 3 4 5

d. Actively seeks new information from staff or supervisor 1 2 3 4 5
e. Exhibits ability to learn, understand, and integrate new information 1 2 3 4 5
f. Exhibits understanding of counseling concepts, theories, and skills 1 2 3 4 5
g. Exhibits ability to apply new information in clinical setting 1 2 3 4 5
h. Evidence has been demonstrated to show increased knowledge of group leadership. 1 2 3 4 5

i. Utilized professional and technological resources 1 2 3 4 5
j. Utilized research as appropriate to improve client services 1 2 3 4 5

Comments:

Response to Supervision

a. Actively seeks supervision when necessary 1 2 3 4 NA
b. Is receptive to feedback and suggestions from supervisor 1 2 3 4 NA
c. Understands information communicated in supervision 1 2 3 4 NA
d. Successfully implements suggestions from supervisor 1 2 3 4 NA
e. Is aware of areas that need improvement 1 2 3 4 NA
f. Is willing to explore personal strengths and weaknesses 1 2 3 4 NA
Comments:

Work Products

a. Records are accurately kept and are completed on time 1 2 3 4 NA
b. Written or verbal reports are accurate and factually correct 1 2 3 4 NA
c. Written or verbal reports are presented in a professional manner 1 2 3 4 NA
d. Reports are clinically and/or administratively useful 1 2 3 4 NA
e. Treatment Plan was correctly developed and included parent involvement if appropriate 1 2 3 4 NA
f. Treatment Plan brought about positive outcomes for the client 1 2 3 4 NA

Comments:

Interactions with Clients

a. Appears comfortable interacting with clients	1 2 3 4 NA
b. Initiates interactions with clients	1 2 3 4 NA
c. Communicates effectively with clients	1 2 3 4 NA
d. Builds rapport and respect with clients	1 2 3 4 NA
e. Is sensitive and responsive to client's needs	1 2 3 4 NA
f. Is sensitive to issues of multicultural counseling	1 2 3 4 NA
g. Is sensitive to issues of diversity including but not limited to race/ethnic group, age, gender, spirituality, physical challenges, SES	1 2 3 4 NA
h. Conducts appropriate assessments (i.e. intakes, mental status evals, biopsychosocial history, mental health history, psychological assessment)	1 2 3 4 NA
i. Utilized advocacy effectively	1 2 3 4 NA
j. Appears comfortable interacting with clients	1 2 3 4 NA
k. Became familiar with technological resources	1 2 3 4 NA
l. Uses techniques and interactions with clients for prevention and treatment based on client need	1 2 3 4 NA

Comments:

Interactions with Coworkers

a. Appears comfortable interacting with other staff members	1 2 3 4 5
b. Initiates interactions with staff	1 2 3 4 5
c. Communicates effectively with staff	1 2 3 4 5
d. Effectively conveys information and expresses own opinions	1 2 3 4 5
e. Effectively receives information and opinions from others	1 2 3 4 5
f. Interfaced with legal system and/or integrated health care professionals	

appropriately. 1 2 3 4 5

Comments:

Overall what would you identify as this student's strengths?

What would you identify as areas in which the student can improve?

Would you recommend this student for employment or continued graduate study?

Supervisor's signature: Date:
Student's signature: Date:

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  - Techniques of personal/social counseling in school settings (3. Practice, *Standard* f.).

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		**Nonverbal Skills**	**Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc.** (*attuned to the emotional state and cultural norms of the clients*)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
1. B		**Encouragers**	**Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"**	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.

