School Counseling Program
Practicum and Internship Manual

School Counseling Program
Department of Counseling
Gallaudet University
800 Florida Ave., NE
Washington, DC  20002

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Overview of the Manual

This manual is designed for both students and site supervisors. It includes necessary information for navigating the process of both being a Gallaudet University Department of Counseling trainee and being a supervisor. It also includes our professional counselor Code of Ethics.

Site supervisors will find basic information about the Department of Counseling, the School Counseling Program, and the Summers & Online School Counseling Program, as well as specific supervisor roles and responsibilities. This manual is not designed to add to your responsibilities as a supervisor, but rather to take you easily through the process of supervising our students. Here you will find all forms that you will need for both recording training experiences and evaluating performance.

Students should read this manual carefully. Here you will find a comprehensive listing of roles and responsibilities of being a trainee. You will also find all forms needed for proceeding through the practicum and internship process, documenting training experiences, and evaluating performance.

The supervisory experience may very likely be one of the most rewarding experiences of your life, both as a supervisee and a supervisor. The best supervisory relationships have been described by our students as being safe, honest, warm, creative, and genuine. Students appreciate supervisors who show a real interest, are generous with sharing counseling techniques and skills, give uninterrupted attention and time, pay attention to both verbal and non-verbal communication, and are respectful. Respect is a two way street and is a quality supervisors also wish from their supervisees, along with open and honest communication, and a commitment to exploring both their own processes and those of their clients’. It is these qualities that good supervisor/supervisee relationships are built on.
Introduction to the Department of Counseling

The Department of Counseling was established at Gallaudet University in 1971 and the first graduates received their degrees in 1974. Over the years there have been many changes, but the original premise of the department remains. We believe that all individuals who are deaf or hard of hearing have the right to equal opportunity and access to counseling provided by counselors who are highly qualified and competent. We are committed to both finding individuals who wish to do this work, and to training them in the knowledge, skills, and dispositions counselors need.

The Department currently has three programs: Mental Health Counseling Program, School Counseling Program, and Summers & Online School Counseling Program. We are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our students are eligible to apply for National Certified Counselor (NCC) credentials prior to graduation. The School Counseling Program and the Summers & Online School Counseling Program are also accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the District of Columbia (which abides by standards established by the National Association of State Directors of Teachers Education Programs, (NASDTEC). Graduates of the School Counseling training programs are eligible for certification as school counselors in the District of Columbia and the states with which the District of Columbia has reciprocity agreements.

For information, please contact Dr. Kendra Smith, Department Chair at (202) 651-5515 or Kendra.smith@gallaudet.edu.

Introduction to the School Counseling Programs

The School Counseling Program was initiated in 1971 because of a national need to provide appropriate counseling and guidance services to deaf and hard-of-hearing children, adolescents, and their parents in educational settings. Over time, the role of the professional school counselor has changed dramatically, and continues to transform in order to more effectively meet the increasingly diverse racial-ethnic, cultural backgrounds of today’s deaf and hard of hearing students K-12 and their changing academic and learning, career, and personal-social needs.

In 1988, the Summers Only Program was initiated to serve the needs of professionals who worked within the school systems and who desired to make a career change to school counseling, while continuing in their current employment. This program admits students every 3 or 4 years, graduating one cohort of students before admitting another. The program gradually started
adding online courses and in 2011, the program name officially changed to Summers & Online School Counseling Program.

In order to keep up with the changes within our target population, the year-around School Counseling Program has expanded its educational training to 72 graduate credit hours that includes 3 semesters of fieldwork in educational settings for deaf/hard of hearing students. Furthermore, the programs have increasingly infused mental health, multiculturalism and consideration for deaf/hard of hearing students with additional special needs throughout its curricula and fieldwork experiences. Our programs remain as the only graduate training programs in the world that specialize in preparing school counselors to work with deaf and hard-of-hearing students in pre-school, K-12 and post-secondary educational institutions.

For information on the full-time program, please contact Dr. Cheryl Wu, Program Director at (202) 651-5515 or cheryl.wu@gallaudet.edu.

The School Counseling Program - Summers & Online Option

The School Counseling Program, Summers & Online Option is a unique program within the Department of Counseling that serves the needs of professionals in the field who are currently employed in programs serving deaf children and/or adolescents and who wish to seek a master’s degree in School Counseling while continuing in their current employment. This program admits students every 3 or 4 years, graduating one cohort of students before admitting another.

The Summers & Online School Counseling Program follows the same curriculum as the traditional program, and also infuses mental health, multiculturalism, and consideration for deaf/hard of hearing students with additional special needs throughout its curricula and fieldwork experiences. There is one important difference. We give credit to our students for the professional experiences they bring to us and thus require two fieldwork experiences rather than the 3 the full-time students take.

The 2014 - 2017 Summers & Online Option is a 64 graduate hour program that results in a Masters of Arts degree in school counseling. The program requires that students attend three summers of course work at Gallaudet University, and 6 semesters of online coursework, for a total of 3 years in the program. In fall 2016 they will complete a clinical practicum and in spring 2017, they will complete a clinical internship. Students will graduate in May 2017. The recommended sequence of courses and time frame for completing the program can be accessed through the Gallaudet University Department of Counseling website.
It is important to note that students in the 2017 class are also completing the Deaf and Hard of Hearing Infants, Toddlers, and their Families: Collaboration and Leadership Program Interdisciplinary Graduate Certificate. This certificate is an additional 18 credits.

For more information about the School Counseling Program – Summers & Online Option contact the director, Dr. Linda Lytle at linda.lytle@gallaudet.edu.
## School Counseling Program of Studies – Full Time

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<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>Totals</th>
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<tr>
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<tr>
<td>COU 712 Orientation to the Profession of School Counseling</td>
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<td>COU 717 Lifespan Development</td>
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<td>COU 721 Foundations in Helping Skills</td>
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<td>COU 730 Social &amp; Cultural Diversity Foundations &amp; Multicultural Counseling</td>
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<td>COU 732 Theories and Approaches in Counseling &amp; Therapy</td>
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<td>COU 709 Counseling Deaf People</td>
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<td>COU 740 Practicum in School Counseling</td>
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<td>COU 731 SIMSOC: Simulated Society</td>
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<td>COU 795 Emotional and Behavioral Disorders Across the Lifespan</td>
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<td><strong>THIRD SEMESTER</strong></td>
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<td>COU 703 Substance Abuse Prevention for Children &amp; Youth</td>
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<td>COU 795 Crisis and Trauma Counseling</td>
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<td>COU 734 Lifestyles and Career Development</td>
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<td>COU 737 Organization and Administration of School Guidance</td>
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<td>COU 741 Internship I in School Counseling</td>
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<td>COU 748 Principles of Assessment in Counseling</td>
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**Total credit hours required for program completion** | 75 |


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<tr>
<th>Semester and Courses</th>
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<td>COU 730</td>
<td>Social and Cultural Diversity Foundations and Multicultural Counseling</td>
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<td>COU 732</td>
<td>Theories &amp; Approaches in Counseling &amp; Psychotherapy</td>
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<td><strong>Fall 2014</strong></td>
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<td>COU 751</td>
<td>School Based Group Counseling</td>
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<td>COU 748</td>
<td>Principles of Assessment in Counseling</td>
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<td>COU 716</td>
<td>Psychopharmacology for Counselors</td>
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<tr>
<td><strong>Fall 2015</strong></td>
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<tr>
<td>OL COU 734</td>
<td>Lifestyles and Career Counseling</td>
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<td><strong>Spring 2016</strong></td>
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<td>COU 731</td>
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<tr>
<td>OL COU 795</td>
<td>Crisis Counseling in the Schools</td>
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<tr>
<td>OL COU 703</td>
<td>Substance Abuse Prevention for Children &amp; Youth</td>
<td>3</td>
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<td><strong>Summer 2016</strong></td>
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<tr>
<td>COU 702</td>
<td>Play Therapy</td>
<td>3</td>
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<td>COU 737</td>
<td>Organization &amp; Administration of School Guidance Programs</td>
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<td>COU 715</td>
<td>Family Therapy</td>
<td>3</td>
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<td><strong>Fall 2016</strong></td>
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<td>COU 740</td>
<td>Practicum in School Counseling (100 hours)</td>
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<td><strong>Spring 2017</strong></td>
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<tr>
<td>COU 790</td>
<td>Internship in School Counseling (600 hours)</td>
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M.A. in School Counseling awarded May 2017
Organization of Practicum and Internship

Counseling trainees engage in 2 or 3 different levels of fieldwork experience in an educational setting with deaf and hard of hearing students. All site selections and application processes are overseen by the Program Director. To ensure that trainees receive exposure and experience to the full range of the K-12 school counseling settings, by the completion of all the fieldwork experiences (Practicum, Internship I, Internship II), trainees are expected to have worked with students from at least 2 of the following school aged populations: Elementary, Middle School, High School. Furthermore, in line with the department’s revised mission and objectives (Fall, 2006) to prepare our trainees to meet the changing needs of an increasingly culturally diverse deaf/hard of hearing population, by the completion of the fieldwork experiences, trainees will have worked with culturally diverse students/families in at least 40-50% of their cases.

Students typically start their fieldwork experience in the second semester with Practicum. This is the beginning level of fieldwork experience and introduces students to the basic roles and duties of a professional school counselor. This first semester of fieldwork is two days a week in an educational setting with deaf and hard of hearing students in the local Washington DC-VA-MD metropolitan area (or in your home areas for the Summers & Online students). Practicum requires a minimum of 150 total clock hours for full-time students and 100 hours for Summers & Online students. At least 40-60 hours must be direct client (student/family) contact.

Internship I is the intermediate level fieldwork experience that typically takes place in the fall of the student’s second year in the program, and is often a continuation in the same educational setting that the student begins at for Practicum. By this time, the counselor trainee is expected to be more comfortable in their professional role, more familiar with their school site, and able to take on more counseling responsibilities. Internship I is a two-day-a-week placement that requires a minimum of 200 total clock hours of which at least 60-80 hours must be direct client (student/family) contact. Internship I is not required for the Summers & Online students.

Internship II is the most advanced fieldwork experience that spans a full semester, full-time, 5 days/wk. at a placement that is typically outside of the Washington, DC area. Internship II is designed to allow students to gain experience in nearly all aspects of the counselor role and they are seen as fully contributing members of the educational setting to which they are assigned. During this final internship, students are required to obtain 600 total clock hours of which 240 of these hours are direct client (i.e. student, family) contact. Students are encouraged to carefully explore options and to seek educational settings that allow them to gain experience that fits with their career interests and goals.
In summary, it is expected that students will have a minimum of the following hours:

<table>
<thead>
<tr>
<th>Total Clock Hrs.</th>
<th>Direct Contact Hrs.</th>
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<tbody>
<tr>
<td>Practicum (2 days/wk):</td>
<td>150 clock hours</td>
</tr>
<tr>
<td>*Internship I (2 days/wk):</td>
<td>200 clock hours</td>
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<tr>
<td>Internship II (5 days/wk; full-time):</td>
<td>600 clock hours</td>
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</table>

*These placements typically total 240 clock hours each semester, as calculated by 16 hrs/wk x 15 wks.

**Student Professional Liability Coverage**

Gallaudet University carries professional liability insurance for students in training. Students are encouraged to purchase additional student liability insurance through the American Counseling Association (ACA) or other insurance carriers. These student policies can be obtained at a very reasonable rate. It is particularly important that you purchase an individual policy if you will be completing training hours outside of the regular university semester dates.

**Student Performance**

It is understood that practicum and internship experiences are processes and that personal and professional growth is cumulative. Trainees are expected to be open to their own self-exploration, to be willing to examine their counseling interaction and skill development, and to be open to the process of supervision. Integration of theoretical knowledge and practical experience is expected. Nevertheless, sometimes trainees do not progress through training as expected and desired.

If student performance is of concern, site supervisors are expected to immediately share these concerns with both the student and the faculty supervisor. Faculty supervisors can then be very helpful in assisting the training process by, for example, changing the nature of the supervision process or increasing the amount of supervision.

In addition there are occasions when ethical concerns are present. Effective performance of counseling duties, while adhering to professional ethics, is a part of the skill set trainees need to develop. Accordingly the Department sees it as
part of their duty to assure that trainees have opportunities to openly discuss issues of ethical behavior and furthermore to ascertain that they have sufficient support to correct behavior which may be problematic. Any concern about ethical behavior, difficulty with boundaries, and/or moral decision making should be shared with the faculty supervisor immediately. The faculty supervisor and department faculty, in consultation with both student and site supervisor, will decide on action needed.

Remediation of professional performance deficiencies is a responsibility the Department takes seriously. Additional coursework, personal psychotherapy, or changes of placement sometimes make a big difference and the trainee is often able to continue training successfully. At other times, the faculty may determine that more serious action is needed and the Program Director may require a withdrawal of the trainee from their placement. In other circumstances, it is possible the student will be asked to withdraw from the Program. The intent is always foremost to protect client welfare.

Confidentiality and Ethics:

Supervision is a confidential process, similar to the therapy process. Personal and confidential information will likely be shared among trainees during group supervision and between trainee and site and faculty supervisors during individual supervision. It is the supervisor’s and student’s responsibility to adhere to the ACA code of ethics with regard to confidentiality. Information expressed by others (e.g., supervisors or peers in group supervision) should not be shared outside of supervision. The supervisor/supervisee relationship has the same limits to confidentiality that exist in the therapy relationship and supervisors are obligated to break confidentiality to protect supervisees from harming themselves or others (e.g., clients).

Professional Dress Code for Fieldwork (Practicum and Internships):

Students must follow a professional dress code. The purpose is both to respect the people in the work settings and to represent a professional demeanor and attitude. Clothing should be appropriately formal and conservative. Tattoos must be completely covered (long sleeves, etc.). Visible piercing, besides earrings, must be removed (tongue, facial, etc.) Bare midriffs or other types of inappropriate body exposure are not acceptable. Questions regarding dress code should be addressed to assigned faculty supervisors prior to beginning the fieldwork experiences.
Practicum/Internship Site Supervisor Guidelines

The Gallaudet University Department of Counseling sees our Site Supervisors as vital components of our training program and as partners in the development of professional counselors working with deaf and hard-of-hearing individuals and their families. You, your skills, and your knowledge, are highly valued. We also recognize that you are taking on considerable professional responsibility in agreeing to supervise our students for you are responsible for their work. To honor and assist in this important supervisory role, we offer this guideline.

As a Practicum/Internship Site Supervisor, I agree to:

1. Provide appropriate physical work space, private office space for client sessions, telephone/tty/videophone, internet hook-up, and supplies.

2. Provide orientation to the school operating procedures, policies, goals, and employees.

3. Provide a full range of school counselor experiences.

4. Allow trainees to review student files, under supervision if necessary.

5. Identify an appropriately trained, licensed, and certified individual to provide supervision. This individual ideally has a Master’s or Doctoral degree in Counseling or related field and holds certification in their professional field. Supervisors should have a minimum of two years professional experience as a counselor, and preferably as a supervisor.

6. Provide a minimum of one hour a week one-on-one supervision and be available daily for consultation.

7. Provide certified ASL interpreters for deaf and hard-of-hearing trainees as needed for supervision, meetings, and training (if possible but if not, then the Department of Counseling will do what it can to facilitate arrangements for my site).

8. Allow trainees to take part in school in-service and training opportunities.

10. Allow trainees both time and technology to meet with their faculty supervisor. For out of town internships, this means 1 hour weekly individual supervision by videophone/telephone and one and a half hours weekly group supervision using AIM chatroom, BlackBoard, telephone, or other synchronous method.

11. Communicate with Gallaudet University faculty promptly if there is any concern about student performance or ethics.
12. Either observe trainee’s work with clients a minimum of twice a semester, or allow the trainee’s faculty supervisor to do so. This observation may be live, through a one-way window, or on videotape.

13. Allow video or audio tapes of client sessions (with client permission) to be reviewed by the faculty supervisor if requested.

14. Be mindful of the importance of formative evaluation of student performance as well as a summative evaluation.

15. Complete the following Forms in a timely manner:

   Supervision Agreement with Trainee Form

   Fieldwork (Practicum/Internship) Contract

   Supervisor Observation Form

   Trainee Evaluation Form - Mid-semester evaluation

   Trainee Evaluation Form - Final evaluation

   Verification/Signatures on Trainee Time logs (monthly and comprehensive)

   Signature on Trainee Practicum/Internship Summary Forms

Site Supervisor Signature ________________________________

Date ________________________________
Practicum/Internship Trainee Guidelines

As a counselor trainee from the Gallaudet University Department of Counseling you are entering a vital component of your training program. Practicum and internships are collaborative partnerships among your department and faculty, your school setting and site supervisor, and yourself. As a trainee, you enter into a rich learning environment, and grow in ways that are truly remarkable. To honor and assist in this important trainee role, we offer this guideline.

As a Practicum/Internship Trainee, I agree to:

1. Obtain student professional liability insurance (strongly recommended, but optional)
2. Maintain professional appearance, punctuality, and behavior
3. Become aware of the school operating procedures, policies, goals, and employees.
4. Participate in a full range of school counselor experiences appropriate to my level of development.
5. Review student files and keep entries up to date.
6. Participate in a minimum of one hour a week one-on-one supervision with my site supervisor.
7. Participate in a minimum of one and one half hour per week of group supervision(face to face for practicum; on-line group supervision for internship) conducted by my faculty group supervisor from the department.
8. Participate in school in-service and training opportunities.
9. Attend weekly supervisory meetings with my assigned faculty supervisor. For out-of-town internships, this means 1 hour weekly individual supervision on telephone or videophone and one and a half hours weekly group supervision using telephone, AIM chatrooms or BlackBoard. Talk with my site supervisor prior to beginning my internship to make sure this technology is available to me.
10. Communicate with Gallaudet University DoC faculty promptly if there is any concern about my performance or ethics.
11. Make arrangements for my supervisor to observe my counseling sessions with clients a minimum of twice a semester. This observation may be through a one way window, videotape, or live (in-room). Be sure I have obtained the appropriate informed consent releases.
12. Make video or audio tapes of client sessions (with client permission) to be reviewed by my faculty supervisor if requested.
13. Complete weekly progress notes on a minimum of 2 clients (individual or group) for the duration of the Practicum and Internship I semesters. These notes are given to my assigned Faculty Supervisor for review and evaluation purposes.

14. Complete weekly progress notes on 1 individual client, and 1 school counseling group at least for the beginning of the Internship II period. These notes are given to my assigned Faculty Supervisor for review and evaluation purposes until the time that my supervisor determines that my notes are satisfactory.

15. Complete time logs (monthly and comprehensive) for each semester of Practicum and Internship. Forms provided by the Department of Counseling.

16. Complete Practicum Summary Form at the end of the semester of practicum. Form provided by the Department of Counseling

17. Complete Internship I and II Summary Forms at the end of internship periods. Forms provided by the Department of Counseling.

18. Complete and provide faculty supervisor with weekly schedules of time spent (Practicum and Internships)

19. There are many forms that need to be completed during my training. Some of these forms and their deadlines will need to be given to my site supervisor. It is my responsibility at the beginning of each semester to ascertain these deadlines and provide the forms to my site supervisor. All of these original forms, once completed, need to be submitted to my faculty supervisor. I will be certain to keep copies for myself and give copies to my site supervisor.

    Fieldwork (Practicum/Internship I and II) Information Form
    Practicum Approval Form
    Internship I Approval Form
    Internship II Approval Form
    Practicum I Summary Form
    Internship I Summary Form
    Internship II Summary Form
    Supervision Agreement and Trainee Goals
    Fieldwork Contracts for Practicum I, Internship I, Internship II
    Client Progress Notes
    Group Counseling Progress Notes
Weekly Schedules of time spent

Observation form

Trainee Evaluation Form - Mid-semester evaluation

Trainee Evaluation Form - Final evaluation

Teacher Evaluation of Counselor Trainee Form

Evaluation of Site Supervisor Form

Evaluation of Faculty Supervisor Form

Trainee Signature ______________________________ Date ______________
Practicum/Internship Faculty Supervisor Guidelines

Practicum and internships are collaborative partnerships among schools, site supervisors, student trainees, the Gallaudet University Department of Counseling and the faculty supervisor. The ultimate responsibility for training lies with the faculty supervisor. To honor and assist in this important supervisory role, we offer this guideline.

As a Practicum/Internship Faculty Supervisor, I agree to:

1. Verify that the trainee is eligible to enter into the appropriate level of practicum and internship experience.

2. Provide orientation, training, and on-going contact and consultation to site supervisor.

3. Provide effective and timely feedback to trainees on their performance.

4. Review all submitted forms and maintain student field experience file.

5. Provide a minimum of one hour a week one-on-one supervision and be available for consultation. For out of town internships, this means 1 hour weekly individual supervision on telephone, videophone, or AIM.

6. Provide a minimum of 90 minutes per week of group supervision. For out of town internships, this means weekly group supervision using telephone, AIM chatroom, BlackBoard or other synchronous technology.

7. Communicate with student and site supervisor if there is any major concern regarding performance or ethical behavior or if any changes need to be made in structure or timing of practicum or internship.

8. Observe trainee’s work with clients a minimum of twice a semester, or verify the site supervisor has done so. This observation may be through a one-way window, videotape, or live.

9. Request and review videotapes of client sessions (with client permission) as needed.

10. Submit a grade for the student.

Faculty Supervisor Signature _________________________

Date____________________________________________
FORMS
Student Name:____________________ Practicum or Internship I / II

Semester/Yr:___________

Site Address:__________________________

_________________________________________________________________

Site Supervisor's Name:_______________________

Site Supervisor's E-Mail Addresses: ____________________________

Site Supervisor's phone/pager numbers: _________________________

Site Supervisor's VP Number:___________________________

Site Phone and Fax numbers: _________________________

Site VP Number:___________________________________

Student's Mailing address:_____________________________

Student's E-Mail/T-mail/AOL AIM addresses: __________________

Student's phone number contacts: ___________________________
This form should be completed after first semester mid-term grades are available.

Name of student: ________________________________________

Projected date to begin practicum: __________________________

Mid-semester grades (these courses are prerequisites for practicum with passing grade ≥ “B”, FHS and Multicultural grades must be ≥ “B”):

Foundations of Helping Skills: _______  Orientation to School/MH Counseling: ______

Theories and Approaches: __________ Lifespan Development: __________

Multicultural Foundations: __________

GU-ASLPI rating: ________________(required ≥ 2+)

Pre-practicum requirements NOT completed:

________________________________________________________________________

________________________________________________________________________

Previous Experience

<table>
<thead>
<tr>
<th>Description of experience</th>
<th>Where</th>
<th>Supervisor</th>
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</table>

Special interests and population desired in practicum?

________________________________________________________________________

Your strengths/weaknesses as applied to practicum:

________________________________________________________________________

Preliminary personal goals for your practicum assignment:
Recommendations:

Faculty Instructor, FHS: ____________________________

Faculty Advisor: ________________________________

Program Director: ________________________________

Approved for practicum: ____________________________

Date of practicum: ________________________________

Practicum site: ________________________________

Practicum supervisor: ________________________________

Highest degree and field: ________________________________

License: ________________________________

Telephone/tty/videophone: ________________________________

Fax number: ________________________________

Email: ________________________________
This form should be completed after second semester mid-term grades are available.

Name of student: ________________________________________

Projected date to begin Internship I: __________________________

Mid-semester grades (these courses are prerequisites for practicum):

Practicum 740 _______ (required “B” or above)

School Based Group Counseling: _______ (required “B” or above)

Emotional and Behavioral Disorders Across the Lifespa_____ (required "B")

Pre-Internship I requirements NOT completed:

__________________________________________________________

Previous Experience

<table>
<thead>
<tr>
<th>Description of experience</th>
<th>Where</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Additional areas of interest in counseling training and/or population(s) desired in Internship I

What areas of professional counselor competencies and personal competencies have you grown the most in during your Practicum? What areas do you desire to address in Internship I?
Preliminary Goals/Objectives for Internship I:

________________________________________________________________

________________________________________________________________

Recommendations:

Faculty Instructor, Practicum: ____________________________
Facility Advisor: ____________________________
Program Director: ____________________________

Approved for Internship I: ____________________________

Projected Start Date of Internship I: ____________________________

Internship I Site: ____________________________
Internship I Site Supervisor: ____________________________
Highest degree and field: ____________________________
License (if applicable): ____________________________
Telephone/tty/videophone: ____________________________
Fax number: ____________________________
Email: ____________________________
GALLAUDET UNIVERSITY  
Department of Counseling  
School Counseling Program  
Internship II Approval Form

This form must be completed as soon as students have negotiated an internship with an appropriate site (at least two weeks prior to the completion of the semester preceding the internship).

Name of student: _________________________________

Projected date of graduation: _____________________

Pre-Internship II Requirements:

_____ Internship I Grade (required ≥ “B”)  _____ Qualifying Exams (≥ 75% in each course area)

_____ GU ASL-PI Rating of ≥ 3

_____ Passing Grade (≥ “B”) in ALL Required Program Courses (Sem. I-III)

Pre-internship II requirements not completed: (List any which need to be completed)

________________________________________________________________________

________________________________________________________________________

Name of proposed Internship II site: _________________________________

Site Address: _________________________________________________________

________________________________________________________________________

Site supervisor’s name: ________________________________________________

Job title: ____________________________________________________________

Highest degree and field: ________________________________

License: ____________________________________________________________


Telephone/tty/videophone:___________________________
__________________________________________

AIM/AOL:_____________________________________

Fax:_________________________________________

Email:________________________________________

Contact person (if other than site supervisor):

Name:_________________________________________

Address: _____________________________________

_____________________________________

_____________________________________

Telephone/tty/videophone:_________________________
___________________________________________

Fax: _______________________________________

Email: _____________________________________

Previous Fieldwork

<table>
<thead>
<tr>
<th>Site</th>
<th>Supervisor</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

Relevance of proposed internship to objectives, activities and professional growth during previous fieldwork:
Initial Internship II Goals:

____________________________________________________________________________________________________________________________________________________

Dates of Internship II

Beginning: __________________________________________

Ending: __________________________________________

Approvals

Academic Advisor: _________________________________ Date: ____________

Program Director: _________________________________ Date: ____________
GALLAUDET UNIVERSITY
Department of Counseling
School Counseling Program
Practicum Summary Form

Student:___________________     ID#_____________

Practicum Period (mo/day/yr) Start Date:_______End Date: _________

Practicum Site Name and Address:

________________________________________
________________________________________
________________________________________

Practicum Site Supervisor/Title/License if applicable

________________________________________

Practicum Site Supervisor Contact Information (phone/fax/e-mail/vp#)

____________;  _______________;  _____________; _____________

Summary (general) List of Practicum Activities/Duties/Tasks:

Total Number of Practicum Hours:_______

Total Number of Direct Client Contact Hours:_______

Student Signature and Date: ___________________________

Site Supervisor Signature and Date:_______________________

Faculty Supervisor Signature and Date:______________________

GALLAUDET UNIVERSITY
Department of Counseling
School Counseling Program

Internship I Summary Form

Student:___________________     ID#_____________

Internship I Period (mo/day/yr) Start Date:_______End Date:_______

Internship I Site Name and Address:

________________________________________
________________________________________
________________________________________

Internship I Site Supervisor/Title/License if applicable

________________________________________

Internship I Site Supervisor Contact Information (phone/fax/e-mail/vp#)

____________;  _______________;  _____________; _____________

Summary (general) List of Internship I Activities/Duties/Tasks:

Total Number of Internship I Hours:_______

Total Number of Direct Client Contact Hours:_______

Student Signature and Date: ___________________________

Site Supervisor Signature and Date:_______________________

Faculty Supervisor Signature and Date:______________________
GALLAUDET UNIVERSITY
Department of Counseling
School Counseling Program
Internship II Summary Form

Student:___________________     ID#________________

Internship II Period (mo/day/yr) Start Date:________End Date:________

Internship II Site Name and Address:

________________________________________

________________________________________

________________________________________

Site Supervisor/Title/License if applicable

________________________________________

Site Supervisor Contact Information (phone/fax/e-mail/vp#)

____________;  _______________;  ___________; ___________

Summary (general) List of Internship II Activities/Duties/Tasks:

Total Number of Internship II Hours:_______

Total Number of Direct Client Contact Hours:_______

Student Signature and Date: _______________________________

Site Supervisor Signature and Date:________________________

Faculty Supervisor Signature and Date:______________________
Department of Counseling  
Gallaudet University  
School Counseling Program  
SUPERVISION AGREEMENT

Supervisor: ________________________
       (name)
Supervisee: ________________________
       (name)
Internship/Practicum Site: ________________

The purpose of this form is to acquaint you and your supervisor, to describe the supervision process, to involve you in structuring your supervision experience, and to give you the opportunity to ask any questions you may have regarding supervision.

Period of Supervision
The period of supervision will be from _____ (month/yr) to _____(month/year)

Supervisor’s Professional Disclosure Statement
[Insert a brief statement about his or her credentials (i.e., degree, certification, and license) and position within the agency. Include previous supervision experience with practicum/interns].

Supervision Process
Supervision is an interactive process intended to monitor the quality of student (client) care, to improve clinical skills, and to facilitate professional and personal growth. You can expect to receive timely verbal and written feedback on your counseling interventions and to have a supportive environment in which to discuss client-related concerns and the development of your clinical skills. You will be expected to participate actively in the supervision process, to arrive on time and be prepared for each session, and to complete all required written work in a timely manner.
Supervision is different from therapy, but like therapy, supervision involves benefits and risks. Possible benefits to you include an improvement of your case conceptualization and intervention skills and an increased sense of professional identity. Some possible risks to you include discomfort arising from close scrutiny of your knowledge and skills.

A typical supervision session may include

[Insert a brief description of the expectations of supervision. You need to develop this with your supervisor.]

Practical Concerns
We will meet weekly for one-hour individual supervision sessions.

[Insert additional practical and/or logistical issues, such as, what to do if you need supervision but your supervisor isn’t in the office or how often you will provide your paperwork for review.]

Evaluation and Due Process
Your supervisor will provide you with ongoing written and verbal feedback throughout the period of your training. Formal written evaluations will be conducted twice each semester – once at the mid point and again at the end of the semester. The supervisor will use the evaluation forms provided by the Department of Counseling. Please read these in advance so that you may become familiar with the areas addressed in the evaluation.
If at any time you are dissatisfied with your supervision or the evaluating process, please discuss this with your field supervisor. If we are unable to resolve your concerns, you should discuss your concerns with your faculty supervisor.
Legal/Ethical Issues
You must inform each client of your trainee status and provide them with the name of your supervisor. All documents and reports must also indicate your trainee position.

[Discuss with your supervisor and insert here any additional legal policies specific to your agency, such as, how clinical emergencies are handled or who must be on-site while you are with a client. Make sure to develop this section with your supervisor.]

Supervision is not intended as personal counseling or therapy for you. You are strongly encouraged to seek counseling or therapy if any personal concerns arise. Furthermore, the content of the supervision sessions and evaluations of your development and progress may be shared with

[insert names/positions of other people within the agency who the supervisor may talk to about the content of your supervision and evaluations],

and faculty from the Department of Counseling. Information from your supervision may also be disclosed to appropriate parties if treatment of a client violates the legal or ethical standards set forth by the American Counseling Association (ACA),

[insert other applicable organizations, e.g., APA or NASW, depending on your site],
and all laws of [Insert laws related to your state.]
governing our practice.

Statement of Agreement
I have read, understand and agree to the information contained in this document.

