

George Mason University
College of Education and Human Development
Counseling and Development

EDCD 755.001 – Practicum in Counseling
3 Credits, Spring 2018
Mondays, 7:20 – 10 PM Thompson Hall Room 1010

Faculty

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Prerequisites/Corequisites

Completion of CNDV program course work except for EDCE 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCE 630, 606/609 and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

University Catalog Course Description

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

Course Overview

This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

The practicum course is an arranged, supervised experience in counseling. The course aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy in order to effectively design and implement community prevention programs, and developing ways to improve theoretical conceptualizations of applied interventions. Thus the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling and Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the semester, students will present, discuss, and conceptualize their counseling work, explore culturally specific interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Class seminars will consist of role plays, case processing, discussion of professional issues, personal reactions to clients, and program evaluation and development.

Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call or email the instructor.

Course Delivery Method

This course will be delivered using a seminar, format. Seminar-style class discussions, group supervision, and triadic supervision. Class discussions will include brief didactic presentations on relevant and emerging topics for the practicum students, and will include time for group discussion. Group supervision will focus on providing students an opportunity to present, discuss, conceptualize, and receive feedback on current students the practicum students are working with and other professional issues practicum students are experiencing at their practicum setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Triadic supervision will occur between instructor/supervisor and two students, with supervisees taking turns sharing a taped counseling interaction with a student/client.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Integrate knowledge of counseling theory, conceptualization, and intervention into counseling practice;
2. Gain opportunity for practicing school counselor competencies developed throughout the graduate training program;
3. Receive an orientation to organizational structure, protocol, relationships, and working conditions in public school settings;
4. Explore counseling strategies for individuals and groups within a culturally diverse framework;
5. Effectively understand the nature of the changing role of the professional school counselor that includes advocacy, leadership, multiculturalism, and social justice.
6. Formulate and identify a professional role.
7. Uphold high standards of professional ethics; gain experience involving ethical decision-making and practice related to school counseling.
8. Demonstrate basic/advanced knowledge and skill competencies per Practicum/Internship Contract agreement and criteria for mid-semester and final evaluations;
9. Apply the C&D mission, including multicultural counseling competencies, social justice, and advocacy;
10. Respond appropriately to ethical/legal issues, site professional standards, and GMU and C&D's professional dispositions;
11. Understand and develop the role of a professional school counselor;
12. Develop program evaluation and prevention program planning and implementation skills consistent with the C&D mission.
13. Develop a professional school counselor portfolio, resume and cover letter.

PROFESSIONAL STANDARDS:

This course will provide the opportunity for students to meet the following CACREP standards for School Counseling Programs:

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (B.1)
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D.1)
3. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (D.2)
4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (D.5)
5. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F.1)
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (F.2)
7. Assesses barriers that impede students' academic, career, and personal/social development. (H. 5)
8. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J.2)
9. Analyzes and uses data to enhance school counseling programs. (J.3)
10. Conducts programs designed to enhance student academic development. (L.1)
11. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. (P.1)
12. 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). (P.2)

Required Texts

RECOMMENDED TEXTS AND READINGS:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd Ed.). Alexandria, VA: Author.

Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-Based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2013). *Making DATA work* (3rd Ed.). Alexandria, VA: American School Counseling Association.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 REQUIREMENTS

Every student registered for a Counseling course with a required performance-based assessment is required to submit this assessment to TK20. **For this course the accountability project is the**

performance-based assessment to be submitted to Tk20. Evaluation of the performance based assessment by the course instructor will also be completed in TK20. Failure to submit the assessment to TK20 will result in the course instructor reporting the course as Incomplete (IN). Unless the IN grade is changed upon completion of the required TK20 submission, the IN will convert to an F nine weeks into the following semester. <http://cehd.gmu.edu/api/tk20>

In order for students to successfully complete their practicum experience, each student must meet the following requirements:

- 1. Attendance and active participation at your practicum site.**
 - All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
 - Practicum students follow a regular schedule at their site, which is negotiated with the on-site supervisor.
- 2. Attendance and active participation in practicum class.**
 - Students are expected to arrive on time and stay for the entire class period.
 - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
 - Missing two classes will result in failing this course.
- 3. Completion of all assignments of acceptable quality, turned in by date due.**
- 4. Professional Counseling Liability Insurance.** Practicum students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
- 5. Practicum/Internship documents.** Practicum students are responsible for downloading Practicum/Internship documents and providing copies to site supervisors. We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format. The following documents are located on the Community Blackboard site:[\[https://gmucommunity.blackboard.com\]](https://gmucommunity.blackboard.com) Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience.
- 6. School Counseling Practicum/Internship Contract.** Contracts will be downloaded, completed, and printed out from the C&D BlackBoard site, and must be signed by the Site Supervisor, University Supervisor and practicum student.
- 7. Practicum Goal Statement.** Students should develop a Personal Goal Statement for their practicum experience. This Goal Statement should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.

8. **Satisfactory mid-semester and final evaluations from Site Supervisor.** These evaluations should be completed by the site supervisor, and practicum students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
9. **Evaluation of Clinical Field Experience** will be completed by practicum student at the end of the semester.
10. **Completion of on-site hours.** A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. *Practicum students are strongly encouraged to spend at least on full day per week at their site in order to get the true experience of being a professional school counselor.*
11. **Log of Hours.** Practicum students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all practicum activities and hours is to be maintained, and is to be signed by both the student and the on-site supervisor at the completion of the practicum, and submitted on the last day of class. *The Log of Activities should be made available to the site supervisor during weekly supervision sessions with the site supervisor. Recommendation for related internship activities:*
 - 60 hours of Direct Contact (in-person interactions between school counselors and students)
 - 140 hours of Indirect Contact (services provided on behalf of students as a result of the school counselor's interactions with others)
12. **Professional Growth Opportunity.** Part of being a successful professional school counselor is being a life-long learner and taking advantage of professional growth opportunities to continually build your knowledge and skills. Towards this end, each student is expected to participate in one or more professional growth opportunities during the semester. You may count the actual hours of attendance at the PGO (seat hours) toward your 200 hours up to a maximum of five hours. Students will collect handouts for the groups, and will share your PGO experiences with the class.
13. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.
14. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.
15. **Participation in Child Study Team.** All students must attend one child study or RTI meeting in order to learn more about special education services available to students and the

role of the professional school counselor. Collect any sample child study, special education, and 504 forms used at the school for your own files and to share with other students. Students will discuss their experience in group supervision.

16. **Professional Portfolio.** The Professional Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. It is an evolving record that authenticates a person's growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one's professional philosophy and collegiate experience. Students will continue to maintain professional portfolios built during EDCD 626. Students will give their practicum instructor their portfolio address in order to receive feedback.
17. **Recorded counseling sessions for review/feedback.** Students will record at least two counseling sessions with students and play the recordings during triadic and/or group supervision in order to receive feedback and consultation from the instructor and peers. Practicum students are required to obtain written parent permission prior to taping sessions with a minor. The original of the parent permission form should be kept in the school with the site supervisor, but the student should keep a copy of the form for his or her records. Although the requirement is two tapes, students are encouraged to collect as many recordings as possible to facilitate the supervision process.

COURSE ASSIGNMENTS

EDCD 755 is graded on a Pass/Fail basis. The completion of the following assignments must be met to receive a passing grade:

1. Assignment Descriptions:

- a. **Successful Completion of all course requirements (listed above).** Students must successfully complete all course requirements as identified above in order to pass this course.
- b. **Participation.** As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to "get the information" from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:
 - i. **attendance** (every student is expected to be at every class),
 - ii. **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
 - iii. **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions),
 - iv. **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others' ideas in a meaningful way).