1. C		**Questions**	**Use of Appropriate Open & Closed Questioning** (*e.g., avoidance of double questions*)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
1. D		**Reflecting** [a] ***Paraphrasing***	**Basic Reflection of Content – Paraphrasing** (*With couples and families, paraphrasing the different clients' multiple perspectives*)	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
1. E		**Reflecting** [b] ***Reflection of Feelings***	**Reflection of Feelings** (*With couples and families, reflection of each clients' feelings*)	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is *not* matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
1. F		**Reflecting** [c] ***Summarizing***	**Summarizing content, feelings, behaviors, & future plans** (*With couples and families, summarizing relational* *patterns of interaction*)	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did *not* understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1.G		**Advanced Reflection (*Meaning*)**	**Advanced Reflection of Meaning, including Values and Core Beliefs** (*taking counseling to a deeper level*)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advance reflection, such as being judgmental &/or dismissive.
1.H		**Confrontation**	**Counselor challenges clients to recognize & evaluate inconsistencies**	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was *not* needed; therefore, appropriately *not* used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
1.		**Goal Setting**	**Counselor collaborates with**	Demonstrates consistent ability to establish	Demonstrates ability to establish collaborative &	Demonstrates inconsistent ability to	Demonstrates limited ability to establish	Demonstrates poor ability to develop

I			**clients to establish realistic, appropriate, & attainable therapeutic goals** (*With couples and families, goal setting supports clients in establishing common therapeutic goals*)	collaborative & appropriate therapeutic goals with clients (85%).	appropriate therapeutic goals with client (majority of counseling sessions; 70%).	establish collaborative & appropriate therapeutic goals with clients.	collaborative, appropriate therapeutic goals with clients.	collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
1. J		**Focus of Counseling**	**Counselor focuses (or refocuses) clients on their therapeutic goals** (i.e., *purposeful counseling*)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
1. K		**Facilitate Therapeutic Environment[a]: *Empathy & Caring***	**Expresses accurate empathy & care; Counselor is "present" and open to clients** (*includes immediacy and concreteness*)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.

1. L		**Facilitate Therapeutic Environment b:** ***Respect &*** ***Compassion***	**Counselor expresses appropriate respect & compassion for clients**	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

_____: Total Score (*out of a possible 60 points*)

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		**Professional Ethics**	**Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies**	Demonstrates consistent & advanced (*i.e., exploration & deliberation*) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision- making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2.		**Professional**	**Behaves in a**	Demonstrates consistent &	Demonstrates consistent	Demonstrates	Demonstrates	Demonstrates poor

B		**Behavior**	**professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others**	advanced respectfulness and thoughtfulness, & appropriate within *all* professional interactions.	respectfulness and thoughtfulness, & appropriate within *all* professional interactions.	inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		**Professional & Personal Boundaries**	**Maintains appropriate boundaries with supervisors, peers, & clients**	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.
2. D		**Knowledge & Adherence to Site and**	**Demonstrates an understanding & appreciation for *all***	Demonstrates consistent adherence to *all* counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor /

		Course Policies	**counseling site and course policies & procedures**					instructor.
2. E		**Record Keeping & Task Completion**	**Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)**	Completes *all* required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes *all* required record keeping, documentation, and tasks in a competent & timely fashion.	Completes *all* required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2.F		**Multicultural Competence in Counseling Relationship**	**Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship**	Demonstrates consistent & advanced multicultural competencies (knowledge, self- awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
2.G		**Emotional Stability & Self-control**	**Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect)**	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.

			& self-control (i.e., impulse control) in relationships with clients					
2. H		**Motivated to Learn & Grow / Initiative**	**Demonstrates engagement in learning & development of his or her counseling competencies**	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2. I		**Openness to Feedback**	**Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback**	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does *not* implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does *not* implement suggested changes.	Demonstrates *no* openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2. J		**Flexibility & Adaptability**	**Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations**	Demonstrates consistent and strong ability to adapt & "reads- &-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads- &- flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.

2. K		**Congruence & Genuineness**	**Demonstrates ability to be present and "be true to oneself"**	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

_____: Total Score (*out of a possible 55 points*)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

_____ _____

Counselor's or Trainee's Name (print) *Date*

_____ _____

Supervisor's Name (print) *Date*

Date CCS-R was reviewed with Counselor or Trainee _____

_____ _____

Counselor's or Trainee's Signature *Date*

_____ _____

Supervisor's Signature *Date*

* *Note.* If the supervising instructor / clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the appropriate counseling competencies, he or she should have another appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.