Supervisee Signature __________________________  Date __________________

Field Supervisor Signature __________________________  Date __________________
Name: ___________________________________________

School Site:_______________________________________

Description of your personal strengths:

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

Areas of Counseling Competency (awareness, knowledge, specific skills) that need to be strengthened:

_____________________________________________

_____________________________________________

_____________________________________________

_____________________________________________

On a separate page, identify at least 3 to 5 specific objectives, the ways in which you will achieve them, and how you will evaluate your progress with each. Be sure your contract is signed by yourself and your site supervisor and dated. AT LEAST, 1 goal must be diversity related and/or address a culture-specific population.
## SAMPLE FIELDWORK CONTRACT

<table>
<thead>
<tr>
<th>Goals</th>
<th>Method</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1. to write age-and developmentally appropriate IEP counseling goals | 1a. review student files and their prior IEP Counseling goals for appropriate examples  
1b. Identify, critically reflect, discuss, and evaluate goals with Site Supervisor assistance.  
1c. Identify and develop IEP goals on own without supervisor assistance. | Site Supervisor review and feedback.                     |
| 2. to build trust and effective collaborative relationships with students’ parents | 2a. Maintain periodic contact with students’ parents to keep them informed of their child’s general progress in counseling  
2b. Have at least 1 face-to-face parent meeting in the semester, or connect through videophone or phone conference | 2a,b. Site Supervisor and Parent feedback; formal written evaluations of counselor trainee’s performance. |
| 3. to begin to apply counseling theory(ies) in formulating clinical impressions/hypotheses relative to client cases | 3a. Brainstorm potential counseling theories that may be relevant to cases  
3b. With Site supervisor support, critically review and narrow down above list to the theoretical orientation (or combination) that appears most fitting to client situations  
3c. Do formal write up with clinical hypotheses/ impressions that apply the selected theoretical orientations with supportive evidence from clients’ present/past histories. | 3 a,b,c. Site and Faculty supervisor review and feedback – discussion and review of written write up. |
| 4. To deepen my client’s understanding of his/her cultural identity development and its impact on his/her social relationships | 4a. In individual counseling will work with client to explore and develop their cultural story;  
4b. With client will do select readings and videos that address related topics to client’s cultural background and histories.  
4c. With client will help to start construction of a Cultural Identity Time Ball and journaling. | 4. Site and Faculty supervisor and peer group discussion and feedback |
School Counseling Individual Session Notes

Client Initials or ID#:
Date:
Session number:

General Summary
How did the session open?

What general issues/topics were discussed?

How did the session close?

Process:
What was client’s presenting issues/problems/concerns? Specify significant details.

Describe client’s mood, affect, behavior—stable, different/same as previous session? How do you understand your client’s presentation?

What was your own mood, affect, behavior in the session?

What underlying issues were you aware of?
What were the client’s reactions to you and your comments/interactions?

What were your reactions to client’s comments/reactions?

How do you understand this client after this session? Think of behavior, thought processes, and feelings. Are there any connections to client’s patterns of behavior, thought, emotion from his/her history and/or previous counseling sessions?

What did you learn from this session? This could be about the client, about yourself, about the process of counseling, or just about anything. Be introspective in your answer.

What will your focus be for the next session?
School Based Group Counseling Session Notes

Group Members (Name Initials):
Date:
Session number:

Group Facilitators/Leaders:

Type of Group:

Group Content:

- describe specific topics or issues that were addressed
- describe opening and closing of session
- describe any particular exchanges and/or interactions between and among group members and leaders that you felt to be most significant

Group Process:
Describe group members’ affect throughout session- note any particular changes?

What was your affect?

Comment on communication dynamics among members (including leaders) throughout the session and note any interactions that were of particular significance to the group’s process
What underlying issues were you aware of at any point during the group session?

Any particular reactions/responses from group members to you or your co-leader(s) comments/interactions?
What were your reactions to group members’ comments/reactions?
How do you understand the group’s process after this session? Think of behavior, thought processes, and feelings.

What did you learn from this session? This could be about the group members, about yourself and/or your co-leader(s), about the process of group counseling, or just about anything. Be introspective in your answer.

What will your focus be for the next group session?
Rubric
Colleague Evaluation of
Presentation by Counseling Student

TOPIC __________________________ PRESENTER ______________________________

DATE OF PRESENTATION __________ RESPONSIBILITY ____________________________
(teacher, parent, counselor, psychologist, social work etc)

<table>
<thead>
<tr>
<th>Cannot Respond (0)</th>
<th>Definitely No (1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>Definitely Yes (5)</th>
</tr>
</thead>
</table>

Please circle one number for each question

1. The lecture appeared to be carefully and thoroughly planned.
   0  1  2  3  4  5

2. The time during the presentation was used effectively.
   0  1  2  3  4  5

3. The student exhibited a thorough understanding of the material of the presentation.
   0  1  2  3  4  5

4. The intern used power point slides and/or audiovisual equipment effectively.
   0  1  2  3  4  5

5. The student stayed on task and/or content during the time of presentation.
   0  1  2  3  4  5

6. Questions by and participation of participants was encouraged.
   0  1  2  3  4  5

7. The student was able to communicate the content of the presentation effectively.
   0  1  2  3  4  5

8. If I had an opportunity, I would attend another presentation by the student.
   0  1  2  3  4  5
GALLAUDET UNIVERSITY  
Department of Counseling  
School Counseling Program  
MONTHLY TIME LOG  
☐ Practicum ☐ Internship (check one)  

SEMESTER: ____________  MONTH: _______________  YEAR: _____________  
Name of Student: _________________________  Site: ______________________  

<table>
<thead>
<tr>
<th>Direct Contact</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Monthly TOTAL</th>
<th>TOTAL To Date</th>
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<tbody>
<tr>
<td>Intake Interview</td>
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<td>Individual Counseling</td>
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<tr>
<td>Group Counseling, Psycho-Education, Guidance Groups, &amp; “Other” Group work</td>
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<tr>
<td>Parent Education/ Family Supportive Counseling</td>
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<td>Transition/Career Counseling</td>
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<tr>
<td>Case Management w/ client present</td>
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<tr>
<td>Case Conferences/ other meetings specific to client (IEP, parent-teacher mtg, etc.)</td>
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<tr>
<td>Any consultation with school personnel/helping professional specific to client (w/ or w/o client present)</td>
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<tr>
<td>Observations of client(s) – School, Home, Community, etc.</td>
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<tr>
<td>Other:</td>
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### Indirect Contact

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<th>Week 1</th>
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<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Monthly TOTAL</th>
<th>TOTAL to Date</th>
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</thead>
<tbody>
<tr>
<td>Consultation – general issues, students at large</td>
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<tr>
<td>General Observations</td>
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<tr>
<td>Progress notes, Reports, Paperwork; File reviews</td>
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<tr>
<td>Case Management w/o client present</td>
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<tr>
<td>Professional Development/Training</td>
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<td>Community Outreach &amp; Education</td>
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<td>School wide events/activities</td>
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<td>Other:</td>
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<tr>
<td><strong>TOTAL (Indirect Contact)</strong></td>
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### Supervision

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<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Monthly TOTAL</th>
<th>TOTAL to Date</th>
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</thead>
<tbody>
<tr>
<td>Individual- Faculty</td>
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<tr>
<td>Individual- Site</td>
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<tr>
<td>Group- Faculty</td>
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<tr>
<td>Group-Case Conference/Staffings-Site</td>
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<tr>
<td><strong>TOTAL (Supervision)</strong></td>
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### TOTAL CLOCK HOURS

|                     |        |        |        |        |        |               |               |

- Student’s Signature: ____________________________ Date: ____________
- Site Supervisor’s Signature: ____________________________ Date: ____________
- Faculty Supervisor’s Signature: ____________________________ Date: ____________

# NEW Individual Clients: ________  # NEW Groups: ________  # NEW Families: ________
# Total Individual Clients: ________  Total # Groups: ________  Total # Families: ________

Number of Clients:  
Race/Ethnicity (identify only new additions to caseload)  

0-5  Elementary  Middle School  High School
<table>
<thead>
<tr>
<th>Direct Contact</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Intake Interview</td>
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<tr>
<td>Individual Counseling</td>
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<tr>
<td>Group Counseling</td>
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<tr>
<td>Psycho-Education, Guidance Groups, &amp; “Other” Group work</td>
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<tr>
<td>Parent Education/ Family Supportive Counseling</td>
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<tr>
<td>Transition/Career Counseling</td>
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<tr>
<td>Case Management w/ client present</td>
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<tr>
<td>Case Conferences/ other meetings specific to client (IEP, parent-teacher, mtg. etc.)</td>
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<tr>
<td>Any consultation with school personnel/helping professional specific to client (w/ or w/o client present)</td>
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<tr>
<td>Observations of client(s) – School, Home, Community, etc.</td>
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<tr>
<td>Other:</td>
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<td>Other:</td>
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TOTAL (Direct Contact)

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<thead>
<tr>
<th>Indirect Contact</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>Month 6</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Consultation – general issues, students at large</td>
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<tr>
<td>General Observations</td>
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<tr>
<td>Progress notes, Reports, paperwork, File reviews</td>
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<td>Case Management w/o client present</td>
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<tr>
<td>Professional Development/Training</td>
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<tr>
<td>Community Outreach &amp; Education</td>
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<td>School wide events/activities</td>
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<td>Other:</td>
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<tr>
<th>TOTAL (Indirect Contact)</th>
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<table>
<thead>
<tr>
<th>Supervision</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
<th>Month 5</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Individual- Faculty</td>
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<td>Individual- Site</td>
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<tr>
<td>Group- Faculty</td>
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<tr>
<td>Group-Case Conference/Staffings-Site</td>
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<tr>
<th>TOTAL (Supervision)</th>
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<table>
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<tr>
<th>TOTAL CLOCK HOURS</th>
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</thead>
</table>

Student’s Signature: ___________________________ Date: ____________
Site Supervisor’s Signature: ___________________________ Date: ____________
Faculty Supervisor’s Signature: ___________________________ Date: ____________

# NEW Individual Clients: ________ # NEW Groups: ________ # NEW Families: ________
# Total Individual Clients: ________ Total # Groups: ________ Total # Families: ________
Number of Clients: Race/Ethnicity (identify only new additions to caseload)

(Circle all that apply) 0-5 Elementary  Middle School  High School
Observation of trainees counseling skills is an important component of training and the Department requires this be completed at a minimum of twice a semester. This requirement can be met in either of two ways: direct observation, with the supervisor in the room or observing through a one way window, or observation of a videotaped session.

Please check this box if sessions are routinely or often observed and select 2 sessions to comment on.

This form confirms that trainee _____________________, was observed on the following dates:

______________________
______________________
Additional dates
______________________
______________________

Observation 1:
Type of session (circle one):
individual   group   family   IEP   ITP   Other: specify___________________

Comments:

Observation 2:
Type of session (circle one):
individual   group   family   IEP   ITP   Other: specify___________________
Meeting with Faculty Supervisor, Site Supervisor and Trainee:

Date: ____________
General Agenda & Comments:

Date: ____________
General Agenda and Comments:

Signature of Trainee_______________________________   Date_______
Signature of (Site/Faculty) Supervisor__________________  Date_______
Signature of Faculty Supervisor______________________  Date_______
**Additional Site Observation Activities:**

Date: ________  Supervisor Signature________________________________________

Activity:______________________________________________________________

Comments:

Date: ________  Supervisor Signature________________________________________

Activity:______________________________________________________________

Comments:

Date: ________  Supervisor Signature________________________________________

Activity:______________________________________________________________

Comments:

Date: ________  Supervisor Signature________________________________________

Activity:______________________________________________________________

Comments:
Additional Observations:

Observation #________
Type of session (circle one):
individual  group  family  IEP  ITP  Other: specify____________________

Date: __________

Comments:

Observation #________
Type of session (circle one):
individual  group  family  IEP  ITP  Other: specify____________________

Date: __________

Comments:
GALLAUDET UNIVERSITY
Department of Counseling
School Counseling Program

Practicum: Counselor Trainee Evaluation by Site Supervisor Form

Counselor Trainee: ___________________________ Semester/Year: _____________

Name of Site Supervisor: ___________________________ 

Name of Practicum Site: ___________________________

Date of final evaluation: ___________________________

Evaluations are an ongoing process that follows a student-trainee throughout their fieldwork experiences and allows for students and supervisors to identify areas of strengths and weaknesses in the student’s professional development. **Both** Site Supervisor AND student are to complete the following items with regard to where the student is functioning **toward the end** of the student’s fieldwork experience at the end-of-semester. Ratings shall be reviewed together by supervisor and student before the evaluation is submitted to the faculty supervisor. **A minimum overall score of “2” and above is required to continue into the 3rd semester.**

Scale: Not seen Minimal Satisfactory Good Very Good  
0----------------1-------------------2-------------------3-------------------4

*Use “N/A” to designate items that do not apply at this time or at this site.*

**COUNSELING SKILLS**

<table>
<thead>
<tr>
<th>Student Self-Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Self-Awareness/Knowledge/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Trainee is able to establish positive rapport and trust with students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainee demonstrates basic listening skills with students</td>
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<tr>
<td></td>
<td></td>
<td>Trainee demonstrates basic probing skills with students</td>
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<tr>
<td></td>
<td></td>
<td>Trainee demonstrates basic reflecting skills with students</td>
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<tr>
<td></td>
<td></td>
<td>Trainee demonstrates basic paraphrasing skills with students</td>
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<tr>
<td></td>
<td></td>
<td>Trainee demonstrates empathy and respect for students</td>
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<tr>
<td></td>
<td></td>
<td>Trainee demonstrates recognition and respect for student’s cultural identity(ies), worldview, value orientation.</td>
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<tr>
<td></td>
<td></td>
<td>Trainee is able to establish a productive working relationship with students</td>
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<tr>
<td><strong>Trainee demonstrates the expressive and receptive sign language skills to communicate effectively with students in their preferred communication modalities</strong></td>
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<tr>
<td>Trainee understands the psychological and social implications and needs of deaf/hard of hearing children and adolescents.</td>
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<tr>
<td>Trainee is able to consider and discuss the value of various counseling theories</td>
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<tr>
<td>Trainee is able to focus on specific student behaviors/issues</td>
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<tr>
<td>Trainee is able to recognize the impact of the counselor behavior on student</td>
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<tr>
<td>Trainee has a beginning awareness and understanding of his/her own cultural identity(ies), the values s/he holds about human behavior, his/her standard for judging normality and abnormality, and how this can impact the counseling relationship and process with his/her student.</td>
<td></td>
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<tr>
<td>Trainee demonstrates beginning ability in appropriate record keeping and clinical documentation writing- e.g. progress notes, IEP and/or IEP goal writing, etc.</td>
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<tr>
<td>Trainee is able to develop basic counseling goals and intervention plan</td>
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<tr>
<td>Trainee can begin to differentiate between content and process in the counseling session</td>
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<tr>
<td>Trainee demonstrates progress in helping students reach formulated goals</td>
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<tr>
<td>Trainee recognizes transference and countertransference reactions</td>
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<tr>
<td>Trainee is perceptive to student cues</td>
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<tr>
<td>Trainee demonstrates ability to organize case material</td>
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<tr>
<td>Trainee demonstrates ability to deliver a case presentation that includes: client referral information, presenting problems/issues, background histories, general assessment information.</td>
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<tr>
<td>Trainee demonstrates basic understanding and interpretation of psychoeducational assessment data</td>
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<tr>
<td>Trainee demonstrates ability to terminate short and long term therapeutic relationships</td>
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</tbody>
</table>

**Comments on trainee’s counseling skill set and behavior:**
## ETHICS

<table>
<thead>
<tr>
<th>Student Self Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Awareness/Knowledge/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Trainee demonstrates beginning awareness, understanding, and consciousness of ACA and ASCA ethical standards with particular attention to issues that pose unique challenges in a school setting- e.g. confidentiality and its exceptions, informed consent, etc.</td>
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<tr>
<td></td>
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<td>Trainee demonstrates willingness to explore ethical issues/problems with supervisor and peers</td>
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<td>Trainee demonstrates ethical decisions and ethical behavior</td>
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<td></td>
<td></td>
<td>Trainee demonstrates beginning awareness of multi-cultural ethical issues with culturally diverse students and their families</td>
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<td></td>
<td>Trainee demonstrates beginning awareness and sensitivity to students with additional disabilities</td>
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</table>

**Comments on trainee’s ethical skills and behavior:**
<table>
<thead>
<tr>
<th>Student Self Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Awareness/Knowledge/Skills</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Trainee is able to follow school rules, policies and procedures</td>
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<td>Trainee exhibits appropriate dress and professional conduct</td>
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<td></td>
<td></td>
<td>Trainee is able to establish positive rapport with supervisors</td>
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<tr>
<td></td>
<td></td>
<td>Trainee accepts feedback and constructive criticism from supervisors in a positive manner</td>
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<tr>
<td></td>
<td></td>
<td>Trainee is able to evaluate and share strengths and personal challenges with supervisors</td>
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<td>Trainee is able to work collaboratively with supervisor to establish and evaluate his/her own professional goals</td>
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<td></td>
<td>Trainee establishes effective communication with supervisor – allowing for differences of opinions and resolution of differences when appropriate</td>
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<td></td>
<td></td>
<td>Trainee demonstrates ability to complete paperwork (including intake forms, case progress notes, counseling intervention plans, IEP/ITP goals and reports, termination summaries) in a timely manner</td>
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<tr>
<td></td>
<td></td>
<td>Trainee participates in department meetings, case conferences, IEP/ITP meetings, and other school counseling related meetings relevant to his/her fieldwork responsibilities.</td>
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<tr>
<td></td>
<td></td>
<td>Trainee demonstrates initiative to familiarize him/herself with the various school personnel and departments, as well as outside community resources that provide significant support and assistance to the school, and specifically to the counseling services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trainee demonstrates initiative to familiarize him/herself with the school and specifically the counseling department's emergency/crisis protocol and procedures</td>
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<td></td>
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<td>Trainee is able to terminate with supervisor</td>
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</tbody>
</table>

Comments on trainee’s experience with supervisor/supervision:
What is the potential of this trainee?

What are the strengths and weaknesses of this trainee?

Recommended Grade:         Mid-Semester _______         Final: _______

Site Supervisor Signature:____________________________________ Date: _____

Trainee Signature:____________________________________________ Date:______

Faculty Supervisor Signature: _________________________________ Date:_____
Internship I: Counselor Trainee Evaluation by Site Supervisor Form

Counselor Trainee: ______________________________ Semester/Year: ____________

Name of Site Supervisor: ___________________________________________________________________

Name of Internship Site: ___________________________________________________________________

Date of final evaluation: _________________

Evaluations are an ongoing process that follows a student-trainee throughout their fieldwork experiences and allows for students and supervisors to identify areas of strengths and weaknesses in the student’s professional development. Both Site Supervisor AND student are to complete the following items with regard to where the student is functioning toward the end of the student’s fieldwork experience at the end-of-semester. Ratings shall be reviewed together by supervisor and student before the evaluation is submitted to the faculty supervisor. A minimum overall score of “3” is required in order to proceed onto the full time internship.

Scale: Not seen Minimal Satisfactory Good Very Good

Use “N/A” to designate items that do not apply at this time or at this site.

COUNSELING SKILLS

<table>
<thead>
<tr>
<th>Student Self Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Self-Awareness/Knowledge/Skills</th>
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<tbody>
<tr>
<td></td>
<td>1) Trainee demonstrates positive rapport with students</td>
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<td>2) Trainee facilitates student self exploration</td>
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<td>3) Trainee communicates effectively with Deaf or hard of hearing students using the student’s preferred mode of communication</td>
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<td>4) Trainee is increasingly able to confront and challenge client in a meaningful and helpful manner</td>
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<td></td>
<td>5) Trainee is able to present negative information or feedback to students in a facilitative manner</td>
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<td></td>
<td>6) Trainee is able to incorporate positive and negative affect in work with students</td>
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<td>7) Trainee demonstrates ability to conduct and document intake interviews effectively and sufficiently.</td>
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<tr>
<td>8)</td>
<td>Trainee is able to consider and begin to develop appropriate and culturally relevant counseling goals and interventions.</td>
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<tr>
<td>9)</td>
<td>Trainee demonstrates progress in helping students reach their formulated goals.</td>
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<tr>
<td>10)</td>
<td>Trainee demonstrates beginning ability to effectively match the pace of their students, and shows good judgment in the timing of his/her interventions.</td>
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<td>11)</td>
<td>Trainee is readily able to differentiate between content and process in the counseling session.</td>
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<tr>
<td>12)</td>
<td>Trainee is able to utilize the difference between content and process in the counseling session.</td>
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<tr>
<td>13)</td>
<td>Trainee readily recognizes transference and countertransference reactions.</td>
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<tr>
<td>14)</td>
<td>Trainee is able to utilize transference and countertransference reactions.</td>
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<tr>
<td>15)</td>
<td>Trainee demonstrates beginning ability to establish and co-facilitate psychoeducational groups.</td>
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<tr>
<td>16)</td>
<td>Trainee demonstrates ability to organize case material.</td>
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<td>17)</td>
<td>Trainee is able to write appropriate progress notes, IEP/ITP goals, and counseling plans.</td>
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<tr>
<td>18)</td>
<td>Trainee is able to apply counseling theory(ies) to formulate basic case conceptualization/hypotheses.</td>
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<tr>
<td>19)</td>
<td>Trainee demonstrates ability to deliver a case presentation with the added components of basic case conceptualization, and analysis of counseling process.</td>
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<tr>
<td>20)</td>
<td>Trainee is able to interpret and explain psychoeducational assessment data to student, student’s parents, and any other significant individuals to student.</td>
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<tr>
<td>21)</td>
<td>Trainee demonstrates ability to terminate short and long term (i.e. semester or year) counseling relationships.</td>
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<tr>
<td>22)</td>
<td>Trainee demonstrates beginning awareness of his/her helping style, the limitations that s/he possesses and begins to anticipate the impact on students who are culturally different from him/herself.</td>
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</tr>
<tr>
<td>23)</td>
<td>Trainee shows beginning awareness of non-traditional helping roles that can be helpful and meaningful to culturally diverse students and demonstrates a willingness to explore these roles as needed- e.g. consultant, advisor, advocate, facilitator of indigenous healing systems, etc.</td>
<td></td>
</tr>
<tr>
<td>24)</td>
<td>Trainee is increasingly aware and sensitive to his/her own cultural identity(ies), the values s/he holds about human behavior, his/her standard for judging normality and abnormality, and how this can impact the counseling relationship and process with his/her student.</td>
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<tr>
<td>25)</td>
<td>Trainee demonstrates beginning awareness of his /her own values and biases and how they may affect students who are culturally different from him/herself.</td>
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<tr>
<td>26) Trainee demonstrates beginning awareness of systemic barriers within the educational setting that may prevent some diverse students from full access and participation in school and use of support services as counseling.</td>
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<tr>
<td>27) Trainee can begin to differentiate when individual, group, and systems interventions are most appropriate.</td>
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<tr>
<td>28) Trainee demonstrates beginning ability to adjust counseling interventions and modalities to be more consistent with lifestyles and cultural systems of students who are culturally different from him/herself.</td>
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<tr>
<td>29) Trainee is able to generate a moderate range of verbal (signed) and non-verbal responses.</td>
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<tr>
<td>30) Trainee is able to convey and receive verbal (signed) and non-verbal messages more accurately and appropriately.</td>
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**Comments on trainee’s clinical skills and behavior:**

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<tbody>
<tr>
<td>31) Trainee demonstrates consistent awareness and understanding of ACA and ASCA ethical standards.</td>
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<tr>
<td>32) Trainee demonstrates initiative in discussing a wide range of ethical issues/problems with supervisor and peers.</td>
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<tr>
<td>33) Trainee demonstrates ethical decision-making and ethical behavior</td>
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<tr>
<td>34) Trainee demonstrates respect for, and sensitivity to multicultural ethical issues with students and their families.</td>
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<tr>
<td>35) Trainee demonstrates respect for, and sensitivity to students with additional disabilities</td>
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**ETHICS**

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<tbody>
<tr>
<td><strong>Student Self Evaluation</strong></td>
<td><strong>Supervisor Final Evaluation</strong></td>
<td><strong>Awareness/Knowledge/Skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>31) Trainee demonstrates consistent awareness and understanding of ACA and ASCA ethical standards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32) Trainee demonstrates initiative in discussing a wide range of ethical issues/problems with supervisor and peers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33) Trainee demonstrates ethical decision-making and ethical behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34) Trainee demonstrates respect for, and sensitivity to multicultural ethical issues with students and their families.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35) Trainee demonstrates respect for, and sensitivity to students with additional disabilities</td>
</tr>
</tbody>
</table>

**Comments on trainee’s ethical skills and behavior:**

57
### SUPERVISION/ADMINISTRATION

<table>
<thead>
<tr>
<th>Student Self Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Awareness/Knowledge/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>36) Trainee is able to establish a trusting relationship with supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37) Trainee establishes effective communication with supervisor – allowing for differences of opinions and resolution of differences when appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38) Trainee demonstrates the ability to complete paperwork (including intake forms, case progress notes, counseling intervention plans, IEP/ITP goals and reports, termination summaries) in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39) Trainee participates in department meetings, case conferences, IEP/ITP meetings, and other school counseling related meetings relevant to his/her fieldwork responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40) Trainee is well familiar with the overall educational community and its operations, his/her role in the school, relevant community services to the school. S/he is able to maintain respectful and effective working relationships with all school personnel and outside community members who are connected with the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41) Trainee is well familiar with the school and the counseling department’s emergency and crisis protocol and procedures, as well as the general operations of the counseling department services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42) Trainee demonstrates ability to effectively terminate a long term relationship with supervisor(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments on trainee’s experience with supervisor/supervision:**
What is the potential of this trainee?

What are the strengths and weaknesses of this trainee?

Recommended Grade:   Mid-Semester ________  Final: _______

Site Supervisor Signature: _____________________________ Date: ______________

Trainee Signature: ____________________________________ Date: _____________

Faculty Supervisor Signature: ___________________________ Date: _____________
Internship II: Counselor Trainee Evaluation by Site Supervisor Form

Counselor Trainee: ___________________________ Semester/Year: __________

Name of Site Supervisor: ________________________________

Name of Internship Site: _________________________________

Date of final evaluation: ________________________

Evaluations are an ongoing process that follows a student-trainee throughout their fieldwork experiences and allows for students and supervisors to identify areas of strengths and weaknesses in the student’s professional development. Both Site Supervisor AND student are to complete the following items with regard to where the student is functioning toward the end of the student’s fieldwork experience at the end-of-semester. Ratings shall be reviewed together by supervisor and student before the evaluation is submitted to the faculty supervisor. A minimum overall score of “3” is required for graduation.

Scale: Not seen Minimal Satisfactory Good Very Good

Use “N/A” to designate items that do not apply at this time or at this site.

COUNSELING SKILLS

<table>
<thead>
<tr>
<th>Student Self Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Self-Awareness/Knowledge/Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Trainee demonstrates ability to effectively and thoroughly conduct and document student/family intake interviews and related assessments to determine need and appropriateness for counseling support services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Trainee is well aware of his/her own cultural identity(ies), the values s/he holds about human behavior, his/her standard for judging normality and abnormality, and how this impacts the counseling relationship and process with his/her student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Trainee demonstrates awareness of his/her own values and biases and how they may affect students who are culturally different from him/herself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>Trainee is well aware of his/her helping style, the limitations that s/he possesses and can anticipate the impact on students who are culturally different from him/herself.</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Trainee readily establishes and maintains positive rapport and trust with students</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Trainee effectively facilitates student self-exploration</td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td>Trainee is adept at communicating with student on his/her level and with respect for student’s preferred communication modality(ies).</td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td>Trainee is able to generate a moderate range of verbal (signed) and non-verbal responses.</td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>Trainee is able to convey and receive verbal (signed) and non-verbal messages more accurately and appropriately.</td>
<td></td>
</tr>
<tr>
<td>10)</td>
<td>Trainee demonstrates ability to facilitate effective problem-solving, decision-making skills with students</td>
<td></td>
</tr>
<tr>
<td>11)</td>
<td>Trainee is able to effectively collaborate with students in formulating student goals that are realistic, and address short and long term needs/issues/desires</td>
<td></td>
</tr>
<tr>
<td>12)</td>
<td>Trainee is able to effectively monitor, track, and evaluate the progress made by a student with regard to his/her counseling goals, and provide student constructive feedback in helping to reach his/her formulated goals</td>
<td></td>
</tr>
<tr>
<td>13)</td>
<td>Trainee recognizes and deals effectively with transference and countertransference reactions</td>
<td></td>
</tr>
<tr>
<td>14)</td>
<td>Trainee is able to apply culturally appropriate and relevant (to the student) counseling strategies and interventions</td>
<td></td>
</tr>
<tr>
<td>15)</td>
<td>Trainee is increasingly able to confront and challenge client in a meaningful and helpful manner</td>
<td></td>
</tr>
<tr>
<td>16)</td>
<td>Trainee is able to differentiate between content and process in the counseling session, as well as utilize the difference between these components to further the student’s growth and development in the session.</td>
<td></td>
</tr>
<tr>
<td>17)</td>
<td>Trainee demonstrates a general knowledge and understanding of childhood and adolescent disorders as described in the DSM IV diagnostic manual</td>
<td></td>
</tr>
<tr>
<td>18)</td>
<td>Trainee demonstrates an overall understanding and working knowledge of the DSM IV diagnostic manual</td>
<td></td>
</tr>
<tr>
<td>19)</td>
<td>Trainee is able to interpret and explain psychoeducational assessment data to student, student’s parents, and any other significant individuals to student.</td>
<td></td>
</tr>
<tr>
<td>20)</td>
<td>Trainee is able to conceptualize student cases from multiple theoretical perspectives, and can utilize one or integrate a few theoretical orientations to formulate a holistic,</td>
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<tr>
<td></td>
<td>ecological case conceptualization that informs his/her counseling goals and intervention strategies with students</td>
<td></td>
</tr>
<tr>
<td>21)</td>
<td>Trainee is able to formally write up and present a comprehensive case presentation with case conceptualization, relevant goal setting and counseling intervention plan.</td>
<td></td>
</tr>
<tr>
<td>22)</td>
<td>Trainee is readily able to adjust counseling interventions and modalities to be more consistent with lifestyles and cultural systems of students who are culturally different from him/herself</td>
<td></td>
</tr>
<tr>
<td>23)</td>
<td>Trainee is able to design (or implement an existing group counseling curriculum) and facilitate/co-facilitate psychoeducational and other school-based counseling groups for K-12 student populations</td>
<td></td>
</tr>
<tr>
<td>24)</td>
<td>Trainee demonstrates skills in career guidance/planning, and transitional counseling</td>
<td></td>
</tr>
<tr>
<td>25)</td>
<td>Trainee can identify developmentally and culturally appropriate IEP and/or ITP counseling goals and implement appropriate strategies to effectively meet these goals.</td>
<td></td>
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<tr>
<td>26)</td>
<td>Trainee establishes and maintains positive and effective collaborative relationships with parent-guardians</td>
<td></td>
</tr>
<tr>
<td>27)</td>
<td>Trainee establishes and maintains positive and effective collaboration and consultation with teachers, school administrators, and other significant related school personnel (dorm staff, social workers, speech and language therapists, audiologists, OT/PT’s, etc.)</td>
<td></td>
</tr>
<tr>
<td>28)</td>
<td>Trainee establishes and maintains positive and effective collaboration and consultation with outside community service professionals who have potential to be significant resources to students and their families</td>
<td></td>
</tr>
<tr>
<td>29)</td>
<td>Trainee is a respectful and effective team player, as much as being able to work independently</td>
<td></td>
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<tr>
<td>30)</td>
<td>Trainee is able to assume a wide range of helping roles appropriate to the transformed role of today’s school counselor (advocate, educator, mentor, counselor, consultant, etc.)</td>
<td></td>
</tr>
<tr>
<td>31)</td>
<td>Trainee is aware of non-traditional helping roles that can be helpful and meaningful to culturally diverse students and takes initiative to explore these roles as needed- e.g. consultant, advisor, advocate, facilitator of indigenous healing systems, etc.</td>
<td></td>
</tr>
<tr>
<td>32)</td>
<td>Trainee demonstrates willingness and initiative to explore and responsibly apply new and different, or non-traditional counseling techniques</td>
<td></td>
</tr>
<tr>
<td>33)</td>
<td>Trainee demonstrates awareness of systemic barriers within the educational setting that may prevent some diverse students from full access and participation in school and use</td>
<td></td>
</tr>
</tbody>
</table>
of support services as counseling, and as possible respectfully and in the appropriate context communicates these observations.

34) Trainee is readily able to differentiate when individual, group, and/or systems interventions are most appropriate.

35) Trainee demonstrates both cultural sensitivity and an ability in effectively terminating with his/her students.