c. **Student-Client consultation presentations.** Students will present one student-client presentation during group supervision in order to receive feedback and consultation from the group. For the group supervision case presentation, practicum students should provide the class with a brief, 1-2 page handout that includes: a brief summary of the client's presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about 'what's going on;' plans for future sessions, and an evaluation of counseling skills and effectiveness. These forms will be given to the instructor after class so that they may be shredded.

d. **Closing the Achievement Gap Project.**

Part 1: Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (e.g., achievement, attainment or access, and/or school culture). Data should be disaggregated according to race, ethnicity, gender, socioeconomic status, and other criteria (as mandated by the NCLB Act) to illuminate and analyze any inequities in student achievement. If a school is racially and ethnically homogeneous, then data should be disaggregated by cultural groupings (e.g., gender, socioeconomic status) and school/class characteristics (e.g., teacher, courses taken, grades, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address. If applicable, the proposed school counseling intervention(s) should focus on individual, group and/or school-wide outcomes.

Based on this data analysis and consultation, students will create a document that:

- a) Outlines the identified concern found through data analysis (What is the issue or area of concern?)
- b) Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- c) Details a counseling program/intervention (e.g., classroom lesson or group) that could address the concern (What we will do about it)
- d) Details the types of data to be collected (e.g., process, perception, and outcome data) and time line for completion (How will we know if it worked?)

This document should be presented to your site supervisor and other school stakeholders as well as to your Practicum class. Students may use the Closing the Gap Action Plan, School Counseling Core Curriculum Action Plan, or Small-Group Action Plan templates provided by the ASCA National Model (2012) as a guideline.

Part 2: Based on the identified concern, students will deliver a classroom lesson or facilitate a small-group. Students will collect data on the unit or small group and create a document of the program's effectiveness and make suggestions for future implementation of the program. Students may use the School Counseling Core Curriculum Results Report or the Small Group Results Report templates provided by the ASCA National Model (2012) as a guideline. The document is due November 29 and students will present their findings to the class.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/polices-procedures/>

The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

- Commitment to the profession;
- Commitment to honoring profession ethical standards;
- Commitment to key elements of professional practice;
- Commitment to being a member of a learning community;
- Commitment to democratic values and social justice.

C & D's Professional Performance Criteria

As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

Ethical Obligations

All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to ACA's Code of Ethics, Section F: Supervision, Training and Teaching. See the ACA Ethical Codes (2014) for detailed information.

Class Schedule

| Week | Date | Topic(s) | Assignment(s) Due |
|------|--|--|---|
| 1 | January 21, 2019 | Martin Luther King, Jr. Day | No Class |
| 2 | January 28, 2019 Class: 7:20P – 10:00P | Welcome, Orientation to Class, Expectations, Syllabus Review, Group Supervision | |
| 3 | February 4, 2019 Class: 7:20P – 10:00P | Basic Counseling Skills Review; Overview of Accountability Project Group Supervision | Professional Liability Insurance |
| 4 | February 11, 2019 Class: 7:20P – 10:00P | Multicultural Counseling Review; Group Counseling Review; Group Supervision | Submit Practicum Learning Goals |
| 5 | February 18, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | Submit School Counseling Practicum/Internship Contract |
| 6 | February 25, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics | |

| | | | |
|----|--|---|---|
| | | Group Supervision | |
| 7 | March 4, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | |
| 8 | March 11, 2019 | SPRING BREAK – No Class | |
| 9 | March 18, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | Site Supervisor Midterm Evaluation |
| 10 | March 25, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | |
| 11 | April 1, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | |
| 12 | April 8, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | |
| 13 | April 15, 2019 Class: 7:20P – 10:00P | Triadic Supervision Emerging Topics Group Supervision | |
| 14 | April 22, 2019 Class: 7:20P – 10:00P | Closing the Achievement Gap Project Group Supervision | Closing the Achievement Gap Project |
| 15 | April 29, 2019 Class: 7:20P – 10:00P | Closing the Achievement Gap Project Course Wrap Up | Closing the Achievement Gap Project |
| 16 | May 6, 2019 Class: 7:20P – 10:00P TBA | | <ol style="list-style-type: none"> 1. Practicum Hours Log 2. Site Supervisor Final Evaluations; 3. Evaluation of Clinical Experience; 4. Results reports uploaded to Taskstream |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with