Comments on trainee’s counseling skill set and behavior:

ETHICS

<table>
<thead>
<tr>
<th>Student Self Evaluation</th>
<th>Supervisor Final Evaluation</th>
<th>Awareness/Knowledge/Skills</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>36) Trainee demonstrates a thorough awareness and understanding of ACA and ASCA ethical standards.</td>
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<tr>
<td></td>
<td></td>
<td>37) Trainee actively discusses a wide range of ethical issues/problems with supervisor and peers.</td>
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<tr>
<td></td>
<td></td>
<td>38) Trainee is consistent in demonstrating integrity, ethical decision-making and ethical behavior.</td>
</tr>
<tr>
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<td>39) Trainee demonstrates respect for, and sensitivity to multicultural ethical issues with students and their families.</td>
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<tr>
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<td></td>
<td>40) Trainee demonstrates respect for, and sensitivity to students with additional disabilities.</td>
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Comments on trainee’s ethical skills and behavior:
### SUPERVISON/ADMINISTRATION

<table>
<thead>
<tr>
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<th>Awareness/Knowledge/Skills</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>41) Trainee establishes a positive rapport and trusting relationship with supervisor</td>
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<td>42) Trainee actively seeks consultation from supervisor</td>
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<td></td>
<td></td>
<td>43) Trainee uses supervision effectively and constructively</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44) Trainee is aware of own professional and personal limitations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45) Trainee demonstrates effective communication with his/her supervisor allowing for differences of opinions and resolution of differences when appropriate</td>
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<td></td>
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<td>46) Trainee carries a full case load, including individual and group counseling, parent conferences, family counseling as needed, crisis intervention when appropriate, career and guidance programming, teacher consultation, intake/assessment and evaluation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47) Trainee completes necessary school reports and documentation (including but not limited to: intake forms, case progress notes, counseling goals and plans, IEP/ITP goals and reports, termination summaries) in a timely manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48) Trainee demonstrates effective time management skills</td>
</tr>
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<td></td>
<td></td>
<td>49) Trainee actively participates in all meetings relevant to his/her responsibilities as a school counseling trainee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50) Trainee is well familiar with the overall educational community and its operations, his/her role in the school, relevant community services to the school. S/he is able to maintain respectful and effective working relationships with all school personnel and outside community members who are connected with the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51) Trainee is well familiar with the school and the counseling department’s emergency and crisis protocol and procedures, as well as the general operations of the counseling department services.</td>
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<td></td>
<td></td>
<td>52) Trainee demonstrates ability to handle emergency situations according to emergency and crisis procedures and protocol of the school/counseling department</td>
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<td></td>
<td></td>
<td>53) Trainee demonstrates ability to effectively terminate a long</td>
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</table>
Comments on trainee’s experience with supervisor/supervision:

What is the potential of this trainee?

What are the strengths and weaknesses of this trainee?

Recommended Grade: Mid-Semester ________ Final: _____

Site Supervisor Signature: _______________________________ Date: ___________

Trainee Signature: ______________________________________ Date: ___________

Faculty Supervisor Signature: _____________________________ Date: ___________
The Process: The Site Supervisor in collaboration with the counseling student trainee will review, assess, and evaluate the progress made on the identified goals/objectives stated in the student trainee’s contract developed in the first few weeks of the fieldwork semester. The following questions, and any other additional issues or concerns are to be addressed for each stated goal of the student’s fieldwork contract. After the review, the counseling student trainee will be responsible to write up a summary report of the feedback received, and issues discussed with his/her site supervisor, along with specific action plans to address these areas. In addition, a revised contract that reflects any changes decided upon from the review meeting, is to be attached to the summary report. The student is then to show this document to his/her site supervisor and the site supervisor needs to approve the report, action plans and sign off on both summary report and revised contract. All final and original documents are submitted to the faculty supervisor to be filed in the student’s fieldwork records.

At the end of the semester as part of the final evaluation, the revised contract goals will be reviewed and assessed again.

For each stated contract goal, address the following:

1. What specific school counseling dispositions and proficiencies (skills) has the student developed with regard to the achievement of the stated goal?

2. What specific school counseling dispositions and proficiencies (skills) still need to be developed with regard to the achievement of the stated goal?

3. Identify an action plan with specific steps and timeframe to address needs identified in #2?
GALLAUDET UNIVERSITY  
Department of Counseling  
Student Counselor Evaluation of Site Supervisor

☐ Practicum  ☐ Internship (check one)  

Semester _______ Year _______

Name of site supervisor: ____________________________________  
Name of student:__________________________________________  
Site: ___________________________________________________

Directions: Please circle the number that best represents how you, the student counselor, feel about the supervision received. When you think about your responses, please consider both individual and group supervision time. If there is a difference between the 2 processes, please explain.

Schedule and Availability

<table>
<thead>
<tr>
<th>Poor</th>
<th>OK</th>
<th>Good</th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
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</table>

1. Overall, approximately how closely did the actual supervision contacts match the agreed upon plan?

2. Apart from scheduled meetings, how available was your supervisor if you requested additional contact?

3. Scheduled supervision time was clearly and carefully protected.

4. I felt my supervisor observed my clinical work on at least Two occasions and provided feedback for each observation.

Introduction To Setting

5. Did your supervisor give you a tour or arrange for a tour of the site? Yes ___ No ___  
   Satisfaction: Yes or No

6. Did your supervisor introduce you to other staff when you began the practicum/internship? Yes ___ No ___  
   Satisfaction: Yes or No

7. Did your supervisor discuss procedural matters, agency policy, and the like? Yes ___ No ___  
   Satisfaction: Yes or No

8. Did your supervisor discuss ethical and legal issues when you Began the practicum/internship? Yes ___ No ___  
   Satisfaction: Yes or No

Activities at the Practicum/Internship

Approximately what percentage (0 -100) of your training was spent in each of the following activities?

9. Observing the milieu of your setting or interacting informally with clients, but not directly observing or participating in treatment or other services. Percentage ________  
   Satisfaction: Yes or No
10. Interacting informally with staff members.

11. Observing treatment, assessment, or other direct services with clients.

12. Participating in or providing treatment, assessment, or other direct service with clients.

13. Attending meetings other than supervision or informal conversation.

14. Reading records, reports, and the like.

15. Writing case notes, assessments, reports, correspondence, and the like.

16. Please describe and evaluate other activities you participated in.

**Supervision**

As you know, supervisors have different styles. These are the activities many site supervisors spend time in during supervision. Please rate your satisfaction with both how often you used these activities and the process of supervision.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Poor</th>
<th>OK</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Using case notes or material to review my work with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. Observing supervisor providing treatment, assessments, or other service to clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Discussing institutional issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Didactic instruction in specific topics or skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. Reviewing reports or case notes I have written.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Using dialogue and verbal expression to review my work with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Discussing my personal impressions, reactions and adjustment to the internship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>24. Discussing my relationship with my supervisor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>25. I felt my supervisor listened to me respectfully.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>26. I felt comfortable talking to my supervisor about weaknesses, confusion, or doubts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. My supervisor gave me helpful feedback when I made mistakes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>28. My supervisor recognized and complimented me on my growth and accomplishments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>29. My supervisor’s sign skills were good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
30. I would recommend this supervisor to other students.

Based on your experience, briefly describe ways in which you feel supervision was helpful to you.

If there was anything about supervision that was not helpful, please explain.

In what ways do you think your supervision could have been more beneficial to you?
Name of faculty supervisor:   Name of student:

Please circle the answer that best reflects your experience.

1. The supervision time was well planned.
   Poor                          Adequate                            Good

2. The expectations of the supervision time were explained well.
   Poor                           Adequate                            Good

3. Scheduled supervision time was clearly and carefully protected.
   Poor                           Adequate                            Good

4. My supervisor was available outside of scheduled appointments.
   Poor                           Adequate                            Good

5. My supervisor listened to me respectfully.
   Poor                           Adequate                            Good

6. My supervisor paid attention to both me and my clients.
   Poor                           Adequate                            Good

7. I learned important skills and knowledge from my supervisor.
   Poor                           Adequate                            Good

8. I felt comfortable talking to my supervisor about weaknesses, confusion, or doubts.
   Poor                           Adequate                            Good
9. My supervisor recognized and complimented me on my growth and accomplishments during the semester.

   Poor                  Adequate               Good

10. My supervisor gave me helpful feedback when I made mistakes.

   Poor                  Adequate               Good

11. My supervisor gave me emotional support.

   Poor                  Adequate               Good

12. My supervisor was respectful about dealing with differences between us.

   Poor                  Adequate               Good

13. My supervisor is fair in his/her evaluation of my performance.

   Poor                  Adequate               Good

14. I felt my supervisor worked hard to schedule the required on-site observation times or videotaped sessions.

   Poor                  Adequate               Good

15. My supervisor’s sign skills were good.

   Poor                  Adequate               Good

Based on your experience, briefly describe ways in which you feel supervision was helpful to you.

If there was anything about supervision that was not helpful, please explain.

In what ways do you think your supervision could have been more beneficial to you?
Gallaudet University  
Department of Counseling  
Syllabus and Schedule Template

**General Information**

Course Number:    COU 740.01  
Course Title:     Practicum in School Counseling  
Course Credits: 4 credits  
Prerequisite Courses/Conditions: Successful completion of first semester courses with a “B” or better in: COU 712, COU 717, COU 21, COU 732, EDF 730; successful completion of first semester transition points; permission of program director.  
Field Experience Days: Tuesdays and Thursdays (8hrs/day; 16 hrs/wk)  
Practicum Group Class/Supervision Mon or Wed, 12-1:30 pm, Rm. 101A

**Instructor(s) Information**

Group Supervisor/Class Instructor: TBA  
Office Hours: M/Tues-10 am to 12 noon and by appointment  
Phone: 202-651-5515 [TDD/voice]  
Fax: 202-651-5657  
E-mail: TBA  
Office: Room 110  
Dept. Contact Information: Voice and VP: 202-651-5515  
Fax: 202-651-5657  
Individual Faculty Supervisors: TBA

**Required Textbooks:**


Additional Readings
Will be assigned during the semester from the list below

Reference List


Course Description
This course is the beginning level of fieldwork experience in the school counseling program. The intent of this course is to introduce students to the basic roles and duties of a professional school counselor in a local (Washington DC-MD-VA Metropolitan Area) educational setting for deaf/hard of hearing students, K-12. This first semester of fieldwork is two days a week (Tuesdays and Thursdays), 8 hrs/day, for the duration of at least one semester. The total number of clock hours for the Practicum is a minimum of 150 hours, 40-60 of which are direct client contact hours. (Note: the actual total clock hours for one semester is 240 based on the calculation of 16 hrs/week for 15 weeks).

The focus of this first fieldwork experience is for the student to develop competency in building rapport with their clients, site supervisor, and other significant school personnel. Students develop a basic understanding of their educational setting and its organizational structure, management and administration; and specifically the administration and operation of a comprehensive, developmental counseling program in a school that serves deaf and hard of hearing students.
Students engage in basic school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews and basic behavioral assessments, conducting psychoeducational groups and guidance activities, etc.

Students also experience and learn about the purpose of individual and peer group supervision. These experiences help facilitate the students’ personal growth and their professional identity development as they promote students to explore and apply different theories of counseling; deepen their self-awareness and ability for individual and collective reflection; and share both successes and challenges with supervisors and other practicum students during group supervision.

Site supervisors are encouraged to provide clients from diverse racial-ethnic (at least 40% to 50% of total number of clients) and cultural backgrounds, age levels, gender, as well as those with a wide range of counseling issues and needs.

See *School Counseling and Guidance Fieldwork Manual* for additional information regarding requirements for:
- Instructors
- Students
- Faculty supervisors
- Site Supervisors
- Clinical instruction environment

### Course Objectives:

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes:</th>
<th>Upon completing this course, students will</th>
<th>NCATE Standards</th>
<th>CACREP Standards</th>
<th>Corresponding Course Unit</th>
<th>School Counseling Program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have begun to explore and apply different counseling theoretical orientations in working with diverse school aged clients under faculty and site supervision (Dispositions, Knowledge, Skills)</td>
<td>2 a,c,d,e,f,g,h 3 a.b.c.d.e.f 4 a.b.c.d.e.f.</td>
<td>F 1-5</td>
<td></td>
<td>Unit: 3-8, 11-15</td>
<td>2, 3, 4, 5, 10</td>
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<td>2. Have demonstrated beginning level counseling skills with regard to establishing positive rapport</td>
<td>1 a.c.e.f.g.i.j 2 a.b.c.d.e.f.g.h. 3 a.b.c.d.e.f 4 a.b.c.d.e.f</td>
<td>F 1-5</td>
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<td>Units: 1,3-8,11-15</td>
<td>1,2,4 8</td>
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with students; effective cross cultural communication with students, their families and all other school personnel (Dispositions, Knowledge, Skills)

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<tr>
<th>3. Have demonstrated beginning ability in developing appropriate counseling and learning goals associated with an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) for school aged deaf/hh clients. (Knowledge and Skills)</th>
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<tr>
<td>1. b.f.i.j.</td>
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<td>2. a.b.c.e.f.</td>
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<td>3. b.c.e.f</td>
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<td>4. a.b.c.d.e.f.</td>
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<td>Units: 8-15</td>
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<td>5,6,7, 9,10</td>
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<tr>
<th>4. Have demonstrated beginning ability in maintaining adequate and appropriate client case files and documentation – e.g. progress/process notes, counseling plans, IEP counseling goals, time logs, etc. (Knowledge, Skills)</th>
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<tr>
<td>1. b.f.i</td>
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<td>2. a.c.e.f.g.</td>
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<td>3. a.b.c.d</td>
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<td>4. a.b.c.d</td>
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<tr>
<td>F 1-5</td>
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<tr>
<td>Units: 8-15</td>
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<tr>
<td>1, 5,7</td>
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<tr>
<th>5. Have gained basic knowledge of, understanding, and familiarity with his/her school site with regard to internal organizational structure and operations, major school personnel roles and responsibilities, emergency protocol, and counseling program/dep t. services. (Dispositions, Knowledge, Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b.c.h.</td>
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<tr>
<td>2. a.b.</td>
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<tr>
<td>3. d.e.</td>
</tr>
<tr>
<td>4. a.b.c.d</td>
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<tr>
<td>F 1-5</td>
</tr>
<tr>
<td>Units: 1-4,8</td>
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<tr>
<td>1,3,4,8,10</td>
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<tr>
<th>6. Have demonstrated beginning ability to gather, organize, meaningfully integrate, and present client history and background information in report writing AND case presentation in group supervision (Knowledge, Skills)</th>
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<tbody>
<tr>
<td>1. a.b.g.i</td>
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<tr>
<td>2. d.e.f.g.h</td>
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<td>3. a.b.c.</td>
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<td>4. a.c.</td>
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<tr>
<td>F 1-5</td>
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<tr>
<td>Units: 8-15</td>
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<tr>
<td>1,2,3,4,5</td>
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<tr>
<th>7. Have demonstrated beginning ability in collaboration, consultation and working effectively as a “team</th>
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<tbody>
<tr>
<td>1. g.h.i.j</td>
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<tr>
<td>2. e.f.g.</td>
</tr>
<tr>
<td>3. a.b.c.d.e.f.</td>
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<tr>
<td>4. a.c.d.</td>
</tr>
<tr>
<td>F 1-5</td>
</tr>
<tr>
<td>Units: 8-15</td>
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<tr>
<td>1,2,8,10</td>
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</table>
player” within the school counseling program and school system as a whole (Dispositions, Knowledge, Skills)

8. Have demonstrated beginning understanding and appropriate and effective use of clinical supervision on both individual/peer group levels. (Dispositions, Knowledge, Skills)

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<tbody>
<tr>
<td>2 c.e.f.g. 3 d.e.f</td>
<td>F 1-5</td>
<td>Units: 1, 3, 5, 6-8</td>
<td>1,8</td>
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</table>

9. Have demonstrated beginning knowledge and understanding of legal and ethical issues in school settings (Knowledge and Skills)

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<tbody>
<tr>
<td>2 d.e.g 3 d.e.f</td>
<td>F 1-5</td>
<td>Units: 9, 10</td>
<td>3,5</td>
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</table>

These student learning outcomes (SLOs) reflect those of the Department of Counseling School Counseling Program. SLOs also reflect Professional Standards of Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Conceptual Framework for National Council for the Accreditation of Teacher Education (NCATE).
Gallaudet’s NCATE Conceptual Framework:

Goals (More specific statement of how the unit will use the philosophy to achieve the mission; Institutional standards)

1. Promotes Bilingual/Bicultural Competence
2. Engages in Theory-Based Practice
3. Acts as a Reflective Change Agent
4. Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.

Knowledge Bases (including theories, research, the wisdom of practice, and education policies, that inform the unit’s conceptual framework; What theories/research undergird the belief that these purposes/goals are worthwhile? Why do you believe that what you described in Philosophy and Purposes is “good practice”; reference list; uses literature to explain why Unit’s purpose is important)

Candidate proficiencies (aligned with the expectations in professional and institutional standards)

1. Promotes Bilingual/Bicultural Competence
   a) Fluent in ASL (S)
   b) Competent in written English (S)
   c) Creates a visual learning environment (S)
   d) Knows the histories, cultures, and contexts of deaf/Deaf people (K)
   e) Assures access to language through a variety of strategies (S)
   f) Develop lessons that address diverse linguistic backgrounds of students (S)
   g) Communicates effectively across diverse cultures, varying education & cognitive levels (S)
   h) Works effectively within a culturally diverse team of professionals (S)
   i) Values and responds to language diversity and development in students (S, D)
   j) Demonstrates leadership, advocacy and the ability to navigate biculturally (S, D)
2. **Engages in Theory-Based Practice**
   a) Shows knowledge of subject matter (K)
   b) Utilizes subject matter knowledge to prepare and teach curriculum that supports learning of content by all students (S)
   c) Knows how children and youth develop and the implications of that development for teaching and learning (K)
   d) Modifies professional practice to be appropriate for diverse students including multiple language, ethnicity, multiple and varied intelligences, gender, and abilities (S)
   e) Uses knowledge of learners and learning to assess, plan professional practice, respond, assess, and revise professional practice (action research) (S)
   f) Locates professional resources for self, students, families, and communities through a variety of technologies (S, D)
   g) Critically examines theory and research in order to apply to professional practice (S, D)
   h) Models a passion for learning and teaching (D)

3. **Acts as a Reflective Change Agent**
   a) Identifies one’s own strengths, weaknesses, and learning needs and is resourceful in building their capacity as a professional (S, D)
   b) Gathers evidence of the impact of their professional practice; analyzes evidence, reflects, decides what to do next (S)
   c) Identifies own biases, values, beliefs, worldview, and the impact of these on their relationships with learners (S, D)
   d) Collaborates with others in ways that enhance their knowledge, skills, and dispositions as a professional (S)
   e) Interacts ethically and professionally at all times with students, families, colleagues and community members (D)
f) Advocates for learners and for social justice (S, D)

4. Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.

a) Understands learners in the context of their environment and culture and modifies professional practices to be culturally appropriate to learners (K, S)

b) Monitors and evaluates one’s own values and their effects on practice and diverse groups (S, D)

c) Shows respect and sensitivity in words and actions towards those who are culturally different from self (D)

d) Demonstrates a belief that all children and families can learn and a commitment to enabling learning for all (D)

e) Demonstrates a rapport with diverse students that reflects respect for and acceptance of their potential for improvement and success (S, D)

f) Shows a commitment to continue to learn new knowledge and skills in order to work effectively with diverse learners (D)
Council for Accreditation of Counseling and Related Educational Programs (CACREP)

2009 Standards for Professional Practice

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.

Excerpt:

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following.

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision, throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Course Units:

Unit 1: Introduction to Practicum
Unit 2: Orientation to Practicum Sites
Unit 3: Styles of Supervision and Influence of Setting on Supervision
Unit 4: Establishing Rapport with Clients
Unit 5: Models of Supervision
Unit 6: A Glossary of Counseling Interview Rating Form Skills (CIRF)
Unit 7: Application of the Microcounseling Supervision Model with Case Study
Unit 8: Multicultural Supervision & Social Justice in Counseling and Supervision
Unit 9: Clinical Writing and Documentation
Dept. of Counseling School Counseling Program Student Learning Outcomes:

In line with the 2009 CACREP Standards for School Counseling Programs, graduates of our school counseling program will:

1. Articulate understanding of, advocate for, and model the professional role and identity of a counselor, in particular the school counselor.

2. Demonstrate self-, and other- awareness, knowledge, and skills needed to effectively relate to and counsel diverse individuals and their families, groups, and classrooms, while demonstrating understanding of human growth and development.

3. Integrate awareness, knowledge, and skills related to economic, legal, and political issues surrounding diversity, equity, and excellence in learning, achievement, and whole student development.

4. Identify and assess multiple factors that influence the personal, social, and academic functioning of students, particularly any indicators of abuse/neglect or potential impact of crises/trauma, and select culturally appropriate prevention strategies or interventions.

5. Demonstrate the ability to apply culturally appropriate ethical decision making and adhere to ethical, legal, and professional standards related to the practice of professional counseling, and in particular school counseling.

6. Demonstrate knowledge of and evaluate research relevant to the practice of counseling/school counseling with an ability to use outcome research data to inform decision making, accountability, and best practices.

7. Facilitate teams and prevention/intervention plans which enable students to overcome barriers to learning and facilitate success and achievement in academic, career, and personal/social development.

8. Demonstrate basic knowledge and application of school and community consultation and collaboration theoretical models and processes
9. Demonstrate understanding of the concepts, strategies, and practices designed to (1) enhance student academic, career and personal development, (2) close the achievement gap, and (3) prevent students from dropping out of school.

10. Recognize the importance of the school counselor as a system change agent and apply this in practice utilizing multicultural counseling competencies, effective leadership, advocacy, consultation, and collaboration to influence change on the individual, group, and organizational and systemic levels.

**Mapping of Student Learning Outcomes, Learning Opportunities and Assessment Methods**

<table>
<thead>
<tr>
<th>COU 740.01 Course Student Learning Outcomes: Upon completing this course, students will:</th>
<th>Learning Opportunities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 1. Have begun to explore and apply different counseling theoretical orientations in working with diverse school aged clients under faculty and site supervision | - Fieldwork experience  
- Individual Supervision (Site and Faculty)  
- Practicum Class/Group Supervision  
- Units: 3-8, 11-15  
- Case Presentation  
- Journaling | Supervision-Site, Faculty, Group Mid/End of Semester evaluations  
Rubric – Class Participation  
Rubric – Journaling  
Rubric – Case presentation |
| 2. Have demonstrated beginning level counseling skills with regard to establishing positive rapport with students; effective cross cultural communication with students, their families and all other school personnel | - Fieldwork experience  
- Practicum Class/Group Supervision  
- Units: 4, 8, 11-15 | Supervision- Site, Faculty, Group Mid/End of semester evaluations  
Rubric-Class participation  
Rubric- Journaling |
| 3. Have demonstrated beginning ability in developing appropriate counseling and learning goals associated with an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) for school aged deaf/hh clients. | - Fieldwork experience  
- Individual Supervision (Site and Faculty)  
- Practicum Class/Group Supervision  
- Units: 8, 9, 11-15 | Supervision- Site, Faculty, Group Mid/End of semester evaluations  
Rubric- Class participation |
| 4. Have demonstrated beginning ability in maintaining adequate and appropriate client case files and documentation – e.g. progress/process notes, counseling plans, IEP counseling goals, time logs, etc. | - Fieldwork experience  
- Individual Supervision (Site and Faculty)  
- Practicum Class/Group Supervision  
- Units: 8-15  
- Case Presentation | Supervision – Site, Faculty, Group Mid/End of semester evaluations  
Rubric- Class participation  
Rubric Case Presentation |
| 5. Have gained basic knowledge of, understanding, and familiarity with his/her school site with regard to | - Fieldwork experience  
- Practicum Class/Group Supervision | Supervision – Site, Faculty, Group Mid/end of semester evaluations |
### Instructional Parameters

#### Meeting Times and Dates

1. **Work Requirements:**
   In this first semester of field experience, students are required to complete a 
   minimum of 150 hours (expected 240) of supervised experience; 40-60 hours of 
   direct client contact in a school setting.

   Note: the actual total clock hours for one semester is 240 based on the calculation of 
   16 hrs/week for 15 weeks

2. **Meeting Requirements:**
   Students are required to spend a total of 3 ½ hours in clinical supervision per week:

   a. One hour weekly with the site supervisor to discuss specific clients, the school 
      environment, and to foster a discussion of clinical principles of

### Table

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<tr>
<th>Requirement</th>
<th>Units:</th>
<th>Supervision:</th>
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<tr>
<td>6. Have demonstrated beginning ability to gather, organize, meaningfully integrate, and present client history and background information in report writing AND case presentation in group supervision</td>
<td>1,2,9,10</td>
<td>Site, Faculty, Group Mid/end of semester evaluations</td>
</tr>
<tr>
<td>7. Have demonstrated beginning awareness and ability to work effectively as a “team player” within the school counseling program and school system as a whole</td>
<td>Fieldwork experience (Site and Faculty) Practicum class Units: 8-15 Case Presentation</td>
<td>Site, Faculty, Group Mid/end of semester evaluations</td>
</tr>
<tr>
<td>8. Have demonstrated beginning understanding and appropriate and effective use of clinical supervision on both individual/peer group levels.</td>
<td>Individual Supervision (Site and Faculty) Practicum class Units: 1,3,5-8 Journaling</td>
<td>Site, Faculty, Group Mid/end of semester evaluations</td>
</tr>
<tr>
<td>9. Have demonstrated beginning understanding of legal and ethical issues in school settings</td>
<td>Fieldwork experience (Site and Faculty) Practicum class/group Supervision Units: 9,10 Journaling</td>
<td>Site, Faculty, Group Mid/end of semester evaluations</td>
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counseling/therapy. Other professional meetings as arranged by the site supervisor may be required by site supervisor. Students will receive feedback on a weekly basis from their site supervisors and the quality of participation in supervision will be evaluated on a regular basis by the site supervisors. (See Appendices A for evaluation criteria and scoring related to individual supervision). Formal mid and final semester evaluations will be completed by site supervisors based on student fieldwork contracts and an overall written evaluation form, both of which are included in the fieldwork manual. Students will also have the opportunity for self-assessment during these mid and final evaluation periods. At the end of the semester students will complete the same final evaluation form as their site supervisor, and will review and discuss responses in the context of site supervisor assessments of overall performance during the semester. (See fieldwork manual for details regarding practicum contract, mid semester, and final supervisor evaluation forms)

b. One hour weekly with the faculty supervisor to discuss progress in Practicum. The focus of this supervision is on the emerging school counselor and the supervisory experience. All secondary discussions of clients and client information which may occur will be strictly confidential. Faculty supervisors will maintain regular contact with site supervisors and will also conduct site visits for direct observation of the student. (See Appendices A for evaluation criteria and scoring related to individual supervision)

c. One and a half hours weekly of group supervision in class. This is an integral part of the training program. During group supervision the discussions will focus on an introduction to the school setting; school counselor role and identity development; basic counseling competencies; models of supervision; establishing effective rapport with student client, supervisor, teachers and other school personnel; basic skills to clinical writing and documentation; introduction to case presentation; the formation of clinical impressions and counseling goals, and legal and ethical school related issues as they arise. All case material will eliminate any reference to the student-client’s name and identity, and all discussions will uphold the strictest confidentiality requirements. (See Appendix C for evaluation information)

Attendance:

Individual AND group supervision/class meetings are a priority and are considered equal to coursework and practicum assignments. All other activities or employment must be secondary or adjusted to permit time for supervision meetings. Unexcused absences, lateness, and leaving early from group supervision class will result in lowering the grade for participation by 1% with each occurrence. Note: Since group supervision occurs during the lunch period, the student should be prepared to bring in lunch and to arrive on time.
3. Paperwork Requirements

a. Forms to be completed prior to beginning, during, and after completing Practicum:
   - Practicum Approval form
   - Supervisor and Supervisee Agreement Form
   - Fieldwork Information Form (Practicum)
   - Fieldwork Contract (Practicum)
   - Practicum Monthly Time Log
   - Practicum Comprehensive Time Log
   - Practicum Summary Form
   - Supervisor Observation Form
   - School Counseling Session Notes Forms (Individual and Group)
   - Site Supervisor’s Mid and Final Evaluation of Counselor Trainee
   - Site Supervisor Evaluation Form
   - Faculty Supervisor Evaluation Form
   - Internship I Approval Form

b. Practicum Contract:
   The student shall develop a practicum contract within the first month and a half of Practicum. This contract is to be developed collaboratively, and with final approval from the site supervisor. The contract will include the following components: a minimum of 3-4 specific goals/objectives, the methods or strategies that will be utilized to reach these goals/objectives, and the various ways in which these goals/objectives will be evaluated. At least one goal must address diversity related competencies, and/or a culture specific population.
   The contract is to be signed by the student, the site supervisor, and the faculty supervisor and copies retained by each party (the original should be given to the faculty supervisor). This contract will be reviewed and evaluated for progress at mid-semester. (See Fieldwork Contract and Mid-Semester Contract Review Forms in fieldwork manual)

c. Time Logs:
   There are 2 types of time logs that are to be completed by the student. The primary log is a **monthly time log** that is submitted at the end of every month. This log should also show the cumulative number of hours as the semester progresses. At the end of the practicum period, the total number of hours should equal at least the minimum total hours required for the semester (i.e. 150 for first semester; 200 for second semester). The time log is to be signed by the site supervisor, and the student before it is submitted to the faculty supervisor at the end of each month for inclusion in the student’s file. Original copies are to be given to the faculty supervisor, and the student should make copies for themselves and their supervisors. The second form is a **Comprehensive Time Log** to be completed at the end of Practicum that reflects the totals for each month.

Time log forms are kept with the other school counseling forms by the student mailboxes.
d. Practicum Schedule: Students must submit copies of their schedule at practicum for 1 week at 3 different time periods: 1) within the first month, 2) at mid-semester, and 3) within the last month of their practicum. The schedule must outline their counseling activities on both a Tuesday and Thursday from the start to the end of the day.

e. Practicum Group Individual Reflective Journal:
To facilitate reflectivity and the skills for self-critique, students are required to maintain a journal of their practicum experiences to be turned in to the group practicum instructor’s mailbox on a weekly basis by 12 noon on Fridays. Journal entries may also be e-mailed directly to the instructor. Journal entries will be reviewed by the instructor and then returned to the student.

Content to include: personal reflections (attending especially to feelings, thoughts, questions, insights) on topics, issues, activities from group supervision class, fieldwork experiences, and supervision with site and faculty supervisors. Please note that additional assignments will be announced periodically throughout the semester. Minimum entry length of 1 page. (See Appendix D for evaluation information)

f. Counseling Session Notes: Reviewing counseling documentation is generally the responsibility of the site supervisor. However, given that schools/counseling departments and individual counselors vary in their policies and practices regarding documentation, it is required of the counseling trainee to select 2 clients (may be an individual student and a counseling group) on whom s/he will maintain weekly documentation that tracks the progress, process, and development of the clients for the duration of the semester. The trainee will complete these forms (contained in the Fieldwork Manual) on these 2 clients and submit them on a weekly basis to his/her Faculty Supervisor for review and evaluation. Prior to submission, the trainee shall remove all identifying information of the student client to maintain confidentiality.

g. Case Presentation: Utilizing the Case Presentation Format with Genogram/Eco Mapping as a basic guideline, the student is responsible for a minimum of 1 formal in-class case presentation utilizing the case presentation format in the appendices including sections I-VI, VIII-XI. Section VII on case conceptualization will not be included. However, Clinical impressions and hypotheses will be required. Section XI is a genogram or eco-mapping of their client/client’s situation. Students will sign up in advance for dates to present their cases. (See Appendices E & F for details on format, content, and scoring)

4. Videotaping/Direct Observation: Each school has specific regulations regarding videotaping and observation of client sessions. If videotaping is
possible, the student is to videotape a client/group session for the purpose of advanced education and training of the student by the site/faculty supervisor. Students are to be observed at least twice, and preferably periodically throughout the semester by their site supervisor, and may be observed by their faculty supervisor (given permission by the school). Documentation of supervisor observations is completed by the site supervisor/faculty supervisor (See “observation” documentation forms in the fieldwork manual).

5. **Use of Professional Resources:**
   Students are to work in collaboration with their site supervisors to gain supervised experience in the use of professional resources appropriate to their site that may include, but is not limited to: different types of counseling assessment instruments or procedures, technologies, print and nonprint media, professional literature, and research.

**Grading:**
Grading and evaluation in this first fieldwork experience will depend on the candidate’s growth and development as a professional as much as in the area of beginning counseling competencies. Professional dispositions and proficiencies that emphasize maturity, motivation, dedication, responsibility, and ability to effectively relate to supervisors, peers, and colleagues are as important as the student’s ability to relate with his/her clients. Furthermore, evaluation will also include the student’s ability to perform all of the supervision (group and individual) assignments satisfactorily and punctually, including attendance at group and individual meetings.

Students must attain a grade of “**B-**” or better to be permitted to continue in the fieldwork experience. If a student is achieving “**C**” work during the course of practicum, the student will receive feedback from both the site and faculty supervisors, with recommendations for improvement.

**Criteria:**

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<tr>
<th>Fieldwork Experience</th>
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<tr>
<td>Formal Mid and Final Evaluations</td>
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<td>Site Supervisor and Supervisee relationship</td>
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<td>Live Observations</td>
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<tr>
<td><strong>Individual Faculty Supervision- Attendance and Participation</strong></td>
<td>30%</td>
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<td>Attendance/Preparation for Supervision</td>
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<tr>
<td>Faculty Supervisor and Supervisee relationship</td>
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<td>Live Observations (if done)</td>
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<td><strong>Case Presentation in Class/Group Supervision</strong></td>
<td>5%</td>
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<td>Attendance/Class participation (15%)</td>
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<td>Journal entries (10%)</td>
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<tr>
<td><strong>Class/Group Supervision</strong></td>
<td>25%</td>
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<td>Attendance/Class participation (15%)</td>
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<tr>
<td>Journal entries (10%)</td>
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**100%**
Confidentiality and Ethics:
In your fieldwork, personal and confidential information will likely be shared among you and your peers during group supervision and between you and your site and faculty supervisors during individual supervision. Furthermore, students themselves will be asked to talk about themselves, their background, and their feelings as part of counselor training and supervision. It is the student’s responsibility to adhere to the ACA code of ethics with regard to confidentiality, and NOT share what is expressed or done in class or written in class notes to those outside of the class. It is permissible to express the impact the class has on one’s personal feelings and thoughts, reflections, etc., and to discuss the general content of the concepts and issues addressed in the course. However, discussion of any personal information shared by people other than yourself and that can lead to identification of these individuals is not acceptable. If you have any questions whatsoever regarding what you can and can not talk about outside of class, please discuss the matter with your supervisors.

Student Performance
It is understood that practicum and internship experiences are processes and that personal and professional growth is cumulative. Trainees are expected to be open to their own self-exploration, to be willing to examine their counseling interaction and skill development, and to be open to the process of supervision. Integration of theoretical knowledge and practical experience is expected. Nevertheless, sometimes trainees do not progress through training as expected and desired.

If student performance is of concern, site supervisors are expected to immediately share these concerns with both the student and the faculty supervisors. Faculty supervisors can then be very helpful in assisting the training process by, for example, changing the nature of the supervision process or increasing the amount of supervision.

In addition there are occasions when ethical concerns are present. Effective performance of counseling duties, while adhering to professional ethics, is a part of the skill set trainees need to develop. Accordingly the Department sees it as part of their duty to assure that trainees have opportunities to openly discuss issues of ethical behavior and furthermore to ascertain that they have sufficient support to correct behavior which may be problematic. Any concern about ethical behavior, difficulty with boundaries, and/or moral decision making should be shared with the faculty supervisor immediately. The faculty supervisor and department faculty, in consultation with both student and site supervisor, will decide on action needed.

Professional Dress Code for Fieldwork (Practicum and Internships):
You must follow a professional dress code. The purpose is to respect the people in the work settings you are entering and engaging with, and to represent a professional
demeanor and attitude. Clothing should be appropriately formal and conservative. Tattoos must be completely covered (long sleeves, etc.). Visible piercing besides earrings must be removed (tongue, facial, etc.) Bare midriffs or other types of inappropriate body exposure are not acceptable. If you have any questions, contact your assigned faculty supervisor prior to beginning your fieldwork experiences.

Multiculturalism, Diversity, & Perspective:
Multiculturalism and human diversity related issues, particularly those associated with multicultural deaf/hard of hearing individuals and their families, are interwoven throughout this course. This course adopts a broad and contextually grounded definition of multiculturalism and human diversity (in all forms and spanning the range of human experience) from within the context or national point of reference of the United States. Consequently, the issues raised are socially meaningful within an American cultural context and address social categories such as the following: race and ethnicity, religion and spirituality, age, socioeconomic class and privilege, ability/disability, gender and sexual orientation, nationality and language, education. Like all courses, this course is not neutral or objective, but it does have a perspective and position that it reflects. Understanding this to be true, it is equally important for you to know that you do not need to embrace or accept the course perspective(s) in order to “do well” in this course. Rather, there is a greater emphasis, expectation, and desire for you to be a critical thinker about everything in this course, including its perspective(s).

Cell phones, Pagers, and Other Communication Devices:
In respect of both instructor and peers, please do NOT use any of these devices during class or read and write e-mail, unless under emergency circumstances. If the latter, then it will be your responsibility to inform the instructor of the situation in order to avoid negatively impacting your participation grade.

University Policies

Statement on Academic Integrity and Plagiarism:
All students should be familiar with, and adhere to the University’s Academic Integrity Policy in all academic courses and in their personal and professional conduct. This policy is in the student handbook. Plagiarism or any other violation of academic integrity can result in a student failing the course and possible expulsion from the University. You may “work together” with your classmates, but one may NOT copy someone else’s work without appropriate citation. Also, one may NOT submit work done in one course in a second course. It is strongly recommended that you have the most current (5th) edition of the APA manual that contains the citation standards which you are held responsible for following for much of your formal writing in your coursework within the department.
**Students with Disabilities**: Any student with a disability that necessitates accommodations must request support services through the Office of Students with Disabilities. [http://depts.gallaudet.edu/OSWD/text/about.html](http://depts.gallaudet.edu/OSWD/text/about.html)

*It is the responsibility of the student to request the accommodation as soon as the need is determined, preferably prior to the beginning of the semester.*

Gallaudet’s statement of compliance with the Americans with Disabilities Act can be found on page 11 of the current Graduate Catalog [http://aaweb.gallaudet.edu/Documents/Academic/GSPP/catalog/07-08/gradcatalog.pdf](http://aaweb.gallaudet.edu/Documents/Academic/GSPP/catalog/07-08/gradcatalog.pdf)

**Please Note**: Changes to this syllabus can occur as a result of addressing individual student and class learning needs/issues.
Monday, 1/26/09

**Course Introduction**

**Syllabus Review**

**Unit 1: Introduction to Practicum**

- Practicum and Internship Fieldwork Manual

- Forms:
  - Supervisor-Supervisee Agreement,
  - Practicum Contract Goals (Admin, Clinical, Developmental)
  - Time Logs, Progress Notes, Teacher Evaluation Form, Site Supervisor Evaluation Form

- What is Practicum/Internship about?
- What is Supervision?
- How to best utilize and prepare for Supervision?

**Supervision Agenda (by trainee)**

**Homework Assignments:**

- Chapin & Ivey Text - 
  - Ch. 1 “Turning Theory into Practice”
  - Ch. 3 - Becoming Effective as a Supervisee: The Influence of Placement Setting
  - Ch. 4 - Continuing Self-Improvement: Major Supervision Model Categories
- Baird Ch. 2 (handout) - “Getting Started”
- Ch. 4 (handout) - “Supervision”

- Reflective Journal Entry:
  - Handout – Class 1 Assignments (A-F)
  - Ch. 1 (Chapin & Ivey)– Practical Reflection #8

- Orientation Site Questions (handout)

- Chapin & Ivey Text - Resource F: Supervisory Styles checklist

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Monday, 2/2/09

**Unit 2: Orientation to Practicum Sites**

(10 min/person)
Unit 3: Styles of Supervision and Influence of Setting on Supervision

Unit 4: Establishing Rapport with Clients
- attending to non verbal behavior
- attending to the client's story
- building a collaborative relationship with children
- gathering client information

Homework Assignments:
- CIRF- (review Resource A in Chapin & Ivey text)
- CIRF exercise
- Hernandez and Porter Articles (handouts)
- Reflective Journal Entry

Monday, 2/9/09

Unit 5: Models of Supervision
- Developmental
- Integrated
- Theory Specific
- Microcounseling Supervision Model

Unit 6: A Glossary of Counseling Interview Rating Form Skills (CIRF)

Unit 7: Application of the Microcounseling Supervision Model with Case Study

Unit 8: Multicultural Supervision & Social Justice in Counseling and Supervision

Homework Assignments:
- Reflective Journal Entry
- Chapin & Ivey Text: Ch. 2-“Listening to Tapes and Analyzing”
Monday, 2/16/09
Unit 9: Clinical Writing and Documentation
Unit 10: Ethical and Legal Issues

**Practicum Contracts due to Individual Faculty Supervisor**

Homework Assignments:
- Reflective Journal Entry
- Application of CIRF to Practicum Case

Monday, 2/23/09
Unit 9: Clinical Writing and Documentation
Unit 10: Ethical and Legal Issues

Homework Assignments:
- Chapin & Ivey Text – Ch. 5 “Conceptualizing the Client: Diagnosis and Related Issues”; Ch. 6 “Becoming a Culturally Competent Helping Professional: Appreciation of Diversity”
- Reflective Journal Entry
  Community Walk

Monday, 3/2/09
Unit 11: Conceptualizing the Client

Unit 12: Case Presentation & Genogram/ Eco Mapping
- Setting the context: Community Walk
- Reason for referral
- Questions for Group
- Mental Status Exam (MSE) - brief
- Background Information
- Clinical impressions/hypotheses
  Genogram and EcoMapping
Homework Assignments:
- Reflective Journal Entry
- case conceptualization (handouts)

Monday, 3/9/09  Unit 11/12 cont’d.
- Reason for Referral
- Questions for Group
- Mental Status Exam (MSE) - brief
- Background Information
- clinical impressions/hypotheses
Genogram and EcoMapping
- case conceptualization- basic concept

Social Justice Framework

Monday, 3/16/09  NO CLASS: SPRING BREAK

Homework Assignments:
- Reflective Journal Entry

Monday, 3/23/09  Unit 13: Application of Case Presentation with Case Study

Homework Assignments:
- Reflective Journal Entry

Monday, 3/30/09  Unit 14: Student Case Presentations
Mini Case Presentation______________________

Homework Assignments:
- Reflective Journal Entry

Monday, 4/6/09  Unit 15: Termination: Preparation, Completion, Evaluation

Homework Assignments:
- Reflective Journal Entry
Monday, 4/13/09  Unit 15 and 14 cont’d

Mini Case Presentations_______________________

Homework Assignments:
- Reflective Journal Entry

Monday, 4/20/09  Unit 15 and 14 cont’d.

Mini Case Presentation_______________________

Homework Assignments:
- Reflective Journal Entry

Monday, 4/27/09  Unit 15 and 14 cont’d.

Mini Case Presentation_______________________

Homework Assignments:
- Reflective Journal Entry (termination)

Monday, 5/4/09  Last Day of Class

Wrap Up
Evaluation
APPENDICES
Appendix A

School Counseling Individual Supervision Rubric

Supervision is an interactive process intended to monitor the quality of client care, to improve counseling skills, and to facilitate professional and personal growth. The student can expect to receive timely verbal and written feedback on his/her professional growth and development, to have a supportive environment in which to discuss client-related issues, and to develop counseling skills. Individual/triad and group supervision are essential to professional growth and should be considered a priority, equal to other course work.

The student will be assessed by the individual faculty (and site) supervisor on the following seven areas and receive a supervision score for each supervision session. (See Appendices A). At the end of the semester, supervision scores are averaged and then a final percentage score is calculated for individual supervision.

**Preparedness**
The student is expected to arrive at the supervision meeting on time and be prepared to discuss his/her work in an organized and thoughtful way. Preparation includes bringing all necessary materials including a written Supervision Agenda for the session, required paperwork due for the session, any necessary and relevant research, questions that are well formulated and organized, etc. All pre-assigned readings should be completed prior to the supervision session.

**Participation**
Active participation and effective use of critical thinking skills in the supervisory process are a criterion for maximum learning. The student initiates and participates in interactive dialogue with his/her supervisor throughout the supervision session. Attentive listening and asking for clarification on material or comments not understood are important aspects of the interactive dialogue.

**Ethical Behavior**
Adherence to current ethical standards of the ACA, ASCA, ASGW, and ACES, and legal requirements of the jurisdiction in which fieldwork takes place, is required of each student. This includes adherence to standards related to the supervisory process and relationship. In addition, the student should identify and be able to articulate and apply an effective multicultural and ethical decision-making model.
**Case Formulation**

Ethical and effective counseling involves formulating counseling strategies and intervention approaches utilizing a framework(s) that is culturally appropriate and often empirically-supported by theoretical perspectives. Case formulation goes well beyond consideration of the initial referral issue and includes a review of the client’s history and records, consultation with other mental health professionals familiar with the case or presenting problem, and independent analysis on the part of the person formulating it. It incorporates knowledge about the multidimensional environmental influences on the client, including cultural, socio-political, and institutional barriers. A culturally appropriate and empirically-supported counseling plan addressing all relevant counseling goals is the result of a thorough case formulation.

Case formulation is not static; it evolves over the course of treatment. As new information becomes available and the course of counseling progresses, the student adjusts his/her formulation accordingly. For example, this might include recognizing transference and countertransference, discussing it in supervision, and creating an appropriate plan to utilize it therapeutically.

**Openness to and Application of Feedback**

Maximum learning occurs through a feedback loop in which the student incorporates new knowledge or attempts a new skill, receives feedback from the environment on this understanding or skill, and then modifies it accordingly. Accepting and giving both praise and criticism in a constructive and professional manner is critical to this learning process. Once feedback has been received, the necessary next step is for the student to apply it. When circumstances exist that prevent or rule out application of the feedback, the student can clearly articulate a justification.

Throughout the execution of the feedback loop, the successful student engages in extensive self-reflection. This reflection is expected to include both personal perspectives and professional development.

**Paperwork**

Administrative and counseling paperwork required by the Department of Counseling and the fieldwork site is expected to be completed accurately, neatly, and in accordance with the required format. Timely completion of such paperwork is ethical behavior. As students are expected to develop a professional identity aligned with the field of counseling, students should employ the use of appropriate professional language and terminology in all paperwork. This includes the use of culturally appropriate and sensitive language in working with culturally diverse populations.
Dispositions
The student is expected to develop/improve his/her manner of thinking, behaving, and reacting in accordance with the professional practice of evaluation; 2) recognizing and valuing clients’ assets and strengths; 3) appreciating that even small changes in clients can be important for their mental health; 4) valuing the relationship with clients above the performance of techniques; 5) recognizing and valuing multicultural competence as foundational for clinical competence 6) valuing and promoting equity and social justice in school counseling 7) valuing continued professional development
# Appendix A: School Counseling Supervision Rubric Score Sheet

<table>
<thead>
<tr>
<th>Name ________________________</th>
<th>Semester:  Spring or Fall</th>
<th>Course: Practicum Internship I Internship II Year:______</th>
</tr>
</thead>
</table>

## Performance Element

<table>
<thead>
<tr>
<th>Preparedness For Supervision</th>
<th>High Pass (A=97%)</th>
<th>Pass (B+/A- = 92%)</th>
<th>Low Pass (B=85%)</th>
<th>Not Pass (&lt;80 or less%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complies totally prepared.</td>
<td>Comes 75% prepared, or is prepared with more than 50%, but not all materials</td>
<td>Low Pass (B=85%)</td>
<td>Does not come to supervision prepared</td>
<td></td>
</tr>
<tr>
<td>Arrives on time, if not early for supervision</td>
<td>Arrives on time or no more than 5 minutes late (with valid explanation)</td>
<td>Arrives more than 15 minutes late (no valid explanation)</td>
<td>Has no written Supervision agenda OR goals are all either too unclear, vague, or general to be useful</td>
<td></td>
</tr>
<tr>
<td>Has a written Supervision Agenda with clear and meaningful goals</td>
<td>Has a written Supervision Agenda with the majority of goals being clear and well thought out; a few may be unclear or too general</td>
<td>Has a written Supervision Agenda with 50% of the goals clear and meaningful, and 50% of the goals relatively vague and/or too general to be useful</td>
<td>Arrives late more than half the time</td>
<td></td>
</tr>
<tr>
<td>Has completed any pre-assigned relevant readings</td>
<td>Completes most of assigned readings prior to meeting, but always makes up missed readings</td>
<td>Sometimes completes assigned readings prior to meeting, but always reads the material at some point</td>
<td>Does not complete assigned readings</td>
<td></td>
</tr>
<tr>
<td>Brings any and all necessary materials; has well-formulated questions, and any relevant research is complete</td>
<td>Brings most of the necessary materials (more than 50%), most questions are well-formulated, and any relevant research is mostly complete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Participation in Supervision

- Consistently initiates interactive dialogue with supervisor
- Listens carefully for understanding; always asks for clarification when does not understand
- Consistently demonstrates effective critical thinking skills in posing questions and comments
- Actively seeks multiple perspectives
- Demonstrates willingness to stretch “comfort zone” in new learning (e.g., participating in role plays, trying new techniques)
- Well balanced reflection with efficient reporting throughout session

- Participates in interactive dialogue, but usually does not initiate it.
- Listens for understanding most of the time, though at times appears to be distracted or inattentive; usually asks for clarification
- Demonstrates critical thinking skills most of the time, though sometimes thinking is faulty
- Seeks multiple perspectives most of the time
- Willing to stretch “comfort zone” in new learning most of the time, though is usually not the first to volunteer
- Appropriate reflection and reporting most of the time

- Attends to dialogue with supervisor, but actively participates infrequently
- Attention is divided, or mind often seems elsewhere; sometimes asks for clarification
- Inconsistently demonstrates critical thinking skills, or critical thinking skills are often ineffective
- Seeks multiple perspectives on occasion
- Accepts, but does not solicit contributions from others both in terms of own and other’s work
- Occasionally willing to stretch “comfort zone”, but generally intolerant of discomfort in learning
- Frequent Reporting > occasional Reflection

- Mostly silent and passive--does not appear engaged in dialogue
- Attention clearly not present; rarely acknowledges need for clarification
- Effective critical thinking skills negligible
- Routinely does not seek multiple perspectives
- Intolerant of discomfort in new situations and learning
- Surface level “reporting” without any reflection

### Ethical Behavior

- Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the

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- Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the

- Does not adhere to current ethical standard of ACA, ASCA, ASGW, and ACES, or to the legal requirements governing professional counselors in the jurisdiction in which fieldwork takes place*
- Does not know of or employ
<table>
<thead>
<tr>
<th>Case Formulation</th>
<th>jurisdiction in which fieldwork takes place*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes, articulates, and uses multicultural and effective ethical decision-making models</td>
<td>• Recognizes and articulates multicultural and ethical decision-making models, but is not confident in executing them</td>
</tr>
<tr>
<td>• Is familiar with multicultural, ethical decision-making models, but does not clearly or consistently execute them</td>
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</tr>
<tr>
<td>• Formulates culturally appropriate and empirically supported counseling plans, but misses key elements (e.g., not empirically supported, not culturally appropriate, misses several treatment goals)</td>
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</tr>
<tr>
<td>• Demonstrates a clear link</td>
<td>• Shows a clear link</td>
</tr>
<tr>
<td>• Consideration of the nature of the problem and some investigation of alternate sources of information beyond the referral are present.</td>
<td>• Some consideration of the nature of the problem beyond the information included in the referral</td>
</tr>
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<td>• Incomplete incorporation of multiple dimensions of the environment.</td>
<td>• Only minimal &amp;/or superficial consideration of multiple aspects of the environment.</td>
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<td>• Formulates culturally appropriate and empirically supported counseling plans, but misses one or two treatment goals</td>
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* NOTE: Adherence to ethical standards is expected at the “exceptional” level at all times. Ethical misconduct may be grounds for an “F” in the course, removal from the internship site and possible dismissal from the program.
<table>
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<tr>
<th>between intervention strategies utilized/planned and selected theoretical perspectives,</th>
<th>Demonstrates a clear link between intervention strategies utilized/planned and client worldview, cultural identity, cultural values and life experiences</th>
<th>Recognizes transference and countertransference, discusses its related implications, and can usually articulate an appropriate plan to use it therapeutically</th>
<th>Is generally thoughtful and clear on interventions, but the relationship to client worldview, value orientation, cultural identity and life experiences are not always fully understood or clearly articulated</th>
</tr>
</thead>
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<tr>
<td>• Sometimes can report the general implications of transference and countertransference, but rarely recognizes its occurrence</td>
<td>Often can articulate an understanding of the implications of transference and countertransference and can sometimes recognize its occurrence, but cannot articulate how to use it therapeutically.</td>
<td>interventons and client worldview, value orientation, cultural identity, and life experiences</td>
<td>implications to counseling</td>
</tr>
<tr>
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<td>Generally thoughtful and clear on interventions, but the relationship to client worldview, value orientation, cultural identity and life experiences are not always fully understood or clearly articulated</td>
<td>Sometimes can report the general implications of transference and countertransference, but rarely recognizes its occurrence</td>
<td>implications to counseling</td>
</tr>
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<td><strong>Openness to and Application of Feedback</strong></td>
<td><strong>Accepts praise and criticism when framed in an appropriate, constructive manner</strong></td>
<td><strong>Usually accepts praise and criticism, but sometimes does not accept from specific sources or under specific circumstances</strong></td>
<td><strong>Only occasionally accepts praise and criticism well</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td><strong>Gives praise and criticism framed in an appropriate, constructive manner, including to supervisor</strong></td>
<td><strong>Is mostly consistent in giving praise and criticism, but may not always offer it in constructive manner; some awkwardness giving feedback to supervisor</strong></td>
<td><strong>Only occasionally offers praise or criticism, or consistently gives one, but not the other; marked avoidance of giving feedback to supervisor</strong></td>
<td><strong>Does not offer praise or criticism at all, or offers in judgmental or disrespectful manner</strong></td>
</tr>
<tr>
<td><strong>Consistently incorporates suggestions received and follows up with review of effectiveness; or can effectively justify why suggestion was not used</strong></td>
<td><strong>Often incorporates suggestions, though may not always report back on or ask for further evaluation of applied suggestions; justification for not using a suggestion may be somewhat unclear</strong></td>
<td><strong>Occasionally incorporates and follows up with review of suggestions but not consistently; justification for not using a suggestion is mostly unclear</strong></td>
<td><strong>Little or no reflective thought evident</strong></td>
</tr>
<tr>
<td><strong>Self-reflection is evident pertaining to both personal perspectives and professional development</strong></td>
<td><strong>Moderate amount of reflective thought regarding personal perspectives and professional development considerations</strong></td>
<td><strong>Some reflective thought pertaining to personal perspectives and professional development and how they inter-relate</strong></td>
<td></td>
</tr>
<tr>
<td>Paperwork</td>
<td>Dispositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submits all the required paperwork on time</td>
<td>• Demonstrates an appreciation for self-evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Completes all paperwork accurately</td>
<td>• Articulates an on-going recognition of and appreciation for clients’ assets and strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork is concise, neat, readable, and conforms to required format</td>
<td>• Demonstrates an appreciation that even even small changes in even small changes in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clinical impressions are written using appropriate professional terminology</td>
<td>• Demonstrates moderate amount of appreciation for self-evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses culturally appropriate and respectful language when referring to racial-ethnic and culturally diverse individuals/groups</td>
<td>• Occasionally articulates recognition of and appreciation for clients’ assets and strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submits 75% of the required paperwork on time</td>
<td>• Mostly appreciates that even small changes in even small changes in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork is mostly accurate, with a few minor, non-content related errors</td>
<td>• Demonstrates ambivalence toward self-evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork is somewhat too long or short, and is sometimes not clear or does not strictly conform to format</td>
<td>• Infrequently articulates recognition of and appreciation for clients’ assets and strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clinical impressions are written clearly, but with only moderate use of clinically appropriate terms</td>
<td>• Demonstrates ambivalence toward or occasional frustration with small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mostly uses culturally appropriate and respectful language when referring to racial-ethnic and culturally diverse individuals/groups</td>
<td>• Demonstrates no regard for self-evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Submits 50-75% of the required paperwork on time</td>
<td>• Does not articulate recognition of or appreciation for clients’ asset and strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork is basically accurate, with frequent non-content related errors, or with 1-2 errors in content material</td>
<td>• Demonstrates no appreciation for small changes in clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork is generally too long or short, is often not clear, or deviates from format</td>
<td>• Uses culturally inappropriate and disrespectful language to describe racial-ethnic and culturally diverse individuals/groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clinical impressions are somewhat unclear and there is little use of appropriate clinical terminology</td>
<td>• Uses culturally inappropriate and disrespectful language to describe racial-ethnic and culturally diverse individuals/groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Uses some culturally appropriate &amp; inappropriate language to describe racial-ethnic and culturally diverse individuals/groups</td>
<td>• None of the required paperwork is submitted on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• None of the required paperwork is submitted on time</td>
<td>• Paperwork has multiple errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork has multiple errors</td>
<td>• Paperwork is not readable or deviates totally from the required format.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Paperwork is not readable or deviates totally from the required format.</td>
<td>• Clinical impressions are unclear and there is no use of clinically appropriate terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clinical impressions are unclear and there is no use of clinically appropriate terms</td>
<td>• Uses culturally inappropriate and disrespectful language to describe racial-ethnic and culturally diverse individuals/groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small changes in clients can be important for mental health</td>
<td>Clients can be important, but sometimes loses sight of this.</td>
<td>Change in clients or for change that requires some time</td>
<td>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Applies knowledge and skills in a manner that values the relationship with clients above the performance of techniques</td>
<td>Mostly values the relationship with clients above the performance of techniques, but occasionally allows own performance anxiety to interfere in applying knowledge and skills in supervision</td>
<td>Frequently allows own need to perform techniques to overshadow relationship with clients, but corrects this when it is called to attention</td>
<td>Does not engage in any extracurricular activities that support continued professional development</td>
</tr>
<tr>
<td>Demonstrates an understanding of, and appreciation for multicultural competence as foundational for clinical competence</td>
<td>Mostly demonstrates an understanding of, and appreciation for multicultural competence as foundational for clinical competence</td>
<td>Is inconsistent in demonstrating an understanding of, and appreciation for multicultural competence as foundational for clinical competence</td>
<td>Somewhat models an appreciation for continued professional development by occasionally engaging in extracurricular activities</td>
</tr>
<tr>
<td>Demonstrates an understanding of equity and the value of promoting social justice in school counseling, and puts concerted effort into its learning and practices</td>
<td>Mostly demonstrates an understanding of equity and the value of promoting social justice in school counseling, and puts effort into its learning and practices</td>
<td>Values and appreciates the concept of equity and promoting social justice in school counseling, but takes limited initiative to learn the knowledge and skills needed to put into practice</td>
<td>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</td>
</tr>
<tr>
<td>Models an appreciation for continued professional development (e.g., by frequently engaging in extracurricular activities—reading, training, attending conferences—and then adapting the information to practice)</td>
<td>Mostly models an appreciation for continued professional development by engaging in some extracurricular activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Session Dates & Scores

Session #1 _______ Score______  Session #6 _______ Score______  Session #11 _______ Score______
Session #2 _______ Score______  Session #7 _______ Score______  Session #12 _______ Score______
Session #3 _______ Score______  Session #8 _______ Score______  Session #13 _______ Score______
Session #4 _______ Score______  Session #9 ______  Score_____  Session #14 _______ Score______
Session #5 _______ Score______  Session #10_______ Score_____  Session #15 _______ Score______

End of Semester Calculations:

Total Score: __________

Possible Total Supervision Percentage Score: Practicum = 30%  Internship I = 30%  Internship II = 30%

Actual Final Supervision Percentage: ____________
Appendix B
COU 740.01- Practicum: School Counseling
CLASS PARTICIPATION RUBRIC

This page was adapted from Brown University's Prof. John Tyler of the Department of Education's site, "Class Participation Assessment Guidelines" and http://www.fairfield.k12.ct.us/fairfieldhs/cfairfieldhs37/Participation%20Guidelines.htm

"It is the responsibility of the students to bring something of value to the classroom, which will add to the value of their own experience. When all students bring something of value to the classroom, the learning environment improves as a whole."

-- Prof. John Tyler, Brown University

“Participation” in the fullest and broadest sense of the term is central to learning in and out of the classroom. “Full” participation provides the opportunity for authentic dialogue (with an emphasis on “listening for understanding”), active reflection, and expressing of multiple and diverse perspectives that contribute to promoting a climate of mutual respect and learning among and between student and teacher. In contrast to this, participation that encompasses comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>High Participation: (A ) Contributions reflect exceptional preparation and offers relevant information from course materials and fieldwork experience to the class discussion. Is on-topic, appropriately initiates and models content and process discussion among peers; consistently demonstrates listening for understanding, turn-taking, respectful communication and language; can lead but does not dominate the dialogue/interaction; engages actively in reflection (as distinguished from reporting only); embraces and creates opportunities to explore difficult dialogues/issues; fully engages fieldwork experiential learning and the processes associated with them.</td>
</tr>
<tr>
<td>90-94</td>
<td>Above Average Participation (A-) Contributions reflect good preparation and offers relevant information from course materials and fieldwork experience to class discussion. Mostly on-topic, initiates dialogue, takes part in content/process discussion among peers, and usually demonstrates listening for understanding, turn-taking, respectful communication and language. Takes part in the dialogue/interaction but does not dominate it; engages frequently in reflection (as distinguished from</td>
</tr>
</tbody>
</table>
reporting only); willing to take risks to explore difficult dialogues/issues; moderately engages fieldwork experiential learning and the processes associated with them.