George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Seminar Guidelines

Privacy and Confidentiality: Seminar Discussions

1. It is expected that fellow students are provided the same level of confidence that is afforded counseling clients.
2. What is discussed within the seminar forum remains within the forum and is NOT discussed outside the seminar. Students need to feel that they are able to freely discuss in seminar both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships.
3. It is expected that all students will honor the privacy of their peers as well as that of their clients.

Privacy and Confidentiality: Taping and Discussion of Cases

When tapes are used:

1. Students must provide the seminar leader with a copy of the client's informed consent for audio/videotaping and/or discussion or individual counseling sessions.
2. Students must always use pseudonyms and make sure that no identifying information is exposed during presentations, in write-ups or on audio or videotapes.
3. Presenters are responsible for ensuring that handouts or other information used in presentations are collected after class and destroyed as soon as practicable.
4. Under no circumstances will students bring to class original material or forms from the client's file at the practicum/internship site.
5. Tapes are not to be played in the presence of other students, professors, friends, relatives, etc., as this violates the client's informed consent. When finished, tapes must be erased completely and promptly. Tapes are never to be left in mailboxes or in public places where they could be lost or be reviewed by others.
6. Students in the seminar are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences. Students need to feel that they are able to discuss freely both successes and trials they experience.

Peer Feedback

Each student brings to the seminar, and to her or his clients, a unique personal style informed by theory, by skills classes, and by their own experience. We also bring with us our insecurities about our abilities, as well as a strong desire to help our clients. What we need in the way of feedback from peers is good active listening, **NOT advice**. We all need to develop a sense of confidence in our instincts and our ability to interact therapeutically with our clients. As peers, we can facilitate the development of confidence in each other by drawing out each other's best reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

Giving advice, such as "I had a client like yours, you should read this great book on working with depression" or "you need to confront the discrepancies in your client's story" or "maybe you should try x or y" do not draw out the counselor's resources, they tell the counselor that we have the solution to their problem with a client. They are a covert way of imposing our own opinion on another. When we give advice, we mean well, but it isn't the most productive feedback.

In reality, when it comes down to it, the counselor is the one in the room with the client; what better support can we give the counselor than to strengthen her or his confidence in her own abilities. Do offer feedback that challenges the counselor to draw out his best. "You seem discouraged about

client x. Has it been that way all along" is a good opener. "When did you first feel as though you were at a stuck point?" "What was that like for you?" are open questions that promote self- discovery and can lead the counselor to understanding more about themselves and their clients.

Assessment Rubric(s)

EDCD 755 (CA) Practicum Site Supervisor Evaluation

| | Exceeds Standards 4 (94-100) | Meets Standards 3 (87-93) | Approaching Standards 2 (80-86) | Below Standards 1 (79 and below) |
|---|--|---|--|--|
| Counseling Skills CACREP Assessment H2 | <ul style="list-style-type: none"> -Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately | <ul style="list-style-type: none"> -Develops strong therapeutic relationships with most clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision | <ul style="list-style-type: none"> -Develops adequate therapeutic relationships with some clients -Some evidence of case conceptualization skills -Some evidence of assessment skills | <ul style="list-style-type: none"> -Does not form adequate therapeutic relationship clients -No evidence of case conceptualization skills -No evidence of assessment skills |
| Professional Dispositions CACREP Counseling, prevention and intervention C9 | <ul style="list-style-type: none"> -Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely | <ul style="list-style-type: none"> -Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate | <ul style="list-style-type: none"> -Improvement needed in one area of this category | <ul style="list-style-type: none"> -Improvement needed in two or more of the areas of this category |
| Utilization of Clinical Supervision- CACREP Counseling, Prevention and Intervention D9 | <ul style="list-style-type: none"> -Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision | <ul style="list-style-type: none"> -Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time | <ul style="list-style-type: none"> -Improvement needed in one area of this category | <ul style="list-style-type: none"> -Improvement needed in two or more areas of this category |