<table>
<thead>
<tr>
<th>82-89</th>
<th>Satisfactory Participation (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contributions reflect satisfactory preparation and occasionally offer relevant information from class materials and fieldwork experience to class discussion. Sometimes on-topic, participates in discussion when others initiate it, engages in mostly content rather than process related discussion; largely “reporting” rather than reflection; occasionally demonstrates listening for understanding; makes effort to be respectful in communication and language. Tends toward “passive” engagement, and usually does not lead OR may dominate in interaction; superficial participation in fieldwork experiential learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>80-81</th>
<th>Unsatisfactory Participation (B-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contributions reflect less than satisfactory preparation. Once in a while offers relevant information from class materials and fieldwork experience to class discussion. Sometimes on-topic but rarely initiates comments or dialogue with peers. Occasionally demonstrates off-task behavior (i.e. side conversations with peers, on pager, writing notes) and needs to be redirected by the teacher. Rarely takes part in content/process discussions with limited demonstration of reflection and may withdraw from the discussion, dominate it, or may distract other students from engagement. Limited intentionality in listening for understanding, respectful communication and language; minimal participation in fieldwork experiential learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&lt;80</th>
<th>Non-Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contributions reflect poor preparation. Rarely offers relevant information from class materials and fieldwork experience to class discussion. Does not often participate in class discussion, even if it's initiated by others and <em>often</em> demonstrates off-topic behavior (i.e. side conversations with peers, on pager, writing notes). Rarely takes part in content/process discussions with limited demonstration of reflection; <em>often</em> withdraws from discussion, dominates it, or distracts other students from their work. Does not demonstrate ability to listen for understanding nor engage in respectful communication and language exchanges. Unwilling to take risks to explore questions/issues, and unwilling to participate in fieldwork experiential learning.</td>
</tr>
</tbody>
</table>

**At the end of each class, a participation score is given. At the end of the semester, scores are tallied and an average score is calculated and then 10% of this figure is taken as the final percentage for the overall class participation percentage.**
# Appendix C
FIELDWORK REFLECTIVE JOURNAL RUBRIC (COU 740, 741, & 790)

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Pass (P= 89-99)</th>
<th>Borderline Pass (BP: 82-88)</th>
<th>Not Pass (NP: &lt;82)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Thought and Inquiry</td>
<td>Evidence of strong reflective thought pertaining to both personal perspectives and professional school counselor identity development and how they inter-relate. Reflections include the student’s own reactions: feelings (emotional, physical, etc.), thoughts, behaviors, spiritual/moral/ethical/cultural values in relation to the fieldwork experience and training in and out of the classroom and during supervision. Reflections also address “student in relation to others” and the situation/environment/context. Reflective statements go beyond simply answering one or two questions; instead they include a rationale for analyzing and working with any fieldwork related issue, “cultural encounter”, situation, including use of specific strategies, approaches or materials.</td>
<td>Some of the Criteria is met but inconsistently throughout</td>
<td>Little evidence of reflective thought pertaining to personal perspectives and professional development and how they inter-relate. Reflections do not address student’s own reactions; rather only address others or the situation. OR reflections address ONLY the student’s own reactions, and do not take into account others or the situation/environment/context. Few if any reflective statements beyond an accounting of what takes place in a specific example. Little if any rationale underlying the use of specific strategies or materials included in terms of understanding and addressing the issue or situation.</td>
</tr>
</tbody>
</table>
| **Cohesion and Organization** | Reflections over the course relate to and connect:  
• Encounter learning in the field, with supervisors, peers, colleagues, clients, etc.  
• Group supervision discussions  
• Readings – assigned and/or recommended  
• Any diversity related issues of interest for the student | Reporting > Reflection in more than one area | Reflections are limited to reporting on one area. |
| **Multiple Perspectives/ Working with Complexity** | Reflections include personal awareness and/or confusion, understanding/misunderstanding, internal/external conflict. Reflections relate to situations in the fieldwork setting, during individual/group supervision, and outside the “classroom” experience. | Some reflection of insights and some connections and linkages made | Limited reflection of insights and connections related to fieldwork, classroom, supervision, and outside class experiences. |
| **Careful Use of Language** | Thoughtful and sensitive use of language around multicultural issues (gender, race/ethnicity, deaf/hard of hearing/hearing, etc.), with rationale for language choices. | Limited awareness and recognition of language issues | Language issues not addressed. |

**At the end of each class, a participation score is given. At the end of the semester, scores are tallied and an average score is calculated and then 10% of this figure is taken as the final percentage for the overall class participation percentage.**
Appendix D
Department of Counseling
School Counseling Program
Child/Adolescent Case Presentation Format
PLUS Basic Family Genogram

I. Identifying Information

II. Referral Information/Presenting problems and issues

A. Reason(s) for referral, referral source, date of referral, circumstances leading to referral
B. Any other related precipitant stressors
C. Teacher/Parent concerns (if applicable)

III. Question(s) or Issue(s) for Group to address
Counselor's main questions or issues, and/or specific area(s) of consultation needed from peer group regarding this case.

IV. Background Histories (from client, client's parents/family, significant others, related professionals, etc.)

A. Developmental History (pre and post-natal, developmental milestones, significant early life events, etc.)
B. Family History
C. Summary Immigration History (if applicable)
D. Significant Trauma History (if applicable)
   - “sensitive” topics as physical/sexual abuse (as victim, or witness)
   - Any type of Violence- physical, emotional, verbal, etc.
   - Experience with Natural Disasters, etc.
Get details as to the exact nature of events, perpetrator if applicable, legal system involvement if applicable, impact on client/family, etc.
E. Health History
   - Client's mother's health during pregnancy/birth
   - Client's parents' health history if relevant
   - Client's own medical history (general health, significant illness or injuries, surgeries, allergies, medications, additional special needs/disabilities, physical limitations, etc.)
   - Client's psychiatric history (formal and informal)
     1. Suicidal Ideation
        a. Degree, history, methods, drug-alcohol associated, consequences, treatment, etc.
     2. Violence- history, nature of act, legal system involved (arrests, incarcerations, etc.)
     3. Delinquency- nature of, interventions, etc.
     4. Substance Use- Drug/Alcohol
        a. type of substance
        b. usage- frequency, duration, quantity, etc.
        c. effects of usage/consequences (medical, personal/interpersonal, school/work, legal, financial, etc.)
        d. treatment history

F. Educational History

G. Social-Emotional Development History

H. Personal Strengths, Interests, Recreational and Leisure activities

I. Work History (if applicable)

V. Multicultural Considerations
   A. Immigration/Migration (in and outside of States, individual and family)
   B. Family- Structure and Roles, Traits, etc.
   C. Language and Cross Cultural Communication Issues
      - In and Out of home
      - Communication preferences/modalities
      - Cultural values and beliefs related to communication styles, etc.
D. Cultural Identity:
   - client, family members, etc. What characterizes ethnocultural identity? What feelings and thoughts are facilitated and promoted as function of ethnocultural context and deafness/disability influences (separately and combined?)

E. Acculturation - extent of, and how it influences type/manner of Sx expression.

F. Socio-Political/Socioeconomic/Cultural Influences: impact of oppression, prejudice, discrimination related to any of the "ism's" identified with client(s) and his/her family.

G. Worldview-orientation (individual/collective)
   - Cultural value orientation, beliefs toward disability/deafness,
   - Religion and spirituality
   - Time
   - Social Relationships
   - Nature

VI. Assessment
A. Physical
B. Mental Status Exam (MSE) - see handout

VII. Case Conceptualization/Formulation- Theoretical application
How do you understand your client's issues/problems? Case conceptualization or formulation makes clear what factors/influences have caused/led to the Sx you are seeing with your client. These factors/influences should be distinct to the theoretical model(s) you select upon which to formulate your case.
How you understand your client informs your counseling goals as well as the intervention strategies you will select—they should be consistent with the theoretical model(s) you choose.

VIII. Clinical Impressions (general) & Diagnosis (DSM IV) if applicable

IX. Counseling Goals & Intervention Strategies (base on case conceptualization/formulation)
   - include IEP/ITP goals
   - informal goals/objectives- personal growth

X. Summary of Counseling Work to Date
   A. Process: Relationship dynamics and “how” counseling has progressed/changed/developed between and among client/counselor/family; client/family to school, etc. Issues of transference, countertransference, cross cultural communication, etc.

   B. Basic content of sessions (play, signed, verbal/non verbal)

   C. Significant Changes and Development
      - client’s cognitions, affect, behaviors,
      - setting (home, school, peer group, family, etc.)

XI. Basic Genogram (see handout)
   A basic genogram is a systematic and visual approach of gathering and displaying information about a family system and for identifying themes and patterns which influence personal development and relationships. It uses standard symbols, organizes names, dates, gender, marriages, divorces, births, deaths of family members and other content information about a person and his/her family system(s).
Eco-Map: similar to a genogram, and eco-map provides a systematic and visual approach to display information about an individual and his/her relationship to the different spheres of significant influences (home, community, social groups, school, work, etc.) in his/her environment.
**Appendix E**  
Case Presentation Rubric Score Sheet- Practicum

<table>
<thead>
<tr>
<th>Name ______________________________</th>
<th>Date ____________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>High pass (5%)</th>
<th>Pass (3%)</th>
<th>Low Pass (2%)</th>
<th>Unsatisfactory (&lt;2%)</th>
</tr>
</thead>
</table>
| **Written Outline-strength of content and organization** | Very clear  
- Well organized throughout  
- Very thorough, comprehensive, included all required components for Case Presentation (sections)  
- Contains a lot of pertinent examples from background histories, present situation, and other relevant resources  
- Conclusions/ideas are strongly supported by evidence  
- Almost entirely free of spelling, punctuation, and grammatical errors | Generally clear  
- Adequately organized throughout  
- Inclusion of most of the required components  
- Contains adequate supporting examples from background histories, present situation, and other relevant resources  
- Conclusions/idea are mostly supported by evidence  
- May contain a few errors, but these do not prevent understanding | Some clarity, but inconsistent  
- Some areas organized, other areas lacking organization  
- Less than half of the required components  
- Contains few supporting examples from background histories, present situation, and other relevant resources examples, facts, and/or statistics;  
- Conclusions, ideas are weakly supported by evidence  
- Usually contains several mechanical errors, which may temporarily confuse the reader, but do not prevent overall understanding. | Lacks significant clarity  
- Lacks significant organization  
- Superficial coverage of required components  
- Doesn’t include supporting examples from background histories, present situation, and other relevant resources  
- Conclusions, ideas are not supported by evidence.  
- Frequent mechanical errors that make it impossible for the reader to follow |
| **Cultural Sensitivity in Language Use** | Very thoughtful and sensitive use of language around multicultural issues (gender, race/ethnicity, deaf/hard of hearing/hearing, etc.), with rationale for language choices. | Generally sensitive use of language around multicultural issues (gender, race/ethnicity, deaf/hard of hearing/hearing, etc.), with rationale for language use regarding multicultural issues (gender, race/ethnicity, deaf/hard of hearing/hearing, etc.) is inconsistent; superficial rationale for language choices. | Sensitivity toward language use regarding multicultural issues (gender, race/ethnicity, deaf/hard of hearing/hearing, etc.) is inconsistent; superficial rationale for language choices. | Language issues not addressed |

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<table>
<thead>
<tr>
<th>Presentation Delivery</th>
<th>Clear, well formulated, and meaningful questions for the group</th>
<th>Questions for the group somewhat vague and/or superficial</th>
<th>Questions for the group provide an academic exercise with little potential to impact the case presented</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relaxed, self-confident and appropriately dressed for purpose or audience;</td>
<td>Quick recovery from minor mistakes;</td>
<td>Some tension or indifference apparent and possible inappropriate dress for purpose or audience;</td>
</tr>
<tr>
<td></td>
<td>Builds trust and holds attention by direct eye contact with all parts of audience;</td>
<td>Appropriately dressed;</td>
<td>Occasional but unsustained eye contact;</td>
</tr>
<tr>
<td></td>
<td>Communication style helps maintain audience interest</td>
<td>Fairly consistent use of direct eye contact with audience;</td>
<td>Little expression shown in communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Satisfactory communication style</td>
<td></td>
</tr>
</tbody>
</table>

- **No group questions**
- **Nervous tension obvious and/or inappropriately dressed for purpose or audience**
- **No effort to make eye contact with audience**
- **Unclear communication or no attempt to engage audience**
Gallaudet University
Department of Counseling
COU 741: Internship I in School Counseling
Template

**General Information**

Course Number: COU 741  
Course Title: Internship I in School Counseling  
Course Credits: 4 credits  
Prerequisite Courses/Conditions: Successful completion of COU 740.01 (Practicum in School Counseling) with a grade ≥ “B”; advancement to candidacy (i.e. passed qualifying exams) passed 2nd and 3rd semester transition points; permission of program director.

Field Experience Days: Tuesdays and Thursdays (8hrs/day; 16 hrs/wk)  
Practicum Group Class/Supervision Mondays, 12-1:30 pm, Rm. 101A

**Instructor(s) Information**

Group Supervisor/Class Instructor TBA  
Faculty Individual Supervisor TBA  
Class Office Hours: M/Tues-10 am to 12 noon and by appt  
Phone: 202-651-5515 [TDD/voice]  
Fax: 202-651-5657  
E-mail: TBA  
Contact Information: Voice and VP: 202-651-5515  
Fax: 202-651-5657

**Required Textbooks:**


**Additional Readings to be assigned and provided by instructor**
Reference List


Course Information:

Catalog Description

This course is the intermediate level of fieldwork experience in the School Counseling program and typically takes place in the fourth semester of the student’s program. It is often offered as a continuation in the same educational setting that the student begins for Practicum.

The focus of this second fieldwork experience is for the student to expand upon his/her personal and professional counseling competencies in the following areas:

- working effectively with diverse deaf/hard of hearing students (K-12), site supervisor, and other significant school personnel
- engaging in both prevention and intervention counseling strategies with individuals and possibly group counseling opportunities
- beginning to engage in effective practices as a professional school counselor with regard to client/family advocacy, leadership, consultation, collaboration and teaming, and affecting change on a systemic level.
Emphasis will be placed on linking counseling theory and practice with the added incorporation of case conceptualization into this semester of students’ case presentations. Students will also be exposed to consultation and collaboration models and will be encouraged to develop their own style of consultation and collaboration.

**Course Description**

This course is the intermediate level of fieldwork experience in the school counseling program and typically takes place in the 4th semester of the student’s program. It is also often a continuation in the same educational setting that the student begins for Practicum.

The focus of this second fieldwork experience is for the student to expand upon his/her personal and professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12), site supervisor, and other significant school personnel; engaging in both prevention and intervention counseling strategies and techniques with individuals and possibly group counseling opportunities; and begin to engage in effective practices as a professional school counselor with regard to client/family advocacy, leadership, consultation, collaboration and teaming, and affecting change on a systemic level. The student is expected to deepen his/her knowledge and understanding of his/her educational setting and its organizational structure, management and administration; and specifically the administration and operation of its counseling services. Furthermore, there will be emphasis placed on linking counseling theory and practice with the added incorporation of case conceptualization into this semester of students’ case presentations. Students will also be exposed to consultation and collaboration models and will be encouraged to explore and develop their own style of consultation and collaboration.

Students may engage in school counseling duties including but not limited to: classroom observation, individual counseling, teacher/parent consultation, case conferences, staff meetings, individual student planning, counseling documentation (e.g. progress notes); IEP/ITP planning and implementation; intake interviews, behavioral assessments, group counseling and guidance activities; leadership, advocacy, and collaboration activities, etc.

See *School Counseling Fieldwork Manual* for additional information regarding requirements for: instructors, students, faculty supervisors, Site supervisors, clinical instruction environment.
## Course Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Course Student Learning Outcomes: Upon completion of this course, students will:</th>
<th>NCATE Standards</th>
<th>CACREP Standards</th>
<th>Corresponding Course Unit</th>
<th>School Counseling Program Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Demonstrate intermediate ability in applying and integrating multiple theoretical orientations with appropriate knowledge and skills sets in working with diverse school aged clients under faculty and site supervision (Knowledge and Skills)</td>
<td>2 a.c.d.e.f.g.h. 3 a.b.c.d.e.f. 4 a.b.c.d.e.f.</td>
<td>F 1-5</td>
<td>Unit II &amp; V</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>2) Demonstrate intermediate level counseling skills with regard to establishing positive rapport with students; effective cross cultural communication with students, their families and all other school personnel (Dispositions, Knowledge, Skills)</td>
<td>1 a.c.e.f.g.i.j. 2 a.b.c.d.e.f.g.h. 3 a.b.c.d.e.f. 4 a.b.c.d.e.f.</td>
<td>F 1-5</td>
<td>Unit IV</td>
<td>1, 2, 4, 7, 8, 9, 10</td>
</tr>
<tr>
<td>3) Demonstrate intermediate ability in developing culturally relevant and developmentally appropriate and meaningful counseling and learning goals associated with an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) for school aged deaf/hh clients; and apply culturally relevant and effective interventions and approaches to student/family/school situations (Knowledge, Skills)</td>
<td>1 a.b.f.i.j. 2 a.b.c.e.f. 3 b.c.e.f. 4 a.b.c.d.e.f.</td>
<td>F 1-5</td>
<td>Unit III, V</td>
<td>2, 3, 4, 5, 7, 9, 10</td>
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<td>4) Demonstrate intermediate skills in maintaining timely, accurate, and appropriate client case files and documentation –e.g. progress/process notes, treatment plans, IEP counseling goals, time logs, etc. (Knowledge, Skills)</td>
<td>1 b.f.i. 2 a.c.e.f.g. 3 a.b.c.d. 4 a.b.c.d.</td>
<td>F 1-5</td>
<td>Unit II, III, V</td>
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</table>
| 5) Develop an intermediate level of organizational and administrative understanding and knowledge of a school system and/or comprehensive counseling program for deaf/hard of hearing students, and familiarity with it's internal organizational structure and day to day operations. (Knowledge, Skills) | 1 b.c.h.  
2 a.b.  
3 d.e.  
4 a.b.c.d. | F 1-5 | Unit I, III | 1,3, 4,5, 8,9,10 |
| 6) Demonstrate intermediate ability to gather, organize, meaningfully integrate, and present client history and background information, beginning clinical hypotheses, AND to begin to conceptualize the client's situation with different counseling theoretical orientations/ intervention strategies. (In class presentation AND formal case presentation write up) (Knowledge, Skills) | 1 a.b.g.i.  
2 d.e.f.g.h.  
3 a.b.c.  
4 a.c. | F 1-5 | Unit II, III, V, VI | 1,2,3,4,5 |
| 7) Demonstrate effective consultation and collaboration skills across professional disciplines in the school system as a whole, and with relevant helping professionals in the community. (Dispositions, Knowledge, Skills) | 1 g.h.i.j.  
2 e.f.g.  
3 a.b.c.d.e.f.  
4 a.c.d. | F 1-5 | Unit II, V | 1,2,5, 8,10 |
| 8) Demonstrate intermediate skills and understanding of, and appropriate and effective use of clinical supervision on both individual/peer group levels. (Dispositions, Knowledge, Skills) | 2 c.e.f.g.  
3 d.e.f. | F 1-5 | Unit III, V | 1,8 |
| 9) Demonstrate intermediate ability for self-reflective critique and on-going evaluation of personal and professional competencies, and skill development in leadership and advocacy activities, and ability to affect change on individual/group/system levels (Dispositions, Knowledge, Skills) | 2 d.e.g.  
3 d.e.f. | F 1-5 | Unit IV, V, VI | 1,2,3,5 |
10) Demonstrates knowledge and understanding of school counselor role and ability to develop appropriate prevention and intervention plans specific to managing school crises, emergencies, disasters, and trauma-causing events

<table>
<thead>
<tr>
<th>SLO</th>
<th>Information and Requirements</th>
<th>Unit</th>
<th>Credits</th>
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<tbody>
<tr>
<td>10</td>
<td>1-d,f,g,h,j</td>
<td>F 1-5</td>
<td>2,4,8,10</td>
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<td>2-a,b,d,e,f,g,h</td>
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<td>11</td>
<td>Actively seek out use of professional resources to enhance counseling work including but not limited to: technology, school counseling assessment instruments and procedures, media, print material and professional school counseling literature (Knowledge, Skills)</td>
<td>F 1-5</td>
<td>Unit II</td>
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</table>

These student learning outcomes (SLOs) reflect those of the Department of Counseling School Counseling Program. SLOs also reflect Professional Standards of Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Conceptual Framework for National Council for the Accreditation of Teacher Education (NCATE).
CONCEPTUAL FRAMEWORK FOR GALLAUDET UNIVERSITY EDUCATION UNIT
(NCATE STANDARDS)

Gallaudet’s NCATE Conceptual Framework:
Goals (More specific statement of how the unit will use the philosophy to achieve the mission; Institutional standards)

5. Promotes Bilingual/Bicultural Competence
6. Engages in Theory-Based Practice
7. Acts as a Reflective Change Agent
8. Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.

Knowledge Bases (including theories, research, the wisdom of practice, and education policies, that inform the unit’s conceptual framework; What theories/research undergird the belief that these purposes/goals are worthwhile? Why do you believe that what you described in Philosophy and Purposes is “good practice”; reference list; uses literature to explain why Unit’s purpose is important)

Candidate proficiencies (aligned with the expectations in professional and institutional standards)

5. Promotes Bilingual/Bicultural Competence
   k) Fluent in ASL (S)
   l) Competent in written English (S)
   m) Creates a visual learning environment (S)
   n) Knows the histories, cultures, and contexts of deaf/Deaf people (K)
   o) Assures access to language through a variety of strategies (S)
   p) Develop lessons that address diverse linguistic backgrounds of students (S)
   q) Communicates effectively across diverse cultures, varying education & cognitive levels (S)
   r) Works effectively within a culturally diverse team of professionals (S)
   s) Values and responds to language diversity and development in students (S, D)
   t) Demonstrates leadership, advocacy and the ability to navigate biculturally (S, D)
2) **Engages in Theory-Based Practice**
   i)  Shows knowledge of subject matter (K)
   j)  Utilizes subject matter knowledge to prepare and teach curriculum that supports learning of content by all students (S)
   k)  Knows how children and youth develop and the implications of that development for teaching and learning (K)
   l)  Modifies professional practice to be appropriate for diverse students including multiple language, ethnicity, multiple and varied intelligences, gender, and abilities (S)
   m)  Uses knowledge of learners and learning to assess, plan professional practice, respond, assess, and revise professional practice (action research) (S)
   n)  Locates professional resources for self, students, families, and communities through a variety of technologies (S, D)
   o)  Critically examines theory and research in order to apply to professional practice (S, D)
   p)  Models a passion for learning and teaching (D)

3. **Acts as a Reflective Change Agent**
   g)  Identifies one’s own strengths, weaknesses, and learning needs and is resourceful in building their capacity as a professional (S, D)
   h)  Gathers evidence of the impact of their professional practice; analyzes evidence, reflects, decides what to do next (S)
   i)  Identifies own biases, values, beliefs, worldview, and the impact of these on their relationships with learners (S, D)
   j)  Collaborates with others in ways that enhance their knowledge, skills, and dispositions as a professional (S)
   k)  Interacts ethically and professional at all times with students, families, colleagues and community members (D)
   l)  Advocates for learners and for social justice (S, D)
4. **Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.**

   g) Understands learners in the context of their environment and culture and modifies professional practices to be culturally appropriate to learners (K, S)

   h) Monitors and evaluates one’s own values and their effects on practice and diverse groups (S, D)

   i) Shows respect and sensitivity in words and actions towards those who are culturally different from self (D)

   j) Demonstrates a belief that all children and families can learn and a commitment to enabling learning for all (D)

   k) Demonstrates a rapport with diverse students that reflects respect for and acceptance of their potential for improvement and success (S, D)

   l) Shows a commitment to continue to learn new knowledge and skills in order to work effectively with diverse learners (D)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

2009 Standards for Professional Practice

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.

Excerpt:

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following.

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision, throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

**Course Units**

Unit I: Internship I Introduction  
Unit II: Consultation and Collaboration Models  
Unit III: Ethics and Legal Issues  
Unit IV: School Counselor Role and Practices in Managing Crises, Emergencies, Disasters  
Unit V: Case Conceptualization  
Unit VI: Student Case Presentations  
Unit VII: Termination

**Dept. of Counseling School Counseling Program Student Learning Outcomes:**

Students in Gallaudet’s School Counseling Program will become professionals who:

1. Articulate understanding of, advocate for, and model the professional role and identity of a counselor, in particular the school counselor.

2. Demonstrate self-, and other- awareness, knowledge, and skills needed to effectively relate to and counsel diverse individuals and their families, groups, and classrooms, while demonstrating understanding of human growth and development.

3. Integrate awareness, knowledge, and skills related to economic, legal, and political issues surrounding diversity, equity, and excellence in learning, achievement, and whole student development.
4. Identify and assess multiple factors that influence the personal, social, and academic functioning of students, particularly any indicators of abuse/neglect or potential impact of crises/trauma, and select culturally appropriate prevention strategies or interventions.

5. Demonstrate the ability to apply culturally appropriate ethical decision making and adhere to ethical, legal, and professional standards related to the practice of professional counseling, and in particularly school counseling.

6. Demonstrate knowledge of and evaluate research relevant to the practice of counseling/school counseling with an ability to use outcome research data to inform decision making, accountability, and best practices.

7. Facilitate teams and prevention/intervention plans which enable students to overcome barriers to learning and facilitate success and achievement in academic, career, and personal/social development.

8. Demonstrate basic knowledge and application of school and community consultation and collaboration theoretical models and processes

9. Demonstrate understanding of the concepts, strategies, and practices designed to (1) enhance student academic, career and personal development, (2) close the achievement gap, and (3) prevent students from dropping out of school

10. Recognize the importance of the school counselor as a system change agent and apply this in practice utilizing multicultural counseling competencies, effective leadership, advocacy, consultation, and collaboration to influence change on the individual, group, and organizational and systemic levels.

### Mapping of Student Learning Outcomes, Learning Opportunities and Assessment Methods

<table>
<thead>
<tr>
<th>COU 741 Course Student Learning Outcomes: Upon completion of this course, students will:</th>
<th>Learning Opportunities</th>
<th>Assessment Methods</th>
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</table>
| Demonstrate intermediate ability in applying and integrating multiple theoretical orientations with appropriate knowledge and skills sets in working with diverse school aged clients under faculty and site supervision | • Group Supervision  
• Site and Faculty Supervision  
• Case Presentation  
• Lectures on Consultation and Case Conceptualization and related readings and | Supervision Rubric  
Mid/End of Semester evaluations  
Rubric – Class Participation  
Rubric – Journaling  
Rubric – Case presentation |
| Demonstrate intermediate level counseling skills with regard to establishing positive rapport with students; effective cross cultural communication with students, their families and all other school personnel | • Fieldwork Experience;  
• Site and Faculty Supervision  
• Contract Goals  
• Mid Semester Contract Review  
• Counselor Trainee Evaluation by Site Supervisor  
• Related Readings and Journaling | Supervision Rubrics  
Mid/End of semester evaluations  
Rubric-Class participation  
Rubric- Journaling |
| --- | --- | --- |
| Demonstrate intermediate ability in developing culturally relevant and developmentally appropriate and meaningful counseling and learning goals associated with an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) for school aged deaf/hh clients; and apply culturally relevant and effective interventions and approaches to student/family/school situations | • Fieldwork Experience  
• Site Supervision  
• Class Participation | Supervision Rubric  
Mid/End of semester evaluations  
Rubric- Class participation |
| Demonstrate intermediate skills in maintaining timely, accurate, and appropriate client case files and documentation – e.g. progress/process notes, treatment plans, IEP counseling goals, time logs, etc. | • Maintenance of Progress Notes (individual and/or group) on site  
• Fieldwork Experience  
• Site and Faculty Supervision- review of client case files/reports., and related documentation  
• Case Presentation  
• Class Participation | Supervision Rubric  
Mid/End of semester evaluations  
Rubric- Class participation  
Rubric Case Presentation |
| Develop an intermediate level of organizational and administrative understanding and knowledge of a school system and/or comprehensive counseling program for deaf/hard of hearing students, and familiarity with it’s internal organizational structure and day to day operations. | • Fieldwork Experience  
• Site supervision  
• Group Supervision  
• Site Orientation updates  
• Lectures on Consultation and Collaboration with related readings and journaling  
• Class participation | Supervision Rubrics  
Mid/End of semester evaluations  
Rubric- Journaling  
Rubric0 class participation |
| Demonstrate intermediate ability to gather, organize, meaningfully integrate, and present client history and background information, beginning clinical hypotheses, AND to begin to conceptualize the client’s situation with | • Faculty/Group Supervision  
• Case Presentation  
• Related Readings and Lectures  
• Class Participation | Supervision Rubrics  
Mid/End of semester evaluations  
Rubric- Class participation  
Rubric- Case Presentation |
| Demonstrate effective consultation and collaboration skills across professional disciplines in the school system as a whole, and with relevant helping professionals in the community. | • Fieldwork Experience  
• Site supervision  
• Counselor Trainee Evaluation by Site Supervisor  
• Lectures on Consultation and Collaboration and related readings and journaling  
• Class participation | Supervision Rubrics  
Mid/end of semester evaluations  
Rubric- Class participation  
Rubric- journaling |
| --- | --- | --- |
| Demonstrate intermediate skills and understanding of, and appropriate and effective use of clinical supervision on both individual/peer group levels. | • Fieldwork experience  
• Site Supervision  
• Faculty and Group Supervision  
• Journaling  
• Class Participation | Supervision Rubrics  
Mid/end of semester evaluations  
Rubric- Class participation  
Rubric- journaling |
| Demonstrate intermediate ability for self-reflective critique and on-going evaluation of personal and professional competencies, and skill development in leadership and advocacy activities, and ability to affect change on individual/group/system levels | • Fieldwork Experience  
• Site, Faculty, and Group Supervision  
• Journaling  
• Class Participation | Supervision Rubrics  
Mid/end of semester evaluations  
Rubric- Class participation  
Rubric- Journaling |
| Demonstrates knowledge and understanding of school counselor role in developing appropriate prevention and intervention plans specific to managing school crises, emergencies, disasters, and trauma-causing events | • Fieldwork Experience  
• Site, Faculty, and Group Supervision  
• Journaling  
• Class Participation  
• Assignment- school crisis management plan | Supervision Rubrics  
Mid/end of semester evaluations  
Rubric- Class Participation  
Rubric- journaling |
| Actively seek out use of professional resources including but not limited to: technology, school counseling assessment instruments and procedures, media, print material and professional school counseling literature | • Fieldwork Experience  
• Site, Faculty, and Group Supervision | Supervision Rubrics  
Mid/end of semester evaluations |
Instructional Parameters

Meeting Times and Dates

1. Work Requirements:
   In this second semester of field experience, students are required to complete a
   minimum of 200 hours (expected 240) of supervised experience; 60-80 hours of
direct client contact in a school setting.

   Note: the actual total clock hours for one semester is 240 based on the calculation of
   16 hrs/week for 15 weeks

2. Meeting Requirements:
   Students are required to spend a total of 3 ½ hours in clinical supervision per week:
   a. One hour weekly with the site supervisor to discuss specific clients, the school
      environment, and to foster a discussion of clinical principles of counseling/therapy.
      Other professional meetings as arranged by the site supervisor may be required by site
      supervisor. Students will receive feedback on a weekly basis from their site
      supervisors and the quality of participation in supervision will be evaluated on a
      regular basis by the site supervisors. (See Appendix A for evaluation criteria and
      scoring related to individual supervision). Formal mid and final semester
      evaluations will be completed by site supervisors based on student fieldwork contracts
      and an overall written evaluation form, both of which are included in the fieldwork
      manual. Students will also have the opportunity for self-assessment during these mid
      and final evaluation periods. At the end of the semester students will complete the
      same final evaluation form as their site supervisor, and will review and discuss
      responses in the context of site supervisor assessments of overall performance during
      the semester. (See fieldwork manual for details regarding practicum contract, mid
      semester, and final supervisor evaluation forms)
   b. One hour weekly with the faculty supervisor to discuss progress in Internship I.
      The focus of this supervision is on the emerging school counselor and the
      supervisory experience. All secondary discussions of clients and client
      information which may occur will be strictly confidential. Faculty supervisors
      will maintain regular contact with site supervisors and will also conduct site visits
      for direct observation of the student. (See Appendix A for evaluation criteria
      and scoring related to individual supervision)
   c. One and a half hours weekly of group supervision in class. This is an integral part
      of the training program. During group supervision the discussions will focus on
      the emerging school counselor, case presentation and conceptualization,
      intermediate counseling competencies, legal/ethical/ and multicultural issues as
      they arise. All case material will eliminate any reference to the student-client’s
name and identity, and all discussions will uphold the strictest confidentiality requirements.

**Attendance:**

Individual AND group supervision/class meetings are a priority and are considered equal to coursework and practicum assignments. All other activities or employment must be secondary or adjusted to permit time for supervision meetings. Unexcused absences, lateness, and leaving early from group supervision class will result in lowering the grade for participation by 1% with each occurrence. **Note:** Since group supervision occurs during the lunch period, the student should be prepared to bring in lunch and to arrive on time.

**3. Paperwork Requirements**

a. Forms to be completed prior to beginning, during, and after completing Practicum:
   - Internship I Approval form
   - Supervisor and supervisee Agreement Form
   - Fieldwork Information Form (Internship I)
   - Fieldwork Contract (Internship I)
   - Internship I Monthly Time Log
   - Internship I Comprehensive Time Log
   - Internship I Summary Form
   - Supervisor Observation Form
   - School Counseling Session Notes Forms (Individual & Group)
   - Site Supervisor’s Mid and Final Evaluation of Counselor Trainee
   - Site Supervisor Evaluation Form
   - Faculty Supervisor Evaluation Form

b. Internship I Contract:

   The student shall develop an Internship I contract within the first month to month and a half of Internship I. This contract is to be developed collaboratively, and with final approval from the site supervisor. The contract will include the following components: a minimum of 3-4 specific goals/objectives, the methods or strategies that will be utilized to reach these goals/objectives, and the various ways in which these goals/objectives will be evaluated. **At least one goal must address diversity related competencies, and/or a culture specific population.** The contract is to be signed by the student, the site supervisor, and the faculty supervisor and copies retained by each party (the original should be given to the faculty supervisor). This contract will be reviewed and evaluated for progress at mid-semester. (See Fieldwork Contract and Mid-Semester Contract Review Forms in fieldwork manual)
c. Time Logs:
There are 2 types of time logs that are to be completed by the student. The primary log is a **monthly time log** that is submitted at the end of every month. This log should also show the cumulative number of hours as the semester progresses. At the end of the Internship I period, the total number of hours should equal at least the minimum total hours required for the semester (i.e. 200 for second semester). The time log is to be signed by the site supervisor, and the student before it is submitted to the faculty supervisor at the end of each month for inclusion in the student’s file. Original copies are to be given to the faculty supervisor, and the student should make copies for themselves and their supervisors. The second form is a **Comprehensive Time Log** to be completed at the end of Internship I that reflects the totals for each month. Time log forms are kept with the other school counseling forms by the student mailboxes.

d. Internship I Schedule: Students must submit copies of their schedule at Internship I for 1 week at **3 different time periods**: 1) within the first month, 2) at mid-semester, and 3) within the last month of their Internship I. The schedule must outline their counseling activities on both a Tuesday and Thursday from the start to the end of the day.

e. Internship I Group Individual Reflective Journal:
To facilitate reflectivity and the skills for self-critique, students are required to maintain a journal of their practicum experiences to be turned in on a weekly basis by 12 noon on Fridays. Journal entries should be e-mailed directly to the instructor. Journal entries will be reviewed by the instructor and then returned to the student.

Content to include: personal reflections (attending especially to feelings, thoughts, questions, insights) on topics, issues, activities from group supervision class, fieldwork experiences, and supervision with site and faculty supervisors. Please note that additional assignments will be announced periodically throughout the semester. Minimum entry length of 1 page. *(See Appendix D for evaluation information)*

f. Counseling Session Notes: Reviewing counseling documentation is generally the responsibility of the site supervisor. However, given that schools/counseling departments and individual counselors vary in their policies and practices regarding documentation, it is required of the counseling trainee to select 1 client on whom s/he will maintain weekly documentation that tracks the progress, process, and development of the clients for the duration of the semester. The trainee will complete these forms (contained in the Fieldwork Manual) on this client and submit them on a weekly basis to his/her Faculty Supervisor for review and evaluation. Prior to submission, the trainee shall remove all identifying information of the student client to maintain confidentiality.

g. Case Presentation: Utilizing the Case Presentation Format with Genogram/Eco Mapping as a basic guideline, the student is responsible for a minimum of 1 formal in-class case presentation utilizing the case presentation format in the appendices. For Internship I, students are to focus their case presentation on their case conceptualization
(section VII of the Case Presentation guidelines). Students will sign up in advance for dates to present their cases. (See Appendices E & F for details on format, content, and scoring)

4. Videotaping/Direct Observation: Each school has specific regulations regarding videotaping and observation of client sessions. If videotaping is possible, the student is to videotape a client/group session for the purpose of advanced education and training of the student by the site/faculty supervisor. Students are to be observed at least twice, and preferably periodically throughout the semester by their site supervisor, and may be observed by their faculty supervisor (given permission by the site supervisor/school). Documentation of supervisor observations is completed by the site supervisor/faculty supervisor (See “observation” documentation forms in the fieldwork manual).

5. Use of Professional Resources: Students are to work in collaboration with their site supervisors to gain supervised experience in the use of professional resources appropriate to their site that may include, but is not limited to: different types of counseling assessment instruments or procedures, technologies, print and nonprint media, professional literature, and research.

**Grading:**

Grading and evaluation in this first fieldwork experience will depend on the candidate’s growth and development as a professional as much as in the area of beginning counseling competencies. Professional dispositions and proficiencies that emphasize maturity, motivation, dedication, responsibility, and ability to effectively relate to supervisors, peers, and colleagues are as important as the student’s ability to relate with his/her clients. Furthermore, evaluation will also include the student’s ability to perform all of the supervision (group and individual) assignments satisfactorily and punctually, including attendance at group and individual meetings.

Students must attain a grade of **“B” or better** to be permitted to continue in the fieldwork experience. If a student is achieving “C” work during the course of practicum, the student will receive feedback from both the site and faculty supervisors, with recommendations for improvement.
Criteria:

Fieldwork Experience 40%
- Formal Mid and Final Evaluations (See Fieldwork Manual)
- Site Supervisor and Supervisee relationship
- Live Observations

Individual Faculty Supervision- Attendance and Participation 30%
- Attendance/Preparation for Supervision (Appendix A)
- Faculty Supervisor and Supervisee relationship (Appendix A)
- Live Observations (if done – see fieldwork manual; Appendix A)

Case Presentation in Class/Group Supervision 10%

Class/Group Supervision 20%
- Attendance/Class participation (10%)
- Journal entries (10%)

100%

A+ = 100; A = 95-99%; A- =90-94%
B+ = 89%, B = 82-88%, B- =80-81%
Failing = < 80

Confidentiality and Ethics:
In your fieldwork, personal and confidential information will likely be shared among you and your peers during group supervision and between you and your site and faculty supervisors during individual supervision. Furthermore, students themselves will be asked to talk about themselves, their background, and their feelings as part of counselor training and supervision. It is the student’s responsibility to adhere to the ACA code of ethics with regard to confidentiality, and NOT share what is expressed or done in class or written in class notes to those outside of the class. It is permissible to express the impact the class has on one’s personal feelings and thoughts, reflections, etc., and to discuss the general content of the concepts and issues addressed in the course. However, discussion of any personal information shared by people other than yourself and that can lead to identification of these individuals is not acceptable. If you have any questions whatsoever regarding what you can and cannot talk about outside of class, please discuss the matter with your supervisors.

Student Performance
It is understood that practicum and internship experiences are processes and that personal and professional growth is cumulative. Trainees are expected to be open to their own self-exploration, to be willing to examine their counseling interaction and skill development, and to be open to the process of supervision. Integration of theoretical knowledge and practical experience is expected. Nevertheless, sometimes trainees do not progress through training as expected and desired.

If student performance is of concern, site supervisors are expected to immediately share
these concerns with both the student and the faculty supervisors. Faculty supervisors can then be very helpful in assisting the training process by, for example, changing the nature of the supervision process or increasing the amount of supervision.

In addition there are occasions when ethical concerns are present. Effective performance of counseling duties, while adhering to professional ethics, is a part of the skill set trainees need to develop. Accordingly the Department sees it as part of their duty to assure that trainees have opportunities to openly discuss issues of ethical behavior and furthermore to ascertain that they have sufficient support to correct behavior which may be problematic. Any concern about ethical behavior, difficulty with boundaries, and/or moral decision making should be shared with the faculty supervisor immediately. The faculty supervisor and department faculty, in consultation with both student and site supervisor, will decide on action needed.

**Professional Dress Code for Fieldwork (Practicum and Internships):**
You must follow a professional dress code. The purpose is to respect the people in the work settings you are entering and engaging with, and to represent a professional demeanor and attitude. Clothing should be appropriately formal and conservative. Tattoos must be completely covered (long sleeves, etc.). Visible piercing besides earrings must be removed (tongue, facial, etc.) Bare midriffs or other types of inappropriate body exposure are not acceptable. If you have any questions, contact your assigned faculty supervisor prior to beginning your fieldwork experiences.

**Multiculturalism, Diversity, & Perspective:**
Multiculturalism and human diversity related issues, particularly those associated with multicultural deaf/hard of hearing individuals and their families, are interwoven throughout this course. This course adopts a broad and contextually grounded definition of multiculturalism and human diversity (in all forms and spanning the range of human experience) from within the context or national point of reference of the United States. Consequently, the issues raised are socially meaningful within an American cultural context and address social categories such as the following: race and ethnicity, religion and spirituality, age, socioeconomic class and privilege, ability/disability, gender and sexual orientation, nationality and language, education. Like all courses, this course is not neutral or objective, but it does have a perspective and position that it reflects. Understanding this to be true, it is equally important for you to know that you do not need to embrace or accept the course perspective(s) in order to “do well” in this course. Rather, there is a greater emphasis, expectation, and desire for you to be a critical thinker about everything in this course, including its perspective(s).

**Cell phones, Pagers, and Other Communication Devices:**
In respect of both instructor and peers, please do NOT use any of these devices during class or read and write e-mail, unless under emergency circumstances. If the latter, then it will be your responsibility to inform the instructor of the situation in order to avoid negatively impacting your participation grade.
University Policies

Statement on Academic Integrity and Plagiarism:
All students should be familiar with, and adhere to the University’s Academic Integrity Policy in all academic courses and in their personal and professional conduct. This policy is in the student handbook. Plagiarism or any other violation of academic integrity can result in a student failing the course and possible expulsion from the University. You may “work together” with your classmates, but one may NOT copy someone else’s work without appropriate citation. Also, one may NOT submit work done in one course in a second course. It is strongly recommended that you have the most current (5th) edition of the APA manual that contains the citation standards which you are held responsible for following for much of your formal writing in your coursework within the department.

Students with Disabilities: Any student with a disability that necessitates accommodations must request support services through the Office of Students with Disabilities. http://depts.gallaudet.edu/OSWD/text/about.html
It is the responsibility of the student to request the accommodation as soon as the need is determined, preferably prior to the beginning of the semester.

Gallaudet’s statement of compliance with the Americans with Disabilities Act can be found on page 11 of the current Graduate Catalog http://aaweb.gallaudet.edu/Documents/Academic/GSPP/catalog/07-08/gradcatalog.pdf

Please Note: Changes to this syllabus can occur as a result of addressing individual student and class learning needs/issues.
Group Supervision Meetings
Course Agenda

August 29

Unit I: Internship I Introduction:
Course Overview
Syllabus Review
Group Supervision
  Group 1: ____________
  Group 2: ____________
Goal Setting
Case Presentation- review
Using Supervision

Readings:
1) Consultation textbook: Ch 1-6, Ch. (next 2 weeks)

September 12

Group Supervision- group 1
Updates on Fieldwork Sites

Unit II: Consultation & Collaboration Models
Definition/Role/Purpose
Principles of Effective Teaming, Collaboration and Consultation
Relationship building - Attitudes and Behaviors
Individual/Systems Consultation
Difference between Consultation and Collaboration
General Consultation Models
  - Triadic-Dependent
  - Collaborative- Dependent
  - Collaborative- Interdependent

Generic Model of Consultation and Collaboration
(Dougherty)

September 19

Group Supervision- group 2
Unit II cont’d.
Unit III: Ethics and Legal Issues

Readings:
1) Chapter 1: Why Theoretical Orientation is Important
2) Chapter 2: Incorporating Theory into Practice
3) PDF files- Ch.1- An Overview of Crisis Prevention and Intervention (Mary Margaret Kerr)
   -Crisis Intervention: A Guide for School-Based Clinicians
*Homework: Request a copy of the Crisis/emergency management plan from your fieldwork placement. Identify one area of the plan that stands out as being well done, and one area that you feel is not adequately addressed. What is the role of the school counselor in these situations.

September 26  Group Supervision – group 1

Unit IV: School Counselor Role and Practices in Managing Crises, Emergencies, Disasters; Suicide Prevention

Readings: For Unit V (next 3 weeks)
Chapter 3: Top Ten Ways to Find Your Theoretical Orientation
Chapter 4: Six Schools of Thought and Their Theories of Helping

(*Internship I contract due to Individual Faculty Supervisor by next week)

October 3  Group Supervision- group 2
Unit IV cont’d
Unit V: Case Conceptualization

*Homework: Complete the Selective Theory Sorter-Revised p 27

October 10  Group Supervision- group 1
Unit V cont’d.: Case Conceptualization

Readings:
Chapter 5: Case Examples for Integrating Theory to Practice

October 17  Group Supervision- group 2
Unit V cont’d: Case Conceptualization
Case Examples reviewed

October 24  Group Supervision- group 1
Unit VI: Student Case Presentations (1)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 31</td>
<td>Group Supervision- group 2</td>
</tr>
<tr>
<td></td>
<td>Unit VI cont’d.: Student Case Presentations (1)</td>
</tr>
<tr>
<td>November 7</td>
<td>Group Supervision- group 1</td>
</tr>
<tr>
<td></td>
<td>Unit VI cont’d.: Student Case Presentations (1)</td>
</tr>
<tr>
<td>November 21</td>
<td>No Class- Thanksgiving holiday break</td>
</tr>
<tr>
<td>November 28</td>
<td>Group Supervision – group 2</td>
</tr>
<tr>
<td></td>
<td>Unit VI cont’d: Student Case Presentations (1)</td>
</tr>
<tr>
<td></td>
<td>Unit VII: Termination</td>
</tr>
<tr>
<td>December 5</td>
<td>Unit VI cont’d: Student Case Presentations (1)</td>
</tr>
<tr>
<td></td>
<td>Internship II Preparation</td>
</tr>
<tr>
<td>December 12</td>
<td>Last Day of Class- Wrap Up- Luncheon</td>
</tr>
<tr>
<td></td>
<td>Internship II send off</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
</tr>
</tbody>
</table>
APPENDICES
Appendix A

School Counseling Individual Supervision Rubric

Supervision is an interactive process intended to monitor the quality of client care, to improve counseling skills, and to facilitate professional and personal growth. The student can expect to receive timely verbal and written feedback on his/her professional growth and development, to have a supportive environment in which to discuss client-related issues, and to develop counseling skills. Individual/triadic and group supervision are essential to professional growth and should be considered a priority, equal to other course work.

The student will be assessed by the individual faculty (and site) supervisor on the following seven areas and receive a supervision score for each supervision session. (See Appendices A). At the end of the semester, supervision scores are averaged and then a final percentage score is calculated for individual supervision.

**Preparedness**
The student is expected to arrive at the supervision meeting on time and be prepared to discuss his/her work in an organized and thoughtful way. Preparation includes bringing all necessary materials including a written Supervision Agenda for the session, required paperwork due for the session, any necessary and relevant research, questions that are well formulated and organized, etc. All pre-assigned readings should be completed prior to the supervision session.

**Participation**
Active participation and effective use of critical thinking skills in the supervisory process are a criterion for maximum learning. The student initiates and participates in interactive dialogue with his/her supervisor throughout the supervision session. Attentive listening and asking for clarification on material or comments not understood are important aspects of the interactive dialogue.

**Ethical Behavior**
Adherence to current ethical standards of the ACA, ASCA, ASGW, and ACES, and legal requirements of the jurisdiction in which fieldwork takes place, is required of each student. This includes adherence to standards related to the supervisory process and relationship. In addition, the student should identify and be able to articulate and apply an effective multicultural and ethical decision-making model.
Case Formulation
Ethical and effective counseling involves formulating counseling strategies and intervention approaches utilizing a framework(s) that is culturally appropriate and often empirically-supported by theoretical perspectives. Case formulation goes well beyond consideration of the initial referral issue and includes a review of the client’s history and records, consultation with other mental health professionals familiar with the case or presenting problem, and independent analysis on the part of the person formulating it. It incorporates knowledge about the multidimensional environmental influences on the client, including cultural, socio-political, and institutional barriers. A culturally appropriate and empirically-supported counseling plan addressing all relevant counseling goals is the result of a thorough case formulation.

Case formulation is not static; it evolves over the course of treatment. As new information becomes available and the course of counseling progresses, the student adjusts his/her formulation accordingly. For example, this might include recognizing transference and countertransference, discussing it in supervision, and creating an appropriate plan to utilize it therapeutically.

Openness to and Application of Feedback
Maximum learning occurs through a feedback loop in which the student incorporates new knowledge or attempts a new skill, receives feedback from the environment on this understanding or skill, and then modifies it accordingly. Accepting and giving both praise and criticism in a constructive and professional manner is critical to this learning process. Once feedback has been received, the necessary next step is for the student to apply it. When circumstances exist that prevent or rule out application of the feedback, the student can clearly articulate a justification.

Throughout the execution of the feedback loop, the successful student engages in extensive self-reflection. This reflection is expected to include both personal perspectives and professional development.

Paperwork
Administrative and counseling paperwork required by the Department of Counseling and the fieldwork site is expected to be completed accurately, neatly, and in accordance with the required format. Timely completion of such paperwork is ethical behavior. As students are expected to develop a professional identity aligned with the field of counseling, students should employ the use of appropriate professional language and terminology in all paperwork. This includes the use of culturally appropriate and sensitive language in working with culturally diverse populations.
Dispositions
The student is expected to develop/improve his/her manner of thinking, behaving, and reacting in accordance with the professional practice of evaluation; 2) recognizing and valuing clients’ assets and strengths; 3) appreciating that even small changes in clients can be important for their mental health; 4) valuing the relationship with clients above the performance of techniques; 5) recognizing and valuing multicultural competence as foundational for clinical competence 6) valuing and promoting equity and social justice in school counseling 7) valuing continued professional development
### Appendix A: School Counseling Supervision Rubric Score Sheet

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>High Pass (A=97%)</th>
<th>Pass (B+/A- = 92%)</th>
<th>Low Pass (B=85%)</th>
<th>Unsatisfactory (&lt;80 or less%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comes totally prepared.</td>
<td>Comes 75% prepared, or is prepared with more than 50%, but not all materials</td>
<td>Comes 50-75% prepared, or is prepared with less than 50% of the necessary materials</td>
<td>Does not come to supervision prepared</td>
</tr>
<tr>
<td></td>
<td>• Arrives on time, if not early for supervision</td>
<td>• Arrives on time or no more than 5 minutes late (with valid explanation)</td>
<td>• Arrives more than 15 minutes late (no valid explanation)</td>
<td>• Has no written Supervision agenda OR goals are all either too unclear, vague, or general to be useful</td>
</tr>
<tr>
<td></td>
<td>• Has a written Supervision Agenda with clear and meaningful goals</td>
<td>• Has a written Supervision Agenda with the majority of goals being clear and well thought out; a few may be unclear or too general</td>
<td>• Has a written Supervision Agenda with 50% of the goals clear and meaningful, and 50% of the goals relatively vague and/or too general to be useful</td>
<td>• Arrives late more than half the time</td>
</tr>
<tr>
<td></td>
<td>• Has completed any pre-assigned relevant readings</td>
<td>• Completes most of assigned readings prior to meeting, but always makes up missed readings</td>
<td>• Sometimes completes assigned readings prior to meeting, but always reads the material at some point</td>
<td>• Does not complete assigned readings</td>
</tr>
<tr>
<td></td>
<td>• Brings any and all necessary materials; has well-formulated questions, and any relevant research is complete</td>
<td>• Brings most of the necessary materials (more than 50%), most questions are well-formulated, and any relevant research is mostly complete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name ________________________ Semester: Spring or Fall Course: Practicum Internship I Internship II Year:______
<table>
<thead>
<tr>
<th>Participation in Supervision</th>
<th>Ethical Behavior</th>
</tr>
</thead>
</table>
| • Consistently initiates interactive dialogue with supervisor  
• Listens carefully for understanding; always asks for clarification when does not understand  
• Consistently demonstrates effective critical thinking skills in posing questions and comments  
• Actively seeks multiple perspectives  
• Demonstrates willingness to stretch “comfort zone” in new learning (e.g., participating in role plays, trying new techniques)  
• Well balanced reflection with efficient reporting throughout session | • Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the  
• Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the  
• Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the |
| • Participates in interactive dialogue, but usually does not initiate it.  
• Listens for understanding most of the time, though at times appears to be distracted or inattentive; usually asks for clarification  
• Demonstrates critical thinking skills most of the time, though sometimes thinking is faulty  
• Seeks multiple perspectives most of the time  
• Willing to stretch “comfort zone” in new learning most of the time, though is usually not the first to volunteer  
• Appropriate reflection and reporting most of the time | • Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the  
• Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the  
• Adheres to current ethical standards of ACA, ASCA, ASGW, and ACES, including those related to the supervisory relationship, and to all legal requirements governing professional counselors in the |
| • Attends to dialogue with supervisor, but actively participates infrequently  
• Attention is divided, or mind often seems elsewhere; sometimes asks for clarification  
• Inconsistently demonstrates critical thinking skills, or critical thinking skills are often ineffective  
• Seeks multiple perspectives on occasion  
• Accepts, but does not solicit contributions from others both in terms of own and other’s work  
• Occasionally willing to stretch “comfort zone”, but generally intolerant of discomfort in learning  
• Frequent Reporting > occasional Reflection | • Mostly silent and passive—does not appear engaged in dialogue  
• Attention clearly not present; rarely acknowledges need for clarification  
• Effective critical thinking skills negligible  
• Routinely does not seek multiple perspectives  
• Intolerant of discomfort in new situations and learning  
• Surface level “reporting” without any reflection  
• Does not adhere to current ethical standard of ACA, ASCA, ASGW, and ACES, or to the legal requirements governing professional counselors in the jurisdiction in which fieldwork takes place*  
• Does not know of or employ
<table>
<thead>
<tr>
<th>Jurisdiction in which fieldwork takes place*</th>
<th>Jurisdiction in which fieldwork takes place*</th>
<th>Jurisdiction in which fieldwork takes place*</th>
<th>Multicultural and ethical decision-making models</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes, articulates, and uses multicultural and effective ethical decision-making models</td>
<td>• Recognizes and articulates multicultural and ethical decision-making models, but is not confident in executing them</td>
<td>• Is familiar with multicultural, ethical decision-making models, but does not clearly or consistently execute them</td>
<td></td>
</tr>
</tbody>
</table>

**Case Formulation**

- Identification of the nature of a client’s problem goes well beyond the initial referral to include review of client records, consultation with others familiar with case, and independent analysis.
- Incorporates knowledge about the multidimensional environmental influences on the client, including cultural, socio-political, and institutional barriers, into case formulation.
- Formulates culturally appropriate and empirically supported counseling plans that clearly address counseling goals.
- Demonstrates a clear link.

- Consideration of the nature of the problem and some investigation of alternate sources of information beyond the referral are present.
- Incomplete incorporation of multiple dimensions of the environment.
- Formulates culturally appropriate and empirically supported counseling plans, but misses one or two treatment goals.
- Generally provides some relationship between interventions selected and theoretical perspective, but the relationship is not always fully or clearly.

- Some consideration of the nature of the problem beyond the information included in the referral.
- Only minimal &/or superficial consideration of multiple aspects of the environment.
- Formulates counseling plan, but misses key elements (e.g., not empirically supported, not culturally appropriate, misses several treatment goals).
- Inconsistent &/or superficial connection between theoretical perspective selected and interventions utilized.

- Identification of problem routinely consists merely of accepting statements from referral without critical evaluation.
- No incorporation of environmental considerations.
- Cannot formulate a clear counseling plan.
- Unclear or nonexistent theoretical orientation guiding the counseling.
- Lack of regard for connection of interventions with client worldview, value orientation, cultural identity, and life experiences.
- Little recognition of the occurrence of transference/countertransference, or its

*NOTE: Adherence to ethical standards is expected at the “exceptional” level at all times. Ethical misconduct may be grounds for an “F” in the course, removal from the internship site and possible dismissal from the program.*
between intervention strategies utilized/planned and selected theoretical perspectives,

- Demonstrates a clear link between intervention strategies utilized/planned and client worldview, cultural identity, cultural values and life experiences
- Recognizes transference and countertransference, discusses its related implications, and can usually articulate an appropriate plan to use it therapeutically

**articulated**

- Is generally thoughtful and clear on interventions, but the relationship to client worldview, value orientation, cultural identity, and life experiences are not always fully understood or clearly articulated
- Often can articulate an understanding of the implications of transference and countertransference and can sometimes recognize its occurrence, but cannot articulate how to use it therapeutically.

<table>
<thead>
<tr>
<th><strong>Interventions and Client Worldview, Value Orientation, Cultural Identity, and Life Experiences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sometimes can report the general implications of transference and countertransference, but rarely recognizes its occurrence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Implications to Counseling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>149</td>
</tr>
<tr>
<td>Openness to and Application of Feedback</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Gives praise and criticism framed in an appropriate, constructive manner, including to supervisor</td>
</tr>
<tr>
<td>Consistently incorporates suggestions received and follows up with review of effectiveness; or can effectively justify why suggestion was not used</td>
</tr>
<tr>
<td>Self-reflection is evident pertaining to both personal perspectives and professional development</td>
</tr>
</tbody>
</table>

- accepts praise and criticism when framed in an appropriate, constructive manner
- gives praise and criticism framed in an appropriate, constructive manner, including to supervisor
- consistently incorporates suggestions received and follows up with review of effectiveness; or can effectively justify why suggestion was not used
- self-reflection is evident pertaining to both personal perspectives and professional development
- usually accepts praise and criticism, but sometimes does not accept from specific sources or under specific circumstances
- is mostly consistent in giving praise and criticism, but may not always offer it in constructive manner; some awkwardness giving feedback to supervisor
- occasionally incorporates suggestions and follows up with review of suggestions but not consistently; justification for not using a suggestion is mostly unclear
- moderate amount of reflective thought regarding personal perspectives and professional development considerations
- only occasionally accepts praise and criticism well
- only occasionally offers praise or criticism, or consistently gives one, but not the other; marked avoidance of giving feedback to supervisor
- occasionally incorporates suggestions, though may not always report back on or ask for further evaluation of applied suggestions; justification for not using a suggestion may be somewhat unclear
- little or no reflective thought evident
- does not accept praise or constructive criticism well
- does not offer praise or criticism at all, or offers in judgmental or disrespectful manner
- does not incorporate suggestions received and provides weak or no rationale for not using them
- little or no reflective thought evident
| **Paperwork** | • Submits all the required paperwork on time  
  • Completes all paperwork accurately  
  • Paperwork is concise, neat, readable, and conforms to required format  
  • Clinical impressions are written using appropriate professional terminology  
  • Uses culturally appropriate and respectful language when referring to racial-ethnic and culturally diverse individuals/groups | • Submits 75% of the required paperwork on time  
  • Paperwork is mostly accurate, with a few minor, non-content related errors  
  • Paperwork is somewhat too long or short, and is sometimes not clear or does not strictly conform to format  
  • Clinical impressions are written clearly, but with only moderate use of clinically appropriate terms  
  • Mostly uses culturally appropriate and respectful language when referring to racial-ethnic and culturally diverse individuals/groups | • Submits 50-75% of the required paperwork on time  
  • Paperwork is basically accurate, with frequent non-content related errors, or with 1-2 errors in content material  
  • Paperwork is generally too long or short, is often not clear, or deviates from format  
  • Clinical impressions are somewhat unclear and there is little use of appropriate clinical terminology  
  • Uses some culturally appropriate & inappropriate language to describe racial-ethnic and culturally diverse individuals/groups | • None of the required paperwork is submitted on time  
  • Paperwork has multiple errors  
  • Paperwork is not readable or deviates totally from the required format.  
  • Clinical impressions are unclear and there is no use of clinically appropriate terms  
  • Uses culturally inappropriate and disrespectful language to describe racial-ethnic and culturally diverse individuals/groups |

| **Dispositions** | • Demonstrates an appreciation for self-evaluation  
  • Articulates an on-going recognition of and appreciation for clients’ assets and strengths  
  • Demonstrates an appreciation that even small changes in | • Demonstrates moderate amount of appreciation for self-evaluation  
  • Occasionally articulates recognition of and appreciation for clients’ assets and strengths  
  • Mostly appreciates that even small changes in | • Demonstrates ambivalence toward self-evaluation  
  • Infrequently articulates recognition of and appreciation for clients’ assets and strengths  
  • Demonstrates ambivalence toward or occasional frustration with small changes in | • Demonstrates no regard for self-evaluation  
  • Does not articulate recognition of or appreciation for clients’ asset and strengths  
  • Demonstrates no appreciation for small changes in clients |
<table>
<thead>
<tr>
<th>Change</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small changes in clients can be important for mental health</td>
<td>- Applies knowledge and skills in a manner that values the relationship with clients above the performance of techniques</td>
</tr>
<tr>
<td>- Demonstrates an understanding of, and appreciation for multicultural competence as foundational for clinical competence</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an understanding of equity and the value of promoting social justice in school counseling, and puts concerted effort into its learning and practices</td>
<td></td>
</tr>
<tr>
<td>- Models an appreciation for continued professional development (e.g., by frequently engaging in extracurricular activities—reading, training, attending conferences—and then adapting the information to practice)</td>
<td></td>
</tr>
<tr>
<td>Clients can be important, but sometimes loses sight of this.</td>
<td>- Mostly values the relationship with clients above the performance of techniques, but occasionally allows own performance anxiety to interfere in applying knowledge and skills in supervision</td>
</tr>
<tr>
<td>- Mostly demonstrates an understanding of, and appreciation for multicultural competence as foundational for clinical competence</td>
<td></td>
</tr>
<tr>
<td>- Mostly demonstrates an understanding of equity and the value of promoting social justice in school counseling, and puts effort into its learning and practices</td>
<td></td>
</tr>
<tr>
<td>- Mostly models an appreciation for continued professional development by engaging in some extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>Change in clients or for change that requires some time</td>
<td>- Frequently allows own need to perform techniques to overshadow relationship with clients, but corrects this when it is called to attention</td>
</tr>
<tr>
<td>- Is inconsistent in demonstrating an understanding of, and appreciation for multicultural competence as foundational for clinical competence</td>
<td></td>
</tr>
<tr>
<td>- Values and appreciates the concept of equity and promoting social justice in school counseling, but takes limited initiative to learn the knowledge and skills needed to put into practice</td>
<td></td>
</tr>
<tr>
<td>- Somewhat models an appreciation for continued professional development by occasionally engaging in extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</td>
<td></td>
</tr>
<tr>
<td>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</td>
<td></td>
</tr>
<tr>
<td>Does not engage in any extracurricular activities that support continued professional development</td>
<td></td>
</tr>
<tr>
<td>Consistently applies knowledge and skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</td>
<td></td>
</tr>
</tbody>
</table>
**Session Dates & Scores**

Session #1 _______ Score______  Session #6 _______ Score______  Session #11 _______ Score______  
Session #2 _______ Score______  Session #7 _______ Score______  Session #12 _______ Score______  
Session #3 _______ Score______  Session #8 _______ Score______  Session #13 _______ Score______  
Session #4 _______ Score______  Session #9 _______ Score______  Session #14 _______ Score______  
Session #5 _______ Score______  Session #10 _______ Score______  Session #15 _______ Score______  

End of Semester Calculations:

Total Score: _________  
Average Score: _________  
Possible Total Supervision Percentage Score:  Practicum = 30%  Internship I = 30%  Internship II = 30% 
Actual Final Supervision Percentage: ____________
Appendix B
Practicum/Internship (COU 740, 741) School Counseling
CLASS PARTICIPATION RUBRIC

This page was adapted from Brown University's Prof. John Tyler of the Department of Education's site, "Class Participation Assessment Guidelines" and http://www.fairfield.k12.ct.us/fairfieldhs/cfairfieldhs37/Participation%20Guidelines.htm

"It is the responsibility of the students to bring something of value to the classroom, which will add to the value of their own experience. When all students bring something of value to the classroom, the learning environment improves as a whole."

-- Prof. John Tyler, Brown University

“Participation” in the fullest and broadest sense of the term is central to learning in and out of the classroom. “Full” participation provides the opportunity for authentic dialogue (with an emphasis on “listening for understanding”), active reflection, and expressing of multiple and diverse perspectives that contribute to promoting a climate of mutual respect and learning among and between student and teacher. In contrast to this, participation that encompasses comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-99</td>
<td>High Participation: (A)</td>
<td>Contributions reflect exceptional preparation and offers relevant information from course materials and fieldwork experience to the class discussion. Is on-topic, appropriately initiates and models content and process discussion among peers; consistently demonstrates listening for understanding, turn-taking, respectful communication and language; leads but does not dominate the dialogue/interaction; engages actively in reflection (as distinguished from reporting only); embraces and creates opportunities to explore difficult dialogues/issues; fully engages fieldwork experiential learning and the processes associated with them.</td>
</tr>
<tr>
<td>90-94</td>
<td>Above Average Participation (A-)</td>
<td>Contributions reflect good preparation and offers relevant information from course materials and fieldwork experience to class discussion. Mostly on-topic, initiates dialogue, takes part in content/process discussion among peers, and usually demonstrates listening for understanding, turn-taking, respectful communication and language. Takes part in the dialogue/interaction but does not dominate it; engages frequently in reflection (as distinguished from reporting only); willing to take risks to explore difficult</td>
</tr>
</tbody>
</table>

154
dialogues/issues; moderately engages fieldwork experiential learning and the processes associated with them.