| | Exceeds Standards 4 (94-100) | Meets Standards 3 (87-93) | Approaching Standards 2 (80-86) | Below Standards 1 (79 and below) |
|---|--|--|---|--|
| CACREP Diversity and Advocacy F3 | <ul style="list-style-type: none"> -Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients | <ul style="list-style-type: none"> -Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients | <ul style="list-style-type: none"> -Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision | <ul style="list-style-type: none"> -Unable to identify multicultural issues -Unable to identify social justice and advocacy issues |
| Self-Awareness CACREP Counseling Prevention, and Intervention D9 | <ul style="list-style-type: none"> -High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times | <ul style="list-style-type: none"> -Good self-awareness -Demonstrates insight into impact on others most of the time -Ability to articulate strengths and weaknesses most of the time | <ul style="list-style-type: none"> -Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses | <ul style="list-style-type: none"> -No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses |

EDCD 755 (CA) Program Evaluation Project- Proposal

| | Exceeds Standards 4 (94-100) | Meets Standards 3 (87-93) | Approaching Standards 2 (80-86) | Below Standards 1 (79 and below) |
|---|--|--|--|--|
| Prevention Program Goal CACREP Research and Evaluation J2 | Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound) | Goal mostly follows SMART goals format but needs some improvement/specifications | Goal is reasonable, but does not follow SMART goal format | Goal is inappropriate, irrelevant, or absent |
| Prevention Program Proposal CACREP Research and Evaluation J1 | Proposal is well thought out and researched, relevant to the stated goal, and addresses a need of the community agency site | Proposal is fairly well thought out and/or researched, relevant to the stated goal, and addresses a need of the community agency site | Proposal is not particularly well thought out, or is not relevant to the goal, or is an inappropriate community counseling intervention (not relevant to site needs) | Proposal is not well thought out, is not relevant to the goal, and/or is an inappropriate community counseling intervention |
| Needs Assessment CACREP Research and Evaluation I2 | A needs assessment was conducted. Data were collected and clearly identified, and were used to inform goals of the prevention plan | A needs assessment was conducted. Data were either presented in a confusing way, or were not used to inform goals of the prevention plan | A needs assessment was not conducted, or data were irrelevant to goals of the prevention plan | A needs assessment was not conducted, and outcome data were irrelevant to the goal |
| Literature review CACREP Research and Evaluation I1 | Relevant literature is analyzed and logically presented. Multiple peer-reviewed sources are utilized. There are no grammatical, formatting, or APA errors. | Relevant literature is presented in a logical manner with some analysis. Some peer-reviewed sources are utilized and there are minimal grammatical, formatting, or APA errors. | Relevant literature is presented, but may be illogical or lack analysis. Few peer-reviewed sources are utilized and there are moderate grammatical, formatting, or APA errors. | Literature presented is irrelevant, illogical, and lacks analysis. Peer-reviewed sources are not utilized and there are many writing and APA errors. |

CA Client Satisfaction Surveys

| | | | | |
|--|---|---|---|--|
| (4) Client Response of Strongly Agree | (3) Client response of Mostly Agree | (2) Client response of Neutral | (1) Client response of Mostly Disagree | (0) Client response of Strongly Disagree |
|--|---|---|---|--|

| | Item 1: Client satisfaction with counseling process | Item 2: Client satisfaction with progress on counseling goals | Item 3: Client's report of feeling understood by counselor | Item 4: Client satisfaction with counseling relationship | Item 5: Client's report of life improvement as a result of counseling |
|--|---|---|---|--|---|
| Client 1 | | | | | |
| Client 2 | | | | | |
| Client 3 | | | | | |
| Average score for each item | | | | | |