<table>
<thead>
<tr>
<th>82-89</th>
<th>Satisfactory Participation (B)</th>
<th>Contributions reflect satisfactory preparation and occasionally offer relevant information from class materials and fieldwork experience to class discussion. Sometimes on-topic, participates in discussion when others initiate it, engages in mostly content rather than process related discussion; largely “reporting” rather than reflection; occasionally demonstrates listening for understanding; makes effort to be respectful in communication and language. Tends toward “passive” engagement, and usually does not lead OR may dominate in interaction; superficial participation in fieldwork experiential learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-81</td>
<td>Unsatisfactory Participation (B-)</td>
<td>Contributions reflect less than satisfactory preparation. Once in a while offers relevant information from class materials and fieldwork experience to class discussion. Sometimes on-topic but rarely initiates comments or dialogue with peers. Occasionally demonstrates off-task behavior (i.e. side conversations with peers, on pager, writing notes) and needs to be redirected by the teacher. Rarely takes part in content/process discussions with limited demonstration of reflection and may withdraw from the discussion, dominate it, or may distract other students from engagement. Limited intentionality in listening for understanding, respectful communication and language; minimal participation in fieldwork experiential learning.</td>
</tr>
<tr>
<td>&lt;80</td>
<td>Non-Participation</td>
<td>Contributions reflect poor preparation. Rarely offers relevant information from class materials and fieldwork experience to class discussion. Does not often participate in class discussion, even if it's initiated by others and often demonstrates off-topic behavior (i.e. side conversations with peers, on pager, writing notes). Rarely takes part in content/process discussions with limited demonstration of reflection; often withdraws from discussion, dominates it, or distracts other students from their work. Does not demonstrate ability to listen for understanding nor engage in respectful communication and language exchanges. Unwilling to take risks to explore questions/issues, and unwilling to participate in fieldwork experiential learning.</td>
</tr>
</tbody>
</table>

**At the end of each class, a participation score is given. At the end of the semester, scores are tallied and an average score is calculated and then 10% of this figure is taken as the final percentage for the overall class participation percentage.**
### Appendix C
FIELDWORK REFLECTIVE JOURNAL RUBRIC (COU 740, 741 & 790)

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Pass (P= 89-99)</th>
<th>Borderline Pass (BP: 82-88)</th>
<th>Not Pass (NP: &lt;82)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Thought and Inquiry</td>
<td>Evidence of strong reflective thought pertaining to both personal perspectives and professional school counselor identity development and how they inter-relate. Reflections include the student’s own reactions: feelings (emotional, physical, etc.), thoughts, behaviors, spiritual/moral/ethical/cultural values in relation to the fieldwork experience and training in and out of the classroom and during supervision. Reflections also address “student in relation to others” and the situation/environment/context. Reflective statements go beyond simply answering one or two questions; instead they include a rationale for analyzing and working with any fieldwork related issue, “cultural encounter”, situation, including use of specific strategies, approaches or materials.</td>
<td>Some of the Criteria is met but inconsistently throughout</td>
<td>Little evidence of reflective thought pertaining to personal perspectives and professional development and how they inter-relate. Reflections do not address student’s own reactions; rather only address others or the situation. OR reflections address ONLY the student’s own reactions, and do not take into account others or the situation/environment/context. Few if any reflective statements beyond an accounting of what takes place in a specific example. Little if any rationale underlying the use of specific strategies or materials included in terms of understanding and addressing the issue or situation.</td>
</tr>
</tbody>
</table>
| Cohesion and Organization | Reflections over the course relate to and connect:  
- Encounter learning in the field, with supervisors, peers, colleagues, clients, etc.  
- Group supervision discussions  
- Readings – assigned and/or recommended  
- Any diversity related issues of interest for the student | Reporting > Reflection in more than one area | Reflections are limited to reporting on one area. |
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<tbody>
<tr>
<td>Multiple Perspectives/ Working with Complexity</td>
<td>Reflections include personal awareness and/or confusion, understanding/misunderstanding, internal/external conflict. Reflections relate to situations in the fieldwork setting, during individual/group supervision, and outside the “classroom” experience.</td>
<td>Some reflection of insights and some connections and linkages made</td>
<td>Limited reflection of insights and connections related to fieldwork, classroom, supervision, and outside class experiences.</td>
</tr>
<tr>
<td>Careful Use of Language</td>
<td>Thoughtful and sensitive use of language around multicultural issues (gender, race/ethnicity, deaf/hard of hearing/hearing, etc.), with rationale for language choices.</td>
<td>Limited awareness and recognition of language issues</td>
<td>Language issues not addressed.</td>
</tr>
</tbody>
</table>

** At the end of each class, a participation score is given. At the end of the semester, scores are tallied and an average score is calculated and then 10% of this figure is taken as the final percentage for the overall class participation percentage. **
Appendix D
Department of Counseling
School Counseling Program
Child/Adolescent Case Presentation Format
PLUS Basic Family Genogram

XII. Identifying Information

XIII. Referral Information/Presenting problems and issues

A. Reason(s) for referral, referral source, date of referral, circumstances leading to referral
B. Any other related precipitant stressors
C. Teacher/Parent concerns (if applicable)

XIV. Question(s) or Issue(s) for Group to address

Counselor’s main questions or issues, and/or specific area(s) of consultation needed from peer group regarding this case.

XV. Background Histories (from client, client’s parents/family, significant others, related professionals, etc.)

A. Developmental History (pre and post-natal, developmental milestones, significant early life events, etc.)
B. Family History
C. Summary Immigration History (if applicable)
D. Significant Trauma History (if applicable)
   - “sensitive” topics as physical/sexual abuse (as victim, or witness)
   - Any type of Violence- physical, emotional, verbal, etc.
   - Experience with Natural Disasters, etc.
Get details as to the exact nature of events, perpetrator if applicable, legal system involvement if applicable, impact on client/family, etc.
E. Health History
   - Client's mother's health during pregnancy/birth
   - Client's parents' health history if relevant
   - Client's own medical history (general health, significant illness or injuries, surgeries, allergies, medications, additional special needs/disabilities, physical limitations, etc.)
   - Client's psychiatric history (formal and informal)
     1. Suicidal Ideation
        a. Degree, history, methods, drug-alcohol associated, consequences, treatment, etc.
     2. Violence - history, nature of act, legal system involved (arrests, incarcerations, etc.)
     3. Delinquency - nature of, interventions, etc.
     4. Substance Use - Drug/Alcohol
        a. Type of substance
        b. Usage - frequency, duration, quantity, etc.
        c. Effects of usage/consequences (medical, personal/interpersonal, school/work, legal, financial, etc.)
        d. Treatment history

F. Educational History

G. Social-Emotional Development History

H. Personal Strengths, Interests, Recreational and Leisure activities

I. Work History (if applicable)

XVI. Multicultural Considerations
   A. Immigration/Migration (in and outside of States, individual and family)
   B. Family - Structure and Roles, Traits, etc.
   C. Language and Cross Cultural Communication Issues
      - In and Out of home
      - Communication preferences/modalities
      - Cultural values and beliefs related to communication styles, etc.
D. Cultural Identity:
   - client, family members, etc. What characterizes ethnocultural identity? What feelings and thoughts are facilitated and promoted as function of ethnocultural context and deafness/disability influences (separately and combined?)

E. Acculturation - extent of, and how it influences type/manner of Sx expression.

F. Socio-Political/Socioeconomic/Cultural Influences: impact of oppression, prejudice, discrimination related to any of the "ism's" identified with client(s) and his/her family.

G. Worldview-orientation (individual/collective)
   - Cultural value orientation, beliefs toward disability/deafness,
   - Religion and spirituality
   - Time
   - Social Relationships
   - Nature

XVII. Assessment
A. Physical
B. Mental Status Exam (MSE) - see handout

XVIII. Case Conceptualization/Formulation- Theoretical application
How do you understand your client's issues/problems? Case conceptualization or formulation makes clear what factors/influences have caused/led to the Sx you are seeing with your client. These factors/influences should be distinct to the theoretical model(s) you select upon which to formulate your case.
How you understand your client informs your counseling goals as well as the intervention strategies you will select—they should be consistent with the theoretical model(s) you choose.

XIX. Clinical Impressions (general) & Diagnosis (DSM IV) if applicable

XX. Counseling Goals & Intervention Strategies (base on case conceptualization/formulation)
   - include IEP/ITP goals
   - informal goals/objectives- personal growth

XXI. Summary of Counseling Work to Date
   A. Process: Relationship dynamics and “how” counseling has progressed/changed/developed between and among client/counselor/family; client/family to school, etc. Issues of transference, countertransference, cross cultural communication, etc.

   B. Basic content of sessions (play, signed, verbal/non verbal)

   C. Significant Changes and Development
      - client’s cognitions, affect, behaviors,
      - setting (home, school, peer group, family, etc.)

XXII. Basic Genogram (see handout)
A basic genogram is a systematic and visual approach of gathering and displaying information about a family system and for identifying themes and patterns which influence personal development and relationships. It uses standard symbols, organizes names, dates, gender, marriages, divorces, births, deaths of family members and other content information about a person and his/her family system(s).
**Eco-Map**: similar to a genogram, and eco-map provides a systematic and visual approach to display information about an individual and his/her relationship to the different spheres of significant influences (home, community, social groups, school, work, etc.) in his/her environment.
## Appendix E
### Case Presentation Rubric Score Sheet - Internship I

Name __________________________________________                _  
Date ______________

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>High Pass (A=97%)</th>
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<tbody>
<tr>
<td></td>
<td>Very clear</td>
</tr>
<tr>
<td></td>
<td>Well organized throughout paper</td>
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<tr>
<td></td>
<td>Very thorough, comprehensive, included all required components for Case Presentation</td>
</tr>
<tr>
<td></td>
<td>Contains a lot of pertinent examples from background histories, present situation, and other relevant resources</td>
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<tr>
<td></td>
<td>Conclusions/ideas are strongly supported by evidence</td>
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<tr>
<td></td>
<td>Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper’s audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.</td>
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<tr>
<td></td>
<td>Almost entirely free of spelling, punctuation, and grammatical</td>
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<tr>
<td></td>
<td>Generally clear</td>
</tr>
<tr>
<td></td>
<td>Adequately organized throughout paper</td>
</tr>
<tr>
<td></td>
<td>Inclusion of most of the required components</td>
</tr>
<tr>
<td></td>
<td>Contains adequate supporting examples from background histories, present situation, and other relevant resources</td>
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<tr>
<td></td>
<td>Conclusions/idea are mostly supported by evidence</td>
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<tr>
<td></td>
<td>Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective</td>
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<tr>
<td></td>
<td>May contain a few errors, but these do not prevent understanding</td>
</tr>
<tr>
<td></td>
<td>Some clarity, but inconsistent</td>
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<tr>
<td></td>
<td>Some areas organized, other areas lacking organization</td>
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<tr>
<td></td>
<td>Less than half of the required components</td>
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<tr>
<td></td>
<td>Contains few supporting examples from background histories, present situation, and other relevant resources</td>
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<tr>
<td></td>
<td>Conclusions, ideas are weakly supported by evidence</td>
</tr>
<tr>
<td></td>
<td>Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
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<tr>
<td></td>
<td>Usually contains several mechanical errors, which may temporarily confuse the reader, but do not</td>
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<tr>
<td></td>
<td>Lacks significant overall clarity</td>
</tr>
<tr>
<td></td>
<td>Lacks significant overall organization</td>
</tr>
<tr>
<td></td>
<td>Superficial coverage of required components</td>
</tr>
<tr>
<td></td>
<td>Doesn't include supporting examples from background histories, present situation, and other relevant resources</td>
</tr>
<tr>
<td></td>
<td>Conclusions, ideas are not supported by evidence</td>
</tr>
<tr>
<td></td>
<td>Usually contain many awkward sentences, misuses words</td>
</tr>
<tr>
<td></td>
<td>Uses irrelevant details or lacks supporting evidence entirely. May be inappropriately brief</td>
</tr>
<tr>
<td></td>
<td>Frequently contains several mechanical errors, which may temporarily confuse the reader, but do not</td>
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</tbody>
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<thead>
<tr>
<th>Performance Element</th>
<th>Low Pass (B=85%)</th>
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<tbody>
<tr>
<td></td>
<td>Generally clear</td>
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<tr>
<td></td>
<td>Adequately organized throughout paper</td>
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<tr>
<td></td>
<td>Inclusion of most of the required components</td>
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<tr>
<th>Performance Element</th>
<th>Not Pass (&lt;80 or less%)</th>
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<tr>
<td></td>
<td>Lacks significant overall clarity</td>
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<tr>
<td></td>
<td>Lacks significant overall organization</td>
</tr>
<tr>
<td></td>
<td>Superficial coverage of required components</td>
</tr>
<tr>
<td></td>
<td>Doesn't include supporting examples from background histories, present situation, and other relevant resources</td>
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<td></td>
<td>Frequently contains several mechanical errors, which may temporarily confuse the reader, but do not</td>
</tr>
<tr>
<td><strong>Background Information</strong></td>
<td><strong>Collaboration</strong></td>
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</table>
| - Identification of the nature of the problem went beyond merely accepting the statements included in the initial referral to include review of client records, consultation with others familiar with case and independent analysis.  
- Demonstration of careful consideration of the multidimensional environmental influences on the client (student, child, adult, family, etc).  
- Consideration of cultural elements evident.  
- Cultural elements related to the relationship between the client and counselor (problem-solving team) are incorporated throughout the case presentation.  | - Clear evidence of  |
|   | - Some active  |
| **errors** | - Minimal or  |
| **prevent overall understanding.** | - No  |
| | - Identification of the problem entailed merely accepting statements from referral without critical evaluation.  
- Only minimal &/or superficial consideration of multiple aspects of the environment.  
- Minimal &/or superficial consideration of cultural influences on the case.  
- Minimal &/or superficial attention to cultural influences on client – counselor relationship.  |
<p>| with Problem Solving Team | being a consistent and effective member of the counseling/student support team | participation with the counseling/student support team at different points in time |
| |  | Evidence of some participation some efforts to maintain communication with significant others such as family members and school staff. |
| |  | A general approach to consultation is discussed without reference to any specific consultation model. |
| |  | inconsistent participation with the counseling/student support team limited to only a few areas. |
| |  | Minimal or inconsistent communication with significant others. |
| |  | The approach to consultation is vague &amp; or inconsistent. |
| |  | participation with the counseling/student support team, or only passive involvement. |
| |  | No communication with significant others. |
| |  | No specific approach to consultation is evident. |
| |  | minimal or inconsistent participation with the counseling/student support team, limited to only a few areas. |
| |  | minimal or inconsistent communication with significant others. |
| |  | The approach to consultation is vague &amp; or inconsistent. |
| |  | participation with the counseling/student support team, or only passive involvement. |
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| |  | minimal or inconsistent communication with significant others. |
| |  | The approach to consultation is vague &amp; or inconsistent. |</p>
<table>
<thead>
<tr>
<th>Reflective Practice Driven by Theory</th>
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</thead>
</table>
| • Considerable reflective thought pertaining to both personal perspectives and professional development and how they interrelate.  
  Reflections include the student’s own reactions: feelings (emotional, physical, etc.), thoughts, behaviors, spiritual/moral/ethical values in relation to the case and self-discovery experiences related to the case.  
  Reflective statements go beyond responding to questions from others, but reflect self-direction.  
  Self-reflection is evident throughout the presentation as the presenter | • Some reflective thought regarding personal perspectives and professional development considerations.  
  Reflections demonstrate limited self-direction.  
  Discontinuous reflections of experiences during course of counseling (e.g. includes only initial impressions).  
  Some thought given to selection of theoretical orientation.  
  Incomplete justification for selection of theoretical orientation.  
  Theoretical case formulation contains some key concepts from the theory selected, but fails to present a complete conceptualization | • Little evidence of reflective thought pertaining to personal perspectives and professional development and how they interrelate.  
  Reporting > Reflecting over the course of the counseling process  
  Reflections address more of the student’s own reactions, and take into limited account others or the situation/environment/context.  
  Little independent thought given to the selection of an appropriate theoretical orientation.  
  Superficial and incomplete case formulation which only incorporates few key concepts from the theory selected. | • No reflective thought evident.  
  Only reporting of the events taking place over the course of treatment.  
  Unclear or nonexistent theoretical orientation guiding the counseling. |

- Clinical and diagnostic impressions proceed from evidence collected through the assessment process.
includes brief periodic comments regarding initial responses, emergent concerns and resolutions, unresolved dilemmas, countertransference issues, etc.

- Demonstration that case proceeded with intentional reflection upon the theoretical perspective that the presenter selected as the foundation for the approach to counseling.
- Demonstration of thoughtful identification of theoretical perspective, with clear rationale for selection of one perspective over alternative approaches.
- Overall demonstration of a solid beginning in case formulation utilizing important theoretical concepts and presentation in a cohesive narrative.

| Intervention Tied to Evaluation Data | Demonstration of a clear link between intervention | Some relationship between interventions | Inconsistent &/or superficial connection between theoretical | Selection of intervention strategies seem to be arbitrary. |
| (including consultation findings) and Theory | strategies utilized and the theoretical perspective selected.  
- Demonstrates consideration for adaptations of traditionally associated interventions and/or non-traditional interventions  
- Provides clear rationale for any modifications applied—particularly as they relate to cultural appropriateness. | selected and theoretical perspective, but the relationship is not fully or clearly articulated.  
- Minimal discussion of adaptations or modifications of intervention strategies to meet client needs.  
- Minimal discussion of cultural appropriateness of intervention strategies selected. | perspective selected and interventions utilized.  
- Inconsistent &/or superficial consideration of fit between client unique needs and intervention strategies selected.  
- Inconsistent &/or superficial attempt to modify interventions for cultural appropriateness. | Vague description of intervention strategy.  
- No clear intervention strategy.  
- No consideration of cultural appropriateness of intervention approaches. |

| Presentation | Clear and well formulated consultation question presented, which facilitates discussion and enhancement of counseling with client.  
- Relaxed, self-confident and appropriately dressed for purpose or audience;  
- Builds trust and holds attention by direct eye contact with all parts of audience;  
- Communication style helps maintain audience interest  
- Effectively convinces an | Consultation question somewhat vague &/or superficial.  
- Addressing consultation question likely to have minimal impact on counseling.  
- Quick recovery from minor mistakes;  
- Appropriately dressed;  
- Fairly consistent use of direct eye contact with audience;  
- Satisfactory communication style  
- Clear point of view, but development or support is inconclusive and | Consultation question provides an academic exercise with little potential to impact the case presented.  
- Some tension or indifference apparent and possible inappropriate dress for purpose or audience;  
- Occasional but unsustained eye contact;  
- Little expression shown in communication.  
- Point of view may be clear, but lacks development or support. | No consultation question.  
- Nervous tension obvious and/or inappropriately dressed for purpose or audience;  
- No effort to make eye contact with audience;  
- Unclear communicatio or no attempt to engage audience.  
- Fails to effectively communicate point of view. |
| audience to recognize the validity of a point of view. | incomplete. |   |   |
Gallaudet University
Department of Counseling

Syllabus and Schedule

General Information

Course Number: COU 790
Course Title: Internship II in School Counseling
Course Credits: 12 credits
Prerequisites: Completion of COU 741 (Internship I in School Counseling) with grade of ≥ B; successful completion of all 4th semester courses, transition points, and recommendation of Program Director

Field Experience Days: Mondays through Fridays (8 hrs/day; 40 hrs/wk, as agreed with Site Supervisor)

Instructor Information

Instructor/Faculty Supervisor: TBA
Office Hours: TBA
Phone: TBA
Dept. Fax: 202-651-5657
E-mail: TBA
Office: TBA

Dept. Contact Information: Voice and VP: 202-651-5515
Fax: 202-651-5657

Required Textbooks:


Additional Readings:

School Counseling Fieldwork Manual
Additional readings to be assigned and provided by instructor
Reference List


Course Information

Catalog Description

This course is the culmination of the experiential training component of the School Counseling program and represents the most advanced level of fieldwork. Candidates engage in a full-time, five days per week internships in educational settings that primarily serve deaf and hard of hearing students (kindergarten through 12th grade). The intent of this course is for trainees to experience as wide a range of supervised school counseling services as possible, such as: individual and group counseling; school guidance and prevention oriented activities; career and transitional counseling; parent/family education, referral and advocacy; individual education and transition goal planning and related interventions; and activities of leadership development, advocacy, collaboration, coordination, teaming and systemic change that fully supports the academic, career, and personal-social needs of students.
Course Description

This course is the culmination of the experiential training component of the school counseling program and represents the most advanced level of fieldwork. Candidates engage in a full-time, 5 day per week internships in educational settings that primarily serve deaf and hard of hearing students (kindergarten through 12th grade). The intent of this course is for trainees to experience as wide a range of supervised school counseling services as possible, including but not limited to: individual and group counseling; school guidance and prevention oriented activities; career and transitional counseling; parent/family education, referral and advocacy; individual education and transition goal planning and related interventions; and activities of leadership development, advocacy, collaboration, coordination, teaming and systemic change that fully supports the academic, career, and personal-social needs of students. The time requirement for Internship II is 600 total clock hours, and of these hours 240 are to be direct client contact.

The focus of this last fieldwork experience in the counselor trainee’s education and training is further expansion, refinement, and strengthening of professional counseling competencies in working effectively with diverse deaf/hard of hearing students (K-12) and their families/communities, school personnel, and community helping professionals/organizations. Candidates will also further develop skills in both prevention and intervention counseling strategies and techniques with individuals and groups and school-wide issues and concerns, effective practices with regard to client/family advocacy, leadership, consultation, collaboration and teaming, as well as affecting change on a systemic level. Candidates are expected to deepen their knowledge and understanding of their educational setting, including its organizational structure, management and administration and specifically the administration and operation of its counseling services.

Candidates may engage in school counseling duties including but not limited to: classroom observation: intake interviews and assessments; individual/group counseling; crisis intervention; parent/family education; community outreach and education; teacher/parent consultation; case conferences; staff meetings; individual student planning; clinical writing and case documentation (e.g. report writing, progress notes); IEP/ITP planning, implementation and evaluation; functional behavioral assessments; guidance curriculum planning, implementation, and evaluation.

See School Counseling and Guidance Fieldwork Manual for additional information regarding requirements for: instructors, candidates, faculty supervisors, site supervisors, clinical instruction environment.
Course Student Learning Outcomes:

**Upon completion of this course, students will:**

<table>
<thead>
<tr>
<th>Demonstrate advanced ability in applying and integrating multiple theoretical orientations with appropriate knowledge and skills sets in working with diverse school aged deaf/hard of hearing clients under faculty and site supervision (Knowledge and Skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate advanced level counseling skills with regard to establishing positive rapport with students; effective cross cultural communication with students, their families and all other school personnel (Knowledge and Skills)</td>
</tr>
<tr>
<td>Demonstrate advanced ability in developing culturally relevant and developmentally appropriate and meaningful counseling and learning goals associated with an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) for school aged deaf/hh clients; and apply culturally relevant and effective interventions and approaches to student/family/school situations (Knowledge and Skills)</td>
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<td>Demonstrate advanced skills in maintaining timely, accurate, and appropriate client case files and documentation – e.g. progress/process notes, treatment plans, IEP counseling goals, time logs, etc. (Knowledge and Skills)</td>
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<td>Develop an advanced level of organizational and administrative understanding and knowledge of a school system and/or comprehensive counseling program for deaf/hard of hearing students, and familiarity with its internal organizational structure and day to day operations. (Knowledge)</td>
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<tr>
<td>Demonstrate advanced ability to gather, organize, meaningfully integrate, and present client history and background information, beginning clinical hypotheses, AND to begin to conceptualize the client’s situation with different counseling theoretical orientations/ intervention strategies. (In class presentation AND formal case presentation write up) (Knowledge and Skills)</td>
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<td>Demonstrate advanced level of ability to work effectively as a “team player” within the school counseling program and school system as a whole (Dispositions, Knowledge, and Skills)</td>
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<td>Demonstrate advanced understanding of, and appropriate and effective use of clinical supervision on both individual/peer group levels. (Dispositions, Knowledge, and Skills)</td>
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<td>Demonstrate advanced ability for self-reflective critique and on-going evaluation of personal and professional competencies, and skill development in leadership and advocacy activities, and ability to affect change on individual/group/ system levels (Dispositions, Knowledge, and Skills)</td>
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<td>Demonstrate initiative and proactive use of professional resources including but not limited to: technology, school counseling assessment instruments and procedures, media, print material and the professional school counseling literature (Knowledge and Skills)</td>
</tr>
</tbody>
</table>

These student learning outcomes (SLOs) reflect those of the Department of Counseling School Counseling Program (see Appendix A for alignment of candidate learning outcomes). SLOs also
reflect Professional Standards of Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Conceptual Framework for National Council for the Accreditation of Teacher Education (NCATE) (see Appendix B).

**Instructional Parameters**

**Meeting Times and Dates**

1. **Work Requirements:**
   Candidates are required to complete 600 total clock hours of which 240 hours are direct client contact in a school setting.

2. **Meeting Requirements:**
   Candidates are required to spend a total of 3 ½ hours in clinical supervision per week:
   
   a. One hour weekly with the *site* supervisor to discuss specific clients, the school environment, and to foster a discussion of clinical principles of counseling/therapy. Other professional meetings as arranged by the site supervisor may be required by site supervisor.
   
   d. One hour weekly with the *faculty* supervisor to discuss progress in Internship II. The focus of this supervision is on the emerging counselor/therapist and the supervisory experience. All secondary discussions of clients and client information which may occur will be strictly confidential.
   
   c. One and a half hours weekly of group supervision on line with faculty supervisor. This is an integral part of the training program. During group supervision the discussions will focus on the emerging counselor/therapist professional identity, case presentation and conceptualization, and ethical issues as they arise. All case material will eliminate any reference to the student-client’s name and identity, and all discussions will uphold the strictest confidentiality requirements

Individual and group meeting times are a priority and are considered equal to coursework and internship assignments. All other activities or employment must be secondary or adjusted to permit time for supervision meetings.

**Attendance:**

Individual Site Supervision and other site obligations such as clinical staffings and other school related meetings are priorities. Candidates are expected to effectively manage course requirements and fieldwork site responsibilities. It will be the trainee’s responsibility to communicate in advance, any schedule changes and initiate rescheduling of supervision appointments when necessary. Candidates are required to attend at least 80% of the scheduled on-line group supervision meetings, and are responsible for communicating in advance any
anticipated absences. Trainees are responsible for any material covered in on-line sessions that they miss. Repeated absences, tardiness, and leaving early will lower individual or group/class participation by a maximum of 5%.

3. **Paperwork Requirements and Internship Assignments:**
   (see *School Counseling and Guidance Fieldwork Handbook*)
   a. Forms to be completed during Internship II include:
      - Fieldwork Contract (Internship II)
      - Supervision Agreement
      - Mid-Semester Contract Review Form
      - Monthly Time Log
      - Comprehensive Time Log
      - Internship II Summary Form
      - School Counseling Session Notes Forms (Individual and Group)
      - Site Supervisor’s Final Evaluation of Counselor Trainee
      - Site Supervisor Evaluation Form
      - Faculty Supervisor Evaluation Form

   b. **Internship II Contract:** Candidates shall develop an internship contract by the end of the third week of Internship II. This contract is to be developed collaboratively and with final approval from the site supervisor. The contract will include the following components: a minimum of 4 specific goals/objectives, the methods or strategies that will be utilized to reach these goals/objectives, and the various ways in which these goals/objectives will be evaluated. At least one goal must address diversity related competencies, and/or a culture specific population. The contract is to be signed by the student, the site supervisor, and the faculty supervisor and copies retained by each party (the original should be given to the faculty supervisor). This contract will be reviewed and evaluated for progress at mid-semester. (See Fieldwork Contract and Mid-Semester Contract Review Forms)

   e. **Time Logs:** Candidates are required to complete both Monthly Time Logs and a Comprehensive Time Log documenting the total hours for the entire internship. The Monthly Time Log documents the number of internship hours for the month and the cumulative hours to date. It is submitted at the end of every month. At the end of the Internship II period, the total number of hours should equal at least the minimum total hours required for the semester (i.e. 600 total clock; 240 direct client contact).

      All time logs are to be signed by the site supervisor and the student before they are submitted to the faculty supervisor for inclusion in the student’s file. Original copies are to be given to the faculty supervisor. Candidates should make copies for themselves and their supervisors.

   f. **Internship II Individual Reflective Journal:** In effort to continue to strengthen the trainee’s ability for reflection and skills for self-critique, candidates are required to
maintain a journal of their Internship II experiences and should be e-mailed to the assigned faculty supervisor at the end of every week.

Content to include but not limited to: personal reflections on their overall experiences during the Internship II period (attending especially to feelings, thoughts, questions, insights) and any significant topics, issues, activities stimulated by individual/group supervision meetings. Please note that additional assignments may be announced periodically throughout the semester. Journal entries should be between 1 - 2 pages. (See Journal Rubric Appendix C)

g. **Orientation to Fieldwork Site:** Candidates are required to present a brief orientation to their fieldwork site during Group Supervision. Presentation and written description of fieldwork site should include the following:
   - Site name
   - Organizational and Power Structure
   - Roles and Responsibilities of stakeholders (teachers, counselors, principles, etc)
   - School Philosophy, Mission, Vision
   - Theoretical Orientations/Philosophies of program/system
   - Demographics of school population (staff and students)
   - Initial impressions (strengths, vulnerabilities, anticipated challenges, issues, etc.)
   - Intern’s role
   - Preliminary goals for the fieldwork experience

Written description of the site should be provided should be submitted the week prior to the on-line presentation. (See Orientation to Fieldwork Site Rubric Appendix D)

h. **Case Presentation with Formulation/Conceptualization:** Candidates are required to complete 1 case presentation with emphasis on case conceptualization/formulation on one of your individual clients (or groups) during a group supervision session on line. The case presentation is to be formally written including the specific areas of feedback and/or questions you would like the group to address.

The written case report should be submitted the week prior to the on-line presentation. Candidates are responsible for reviewing the case presentation reports of their peers prior on-line presentation. (See Case Presentation Format and Case Presentation Rubrics Appendices E & F)

i. **School Presentation (optional):** Under the direction and guidance of the site supervisor, candidates will provide a presentation of at least one half hour (psycho-education, professional development, parent education, etc.) for any type of audience at the school site (e.g. students, parents, administrators, counseling staff). Presentations will be evaluated by the site supervisor (See Appendix I: Presentation Rubric)

j. **Videotaping/Direct Observation:** Each school has specific regulations regarding videotaping and observation of client sessions. If videotaping is permissible, the
counseling trainee is encouraged to videotape a client/group session for the purpose of advanced education and training of the trainee by the site/faculty supervisor.

Counseling trainees are to be observed at least twice (and preferably periodically throughout) during the semester by their site supervisor. Faculty supervisors will observe students at least once during the semester. (See Supervisor Observation Form)

k. **Self-Evaluation:** Candidates will have the opportunity to evaluate their own performance. Candidates will evaluate progress toward attaining goals specified in the Internship Contract. In collaboration with site supervisors, candidates will complete the Mid-Semester Contract Review.

Candidates will also complete the Internship II: Counselor Trainee Evaluation form. Candidates are expected to review and compare their self evaluation with the evaluation by the site supervisor prior to submitting the evaluations to the faculty supervisor.

l. **Use of Professional Resources:** Candidates are to work in collaboration with their site supervisors to gain supervised experience in the use of professional resources appropriate to the site. These may include, but are not limited to: a variety of counseling assessment instruments or procedures, various technologies, print and non-print media, professional literature, and research.

**Grading:**

Grading of the candidate’s overall fieldwork experience is based primarily on performance on site, quality and use of supervision with both site and faculty supervisors, mid semester contract review, and final semester evaluation by site supervisor. Counselor dispositions and proficiencies that emphasize growth as a counselor/therapist, motivation, dedication, and ability to relate to peers and colleagues will be seriously considered in the evaluation by both site and faculty supervisors. Satisfactory completion of all supervision (group and individual) assignments and the quality of participation at group and individual meetings are also significant criteria for evaluation.

Candidates must attain a grade of “B” or better to pass the fieldwork experience in the program.

**Criteria:**

**Fieldwork**  
40%

Including assessment of:
- Mid Contract Review
- Final Supervisor Evaluation
- Supervisor-Supervisee Relationship
- School Presentation  (as determined by site supervisor)
Individual Supervision 30%
(See Rubric Appendix G)

Case Presentation with Case Conceptualization 10%

On-line Group Supervision 20%
(see Rubric Appendix H)
Including assessment of:
  Participation (10%)
  Assignments (5%)
  Journaling (5%)

TOTAL: 100%

A = 92-100%; A- = 90-91%
B+ = 89%, B = 82-88%, B- = 80-81%
C+ = 79%, C = 72-78, F = 70-71%

Confidentiality and Ethics:
During the internship, personal and confidential information will likely be shared among candidates during group and individual supervision. Furthermore, candidates themselves will be expected to share information about their experiences, background, and feelings as part of counselor training and supervision. It is the candidate’s responsibility to adhere to the American Counseling Association (ACA) code of ethics with regard to confidentiality. Therefore, information shared as part of this course will not be shared with those not a part of the course.

It is permissible to express the impact the class has on one’s personal feelings and thoughts, reflections, and to discuss the general content of the concepts and issues addressed in the course. However, discussion of any personal information shared by other course participants, which could potentially lead to identification of these individuals is not acceptable. Candidates are expected to discuss any questions regarding with the course instructor and supervisors.

Professional Dress Code for Fieldwork (Practicum and Internships):
Candidates must follow a professional dress code. The purpose is to respect the people in the work settings you are entering and engaging with, and to represent a professional demeanor and attitude. Clothing should be appropriately formal and conservative. Tattoos must be completely covered (long sleeves, etc.). Visible piercing besides earrings must be removed (tongue, facial, etc.) Bare midriffs or other types of inappropriate body exposure are not acceptable. Candidates are expected to follow the dress code of their fieldwork site. Any questions regarding appropriate attire dress should be should be addressed with the assigned faculty supervisor and/or site supervisor prior to beginning fieldwork.

Multiculturalism, Diversity, & Perspective:
Multiculturalism and human diversity related issues, particularly those associated with multicultural deaf/hard of hearing individuals and their families, are interwoven throughout this course. This course adopts a broad and contextually grounded definition of multiculturalism and
human diversity (in all forms and spanning the range of human experience) from within the context or national point of reference of the United States. Consequently, the issues raised are socially meaningful within an American cultural context and address social categories such as the following: race and ethnicity, religion and spirituality, age, socioeconomic class and privilege, ability/disability, gender expression and sexual orientation, nationality and language, education. Like all courses, this course is not neutral or objective, but it does have a perspective and position that it reflects. Understanding this to be true, it is equally important for you to know that you do not need to embrace or accept the course perspective(s) in order to “do well” in this course. Rather, there is a greater emphasis, expectation, and desire for you to be a critical thinker about everything in this course, including its perspective(s).

University Policies

Professional Integrity & Responsibility

Candidates are expected to comply with their Code of Ethics. Plagiarism is prohibited. All assignments and tests must be your own work. This course will be one of many opportunities to demonstrate personal and professional integrity and character. Candidates are referred to Academic Standards and Policies as described in the Gallaudet University Graduate Catalogue. All students should be familiar with, and adhere to the University’s Academic Integrity Policy in all academic courses and in their personal and professional conduct. Plagiarism or any other violation of academic integrity can result in a student failing the course and possible expulsion from the University. Candidates may NOT submit work done in prior courses for a current course. It is strongly recommended that candidates refer to the most current edition of the APA manual for citation standards which candidates are expected to follow formal writing.

Reasonable Accommodation

Reasonable accommodation in learning will be provided to qualified candidates with documented related disabilities. Reasonable accommodation requests should be made in a timely manner and support services must be made through the Office of Students with Disabilities (OSWD) [http://depts.gallaudet.edu/OSWD/text/about.html](http://depts.gallaudet.edu/OSWD/text/about.html). It is expected that candidates make requests as early in the semester as possible to ensure the timely provision of services and accommodations.

ADA Compliance

See the Gallaudet University Graduate Catalogue.

Please Note: Changes to this syllabus can occur as a result of addressing individual student and class learning needs/issues.
## On-Line Group Supervision

### AGENDA

#### January Topics

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>MARTIN LUTHER KING Jr HOLIDAY (No Group Supervision)</td>
</tr>
<tr>
<td>1/26</td>
<td>Introduction to Internship &amp; Orientation to Online Supervision</td>
</tr>
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</table>

#### February Topics

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>2/2</td>
<td>Orientation to Sites &amp; Goals for Semester</td>
</tr>
<tr>
<td>2/9</td>
<td>Orientation to Sites Presentations</td>
</tr>
<tr>
<td>2/16</td>
<td>Orientation to Sites Presentations</td>
</tr>
<tr>
<td>2/23</td>
<td>Counseling Contracts, Intake Assessments</td>
</tr>
</tbody>
</table>

#### March Topics

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>3/2</td>
<td>Case Conceptualization</td>
</tr>
<tr>
<td>3/9</td>
<td>Mid Semester Contract Review</td>
</tr>
<tr>
<td>3/16</td>
<td>GALLAUDET SPRING BREAK (No Group Supervision)</td>
</tr>
<tr>
<td>3/23</td>
<td>Case Presentation</td>
</tr>
<tr>
<td>3/30</td>
<td>Case Presentation</td>
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#### April Topics

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>4/6</td>
<td>Case Presentation</td>
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<tr>
<td>4/13</td>
<td>Terminating with Clients and Site</td>
</tr>
<tr>
<td>4/20</td>
<td>Self-Assessment</td>
</tr>
</tbody>
</table>

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Note: The January Time Log due and Journal Assignment due are due after the holiday, and the February Time Log due, Journal Assignment due, and Progress Notes due are due after the presentations. The March Time Log due and Journal Assignment due are due after the contract review, and the April Time Log due and Journal Assignment due are due after the presentation.
4/27 Termination, Evaluation, Wrap Up

**Final Paperwork due:**

- April Time Log
- Cumulative Time Log
- Internship II Summary Form
- Site Supervisor’s Evaluation of Trainee Form
- Faculty Supervisor Evaluation Form
- Site Supervisor Evaluation Form
APPENDICES
APPENDIX A:

Course Name: COU 790 Internship II in School Counseling

<table>
<thead>
<tr>
<th>Course Candidate Learning Outcomes</th>
<th>Candidate Learning Opportunities</th>
<th>Assessment Method</th>
<th>Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate advanced ability in applying and integrating multiple theoretical orientations with appropriate knowledge and skills sets in working with diverse school aged deaf/hard of hearing clients under faculty and site supervision</td>
<td>Fieldwork Experience; Group Supervision; Site and Faculty Supervision; Case Presentation</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Group Supervision, Individual Supervision with Site &amp; Faculty Supervisors, and Case Presentation will be assessed following the rubrics included in the course syllabus.</td>
<td>V, VIII,</td>
</tr>
<tr>
<td>Demonstrate advanced level counseling skills with regard to establishing positive rapport with students; effective cross cultural communication with students, their families and all other school personnel</td>
<td>Fieldwork Experience; Site and Faculty Supervision;</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Individual Supervision with Site &amp; Faculty Supervisors will be assessed following the rubrics included in the course syllabus.</td>
<td>I, IX, XII</td>
</tr>
<tr>
<td>Demonstrate advanced ability in developing culturally relevant and developmentally appropriate and meaningful counseling and learning goals associated with an Individualized Education Plan (IEP) or Individualized Transition Plan (ITP) for school aged deaf/hh clients; and apply culturally relevant and effective interventions and approaches to student/family/school situations</td>
<td>Fieldwork Experience; Site Supervision; Case Presentation</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Individual Supervision with Site Supervisor and Case Presentation will be assessed following the rubrics included in the course syllabus.</td>
<td>I, VI</td>
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<tr>
<td>Demonstrate advanced skills in maintaining timely, accurate, and appropriate client case files and documentation – e.g. progress/process notes, treatment plans, IEP counseling goals, time logs, etc</td>
<td>Maintenance of Progress notes; Site and Faculty Supervision</td>
<td>Individual Supervision with Site &amp; Faculty Supervisors will be assessed following the rubrics included in the course syllabus.</td>
<td></td>
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<tr>
<td>Develop an advanced level of organizational and administrative understanding and knowledge of a school system and/or comprehensive counseling program for deaf/hard of hearing students, and familiarity with its internal organizational structure and day to day operations.</td>
<td>Fieldwork Experience; Site Supervision; Group Supervision; Orientation to Site Presentation; Case Presentation</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Group Supervision, Individual Supervision with Site Supervisor, Orientation to Site Presentation and Case Presentation will be assessed following the rubrics included in the course syllabus.</td>
<td>II, III, VII, XV</td>
</tr>
<tr>
<td>Course Candidate Learning Outcomes</td>
<td>Candidate Learning Opportunities</td>
<td>Assessment Method</td>
<td>Program Learning Outcomes</td>
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</tr>
<tr>
<td>Upon Completion of this Course, candidates will:</td>
<td>Fieldwork Experience; Group Supervision; Site and Faculty Supervision; Case Presentation</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Group Supervision, Individual Supervision with Site &amp; Faculty Supervisors, and Case Presentation will be assessed following the rubrics included in the course syllabus.</td>
<td>V, VIII, XIII</td>
</tr>
<tr>
<td>Demonstrate advanced ability to gather, organize, meaningfully integrate, and present client history and background information, beginning clinical hypotheses, AND to begin to conceptualize the client’s situation with different counseling theoretical orientations/ intervention strategies. (In class presentation AND formal case presentation write up)</td>
<td>Fieldwork Experience; Site and Faculty Supervision; Group Supervision; Case Presentation</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Group Supervision, Individual Supervision with Site &amp; Faculty Supervisors, and Case Presentation will be assessed following the rubrics included in the course syllabus.</td>
<td>II, VII, IX</td>
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<td>Demonstrate advanced level of ability to work effectively as a “team player” within the school counseling program and school system as a whole</td>
<td>Site and Faculty Supervision; Group Supervision; Case Presentation</td>
<td>Group Supervision and Individual Supervision with Site &amp; Faculty Supervisors will be assessed following the rubrics included in the course syllabus.</td>
<td>II</td>
</tr>
<tr>
<td>Demonstrate advanced understanding and appropriate and effective use of clinical supervision on both individual/peer group levels.</td>
<td>Fieldwork Experience; Site and Faculty Supervision; Group Supervision; Journal Assignments</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Group Supervision, Individual Supervision with Site &amp; Faculty Supervisors, and Journal Assignments will be assessed following the rubrics included in the course syllabus.</td>
<td>IV, X, XI, XV</td>
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<td>Demonstrate advanced ability for self-reflective critique and on-going evaluation of personal and professional competencies, and skill development in leadership and advocacy activities, and ability to affect change on individual/group/ system levels</td>
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<td>Demonstrate initiative and proactive use of professional resources including but not limited to: technology, school counseling assessment instruments and procedures, media, print material and the professional school counseling literature</td>
<td>Fieldwork Experience; Site and Faculty Supervision; Group Supervision; Case Presentation</td>
<td>Performance in Fieldwork will be assessed using the Mid Semester Review and Counselor Trainee by Site Supervisor Evaluation. Group Supervision, Individual Supervision with Site &amp; Faculty Supervisors, and Case Presentation will be assessed following the rubrics included in the course syllabus.</td>
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</table>

**Course Name:** COU 790 Internship II in School Counseling
### APPENDIX B:

**Student Learning Outcomes: at the end of the course, students will:**

<table>
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<tr>
<th>Demonstrate advanced ability in applying and integrating multiple theoretical orientations with appropriate knowledge and skills sets in working with diverse school aged deaf/hard of hearing clients under faculty and site supervision (Knowledge and Skills)</th>
<th>NCATE Conceptual Framework* <a href="http://gspp.gallaudet.edu/ncate/standconceptframe.html">http://gspp.gallaudet.edu/ncate/standconceptframe.html</a></th>
<th>CACREP Standards * <a href="http://www.cacrep.org/2009standards.pdf">http://www.cacrep.org/2009standards.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 a.c.d.e.f.g.h.</td>
<td></td>
<td>C1, E1, E4</td>
</tr>
<tr>
<td>3 a.b.c.d.e.f.</td>
<td></td>
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<tr>
<td>4 a.b.c.d.e.f.</td>
<td></td>
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<td>Demonstrate advanced level counseling skills with regard to establishing positive rapport with students; effective cross cultural communication with students, their families and all other school personnel (Knowledge and Skills)</td>
<td>1 a.c.e.f.g.i.j.</td>
<td>E1, E4, F1, M1, M2, M3, M4, M5,</td>
</tr>
<tr>
<td>2 a.b.c.d.e.f.g.h.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 a.b.c.d.e.f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 a.b.c.d.e.f.</td>
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<td>E3, F1, F2, F3, F4</td>
</tr>
<tr>
<td>2 a.b.c.e.f.</td>
<td></td>
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<tr>
<td>3 b.c.e.f.</td>
<td></td>
<td></td>
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<td>4 a.b.c.d.e.f.</td>
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<tr>
<td>2 a.c.e.f.g.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 a.b.c.d.</td>
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</tr>
<tr>
<td>4 a.b.c.d.</td>
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<td>2 a.b.</td>
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<td>3 d.e.</td>
<td></td>
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</tr>
<tr>
<td>4 a.b.c.d.</td>
<td></td>
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</tr>
<tr>
<td>Task Description</td>
<td>Knowledge and Skills</td>
<td>Dispositions, Knowledge, and Skills</td>
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<td>C1, C3,</td>
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</tr>
<tr>
<td></td>
<td>3 a.b.c.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 a.c.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced level of ability to work effectively as a “team player” within the school counseling program and school system as a whole</td>
<td>1 g.h.i.j.</td>
<td>M1, M2, M3, M4, M5,</td>
</tr>
<tr>
<td></td>
<td>2 e.f.g.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 a.b.c.d.e.f.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 a.c.d.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced understanding of, and appropriate and effective use of clinical supervision on both individual/peer group levels.</td>
<td>2 c.e.f.g.</td>
<td>D5</td>
</tr>
<tr>
<td></td>
<td>3 d.e.f.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced ability for self-reflective critique and on-going evaluation of personal and professional competencies, and skill development in leadership and advocacy activities, and ability to affect change on individual/group/ system levels</td>
<td>2 d e.g.</td>
<td>B2, D1, F3, O1, O4,</td>
</tr>
<tr>
<td></td>
<td>3 d.e.f.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate initiative and proactive use of professional resources including but not limited to: technology, school counseling assessment instruments and procedures, media, print material and the professional school counseling literature</td>
<td>2 f.g.h.</td>
<td>A1</td>
</tr>
<tr>
<td></td>
<td>3 b.d.e.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 f.</td>
<td></td>
</tr>
<tr>
<td>Performance Element</td>
<td>Satisfactory: Pass (P)</td>
<td>Unsatisfactory: Not Pass (NP)</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Reflective Thought and Inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of strong reflective thought related to both personal and professional school counselor identities and the interrelation of the multiple identities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little evidence of reflective thought related to personal and professional identities and their interrelationship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the student’s own reactions (emotional, physical, thoughts, behaviors)</td>
<td></td>
<td></td>
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<tr>
<td>- spiritual/moral/ethical/cultural values in relation to the fieldwork experience;</td>
<td></td>
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<tr>
<td>- learning in and out of the classroom and during supervision.</td>
<td></td>
<td></td>
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<tr>
<td>- relational experiences both interpersonal and in relation to social/environmental/historical/political contexts.</td>
<td></td>
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</tr>
<tr>
<td>- rationale for decision making that incorporates analysis of intentions and goals as well as appropriate strategies, techniques, approaches</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections do not address student’s own reactions (e.g. only address reactions of others).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections address ONLY the student’s own reactions, and do not take into account others or the situation/environment/context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Few if any reflective statements beyond an accounting of what takes place in a specific example.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little if any rationale underlying the use of specific strategies or materials.</td>
<td></td>
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</tr>
<tr>
<td>Multiple Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections include multiple perspectives, including but not limited to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the student’s own perspectives in relation to the perspectives of others;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- consideration of perspectives outside of the student’s own value orientation,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- perspectives from multiple and various sources including individual faculty and site supervision, group supervision, consultation with staff, collaboration with client, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited reflection of insights and connections related to fieldwork, classroom, supervision, and outside class experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohesion and Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections incorporate, integrate and synthesize:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- multiple perspectives (as described above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Encounter learning in the field, with supervisors, peers, colleagues, clients, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Group supervision discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Readings – assigned and/or recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections are limited to reporting on one area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections are compartmentalized (show no integration of learning).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Careful Use of Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful, precise and sensitive use of language, with rationale for language choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language issues not addressed. Writing reflects limited awareness of issues related to language use.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX D:

### Orientation to Fieldwork Site

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Outstanding</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Excels in responding to the assignment.</td>
<td>• A solid paper, responding appropriately to assignment.</td>
<td>• Adequate but weaker &amp; less effective, possibly responding less well to the assignment.</td>
<td>• Does not respond to the assignment.</td>
<td></td>
</tr>
<tr>
<td>• Chooses words for their precise meaning &amp; uses an appropriate level of specificity. Sentences are varied, yet clearly structured &amp; carefully focused, not long &amp; rambling.</td>
<td>• Generally uses words accurately &amp; effectively, but may sometimes be too general. Sentences generally clear, well structured, &amp; focused, though some may be awkward or ineffective.</td>
<td>• Uses relatively vague &amp; general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.</td>
<td>• No organization; lacks transitions &amp; coherence</td>
<td></td>
</tr>
<tr>
<td>• Appropriate inclusive gender pronouns used or an appropriate rationale is provided to explain the orientation to one gender.</td>
<td>• Mostly uses inclusive gender pronouns or fails to provide justification for gender specific orientation.</td>
<td>• Frequently fails to utilize inclusive gender pronouns&amp;/or inappropriate terms for ethnic &amp; cultural groups.</td>
<td>• Uses irrelevant details or lacks supporting evidence entirely. May be inappropriately brief.</td>
<td></td>
</tr>
<tr>
<td>• Appropriate use of terms for ethnic &amp; cultural groups.</td>
<td>• Mostly uses appropriate terms for ethnic &amp; cultural groups.</td>
<td>• Usually contains many awkward sentences, misuses words</td>
<td>• Uses inappropriate language.</td>
<td></td>
</tr>
<tr>
<td>• Almost entirely free of spelling, punctuation, &amp; grammatical errors.</td>
<td>• May contain a few errors, which may annoy the reader but do not prevent understanding</td>
<td>• Frequent mechanical errors that make it impossible to follow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Relaxed, self-confident &amp; appropriately dressed for purpose or audience; Builds trust &amp; holds attention by direct eye contact; Communication style helps maintain audience interest</td>
<td>• Quick recovery from minor mistakes; Appropriately dressed; Fairly consistent use of direct eye contact with audience; Satisfactory communication style</td>
<td>• Some tension or indifference apparent &amp; possible inappropriate dress for purpose or audience; Occasional but unsustained eye contact; Little expression shown in communication.</td>
<td>• Nervous tension obvious &amp;/or inappropriately dressed for purpose or audience;</td>
<td></td>
</tr>
<tr>
<td>• Effectively convinces an audience to recognize the validity of a point of view.</td>
<td>• Clear point of view, but development or support is inconclusive &amp; incomplete.</td>
<td>• Point of view may be clear, but lacks development or support.</td>
<td>• No effort to make eye contact with audience;</td>
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</tr>
</tbody>
</table>

**Comments:**

Adapted from: University of Northern Iowa School Counseling Program Comprehensive Case Presentation Rubric
APPENDIX E:

Department of Counseling
School Guidance and Counseling Program
Child/Adolescent Case Presentation Format

XXIII. Identifying Information

XXIV. Referral Information/Presenting problems and issues

a. Reason(s) for referral, referral source, date of referral, circumstances leading to referral
b. Any other related precipitant stressors
c. Teacher/Parent concerns (if applicable)

XXV. Question(s) or Issue(s) for Group to address
Counselor’s main questions or issues, and/or specific area(s) of consultation needed from peer group regarding this case.

XXVI. Background Histories (from client, client’s parents/family, significant others, related professionals, etc.)

a. Developmental History (pre and post-natal, developmental milestones, significant early life events, etc.)
b. Family History
c. Summary Immigration History (if applicable)
d. Significant Trauma History (if applicable)
   - “sensitive” topics as physical/sexual abuse (as victim, or witness)
   - Any type of Violence- physical, emotional, verbal, etc.
   - Experience with Natural Disasters, etc.
   - Get details as to the exact nature of events, perpetrator if applicable, legal system involvement if applicable, impact on client/family, etc.
e. Health History
   - Client’s mother’s health during pregnancy/birth
   - Client’s parents’ health history if relevant
   - Client’s own medical history (general health, significant illness or injuries, surgeries, allergies, medications, additional special needs/disabilities, physical limitations, etc.)
   - Client’s psychiatric history (formal and informal)
     1. Suicidal Ideation
        a. Degree, history, methods, drug-alcohol associated, consequences, treatment, etc.
     2. Violence- history, nature of act, legal system involved (arrests, incarcerations, etc.)
     3. Delinquency- nature of, interventions, etc.
4. Substance Use- Drug/Alcohol
   a. type of substance
   b. usage- frequency, duration, quantity, etc.
   c. effects of usage/consequences (medical, personal/interpersonal, school/work, legal, financial, etc.)
   d. treatment history
f. Educational History
g. Social-Emotional Development History
h. Personal Strengths, Interests, Recreational and Leisure activities
i. Work History (if applicable)

XXVII. Multicultural Considerations

a. Immigration/Migration (in and outside of States, individual and family)
b. Family- Structure and Roles, Traits, etc.
c. Language and Cross Cultural Communication Issues
   - In and Out of home
   - Communication preferences/modalities
   - Cultural values and beliefs related to communication styles, etc.
d. Cultural Identity:
   - Of client, family members, etc.
   - What characterizes ethnocultural identity?
   - Client thoughts and feelings associated with ethnocultural context and deafness/disability influences (separately and combined?)
e. Acculturation – extent and influence on type/manner of symptom expression.
f. Socio-Political/Socioeconomic/Cultural Influences: impact of oppression, prejudice, discrimination related to any of the “ism’s” identified with client(s) and his/her family.
g. Worldview-orientation (individual/collective)
   - Cultural value orientation, beliefs toward disability/deafness,
   - Religion and spirituality
   - Time
   - Social Relationships
   - Nature

VI. Assessment
Mental Status Exam (MSE)

VII. Case Conceptualization/Formulation- Theoretical application
Case conceptualization or formulation makes clear what factors have caused and influenced the symptoms you are seeing with your client. The factors identified should include distinct concepts from the theoretical model(s) that the conceptualization is based on.
Conceptualization informs counseling goals as well as the intervention strategies selected. Treatment goals and interventions utilized should be consistent with the theoretical model(s) selected.

VIII. Clinical Impressions (general) & Diagnosis (DSM IV) if applicable

IX. Counseling Goals & Intervention Strategies (base on case conceptualization/formulation)
Include IEP/ITP goals and both formal and informal counseling goals/objectives.

X. Summary of Counseling Work to Date
a. Process: Relationship dynamics and “how” counseling has progressed between and among client/counselor/family; client/family to school, etc. Issues of transference, countertransference, cross cultural communication, etc.
b. Basic content of sessions (play, signed, verbal/non verbal)
c. Significant Changes and Development
   - client’s cognitions, affect, behaviors,
   - environment (home, school, peer group, family, etc.)

XI. Basic Genogram
A basic genogram is a systematic and visual approach of gathering and displaying information about a family system and for identifying themes and patterns which influence personal development and relationships. It uses standard symbols, organizes names, dates, gender, marriages, divorces, births, deaths of family members and other content information about a person and his/her family system(s).

An Eco-Map is similar to a genogram. It provides a systematic and visual approach to display information about an individual and his/her relationship to the different spheres of significant influences (home, community, social groups, school, work, etc.) in his/her environment.
APPENDIX F: Case Presentation Rubric

Written Elements

Case presentations incorporate relevant case material and include all relevant content areas as described in the Case Presentation Format form. Presentations should be organized and concise for clarity and readability. Words are chosen for their precise meaning and an appropriate level of specificity is utilized. Sentences are clearly structured and carefully focused. Terms for ethnic and cultural groups are used appropriately and gender inclusive pronouns are consistently used. The written report is free of spelling, punctuation and grammatical errors.

Background Information

Presentations demonstrate the presenter’s careful consideration of the multidimensional environmental influences on the client (student, child, adult, family, etc). Evidence of this consideration would be included in both written case report and during case presentation. Consideration of cultural elements including cultural identity, explanations of illness and health, related psychosocial environmental elements impacting level of functioning, cultural elements related to the relationship between the client and counselor (problem-solving team) are incorporated throughout the case presentation.

The presenter will have critically evaluated the referral information and consulted with staff, client, peers, family members as appropriate. The presenter will demonstrate that the identification of the nature of the problem went beyond merely accepting the statements included in the initial referral.

Attempts should be made to take into account how family background, school or agency climate, and staff expectations and how the client interacts with various environmental systems.

The presenter will have considered who is to be the client for the case, as the answer to that question will guide the counseling process.

Collaboration with Problem Solving Team

The presenter will show evidence of being an effective member of the problem solving (treatment) team during the entire course of treatment. Presentations include discussion of their participation in collaboratively defining the purpose of counseling, in selecting interventions, and in communicating with staff, the client, and significant others such as family members (as appropriate), and school or agency administrators.

Presentations should include discussion of the presenter’s approach to consultation including reference to particular consultation models.

Assessment

Assessment approaches are discussed and incorporate data from multiple sources such as direct observation, client interview, collateral contacts, consultations with other professionals, etc.
Mental status information is presented in a clear systematic way and presented in summary narrative form.

Clinical and diagnostic impressions proceed from evidence collected through the assessment process.

**Reflective Practice Driven by Theory**

Presenter will demonstrate that the case proceeded with careful reflection upon the theoretical perspective that the presenter selected as the foundation for the approach to treatment. The presentation shows that the presenter carefully identified a theoretical perspective and can defend the selection of that perspective over alternative approaches. The presentation includes how the choice of intervention follows the theoretical perspective selected.

A clear theoretical case formulation is presented utilizing important theoretical concepts and presented in a cohesive narrative.

Presentations make evident that presenters took time to consider the case deeply and critical thinking is evident. Self-reflection is evident throughout the presentation as the presenter includes brief periodic comments regarding initial responses, emergent concerns and resolutions, unresolved dilemmas, countertransference issues, etc. Presenters discuss their thinking and self-discovery experiences related to the case.

**Intervention Tied to Evaluation Data (including consultation findings) and Theory**

Case presentations reflect a relationship between the intervention strategies utilized and the theoretical perspective selected. Deviations and adaptations of traditionally associated interventions are discussed. Clear rational for modifications are provided particularly as they relate to cultural appropriateness.

**Presentation Elements**

Presentations should include the articulation of a clear point of view and discussion of the validity of that point of view as it relates to the counseling case. Relevant examples are included to facilitate clarity and understanding and all conclusions are supported by evidence. Major ideas and themes are summarized so that the audience has a clear understanding of the presenter’s perspective.

The presenter communicates a clear consultation question for the audience to consider. The consultation question should be specific and include the main issues or specific area of concern. Requesting general impressions would not be sufficient.

Information is presented in a relaxed and confident manner. The presenter is appropriately dressed for the occasion. The presenter holds the attention of audience members through eye contact and engagement in discussion. Communication style maintains audience interest.

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Adapted from: University of Northern Iowa School Counseling Program Comprehensive Case Presentation Rubric
### Case Presentation Score Sheet

**Name** ________________________________  
**Date** ______________

<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Outstanding</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| **Written** | - Excels in responding to the assignment.  
- Chooses words for their precise meaning & uses an appropriate level of specificity. Sentence style fits paper’s audience & purpose. Sentences are varied, yet clearly structured & carefully focused, not long & rambling.  
- Appropriate inclusive gender pronouns used or an appropriate rationale is provided to explain the orientation to one gender.  
- Appropriate use of terms for ethnic & cultural groups.  
- Almost entirely free of spelling, punctuation, & grammatical errors.  | - A solid paper, responding appropriately to assignment.  
- Generally uses words accurately & effectively, but may sometimes be too general. Sentences generally clear, well structured, & focused, though some may be awkward or ineffective.  
- Mostly uses inclusive gender pronouns or fails to provide justification for gender specific orientation.  
- Mostly uses appropriate terms for ethnic & cultural groups.  
- May contain a few errors, which may annoy the reader but do not prevent understanding.  | - Adequate but weaker & less effective, possibly responding less well to the assignment.  
- Uses relatively vague & general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.  
- Frequently fails to utilize inclusive gender pronouns&/or inappropriate terms for ethnic & cultural groups.  
- Usually contains several mechanical errors, which may temporarily confuse the reader but do not prevent overall understanding.  | - Does not respond to the assignment.  
- No organization; lacks transitions & coherence  
- Uses irrelevant details or lacks supporting evidence entirely. May be inappropriately brief.  
- Usually contains many awkward sentences, misuses words  
- Uses inappropriate language.  
- Fails to utilize inclusive gender pronouns  
- Uses inappropriate terms for ethnic & cultural groups.  
- Frequent mechanical errors that make it impossible for the reader to follow. |
| **Background Information** | - Identification of the nature of the problem went beyond merely accepting the statements included in the initial referral to include review of client records, consultation with others familiar with case & independent analysis.  
- Demonstration of careful consideration of the  | - Consideration of the nature of the problem & some investigation of alternate sources of information beyond the referral.  
- Incomplete incorporation of multiple dimensions of the environment.  
- Some consideration of  | - Some consideration of the nature of the problem beyond the information included in the referral.  
- Only minimal &/or superficial consideration of multiple aspects of the environment.  
- Minimal &/or superficial  | - Identification of the problem entailed merely accepting statements from referral without critical evaluation.  
- No incorporation of environmental considerations. |
<table>
<thead>
<tr>
<th>Multidimensional Environmental Influences on the Client</th>
<th>Cultural Influences &amp; Their Impact on the Case</th>
<th>Consideration of Cultural Influences on the Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Consideration of cultural elements evident.</td>
<td>- Cultural elements related to client – counselor relationship inconsistently considered.</td>
<td>- Minimal &amp;/or superficial attention to cultural influences on client – counselor relationship.</td>
</tr>
<tr>
<td>- Cultural elements related to the relationship between the client &amp; counselor (problem-solving team) are incorporated throughout the case presentation.</td>
<td></td>
<td>- No attempt to take into consideration background information &amp; influence of school/agency climate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No analysis of the appropriate identified client.</td>
</tr>
</tbody>
</table>

### Collaboration with Problem Solving Team

| Clear evidence of being an effective member of the problem solving (counseling) team during the entire course of treatment. | Some active participation with the problem solving team at different points during the course of treatment. | Minimal or inconsistent participation with the problem solving team |
| Discussion of their participation in collaboratively defining the purpose of counseling, in selecting interventions, & in communicating with staff, the client, & significant others such as family members (as appropriate), & school or agency administrators. | Evidence of some participation some efforts to maintain communication with significant others such as family members & school staff. | - Involvement with problem solving team limited to only a few areas. |
| A clear approach to consultation including reference to particular consultation models is presented. | A general approach to consultation is discussed without reference to any specific consultation model. | - Minimal or inconsistent communication with significant others. |
| | | - The approach to consultation is vague & or inconsistent. |

### Assessment

<p>| Utilization of multiple assessment approaches (e.g. direct observation, client interview, collateral contacts, consultations with other professionals) | Only one or two assessment strategies are utilized. | Only one assessment strategy is used. |
| Mental status information presented in clear, systematic way &amp; in summary narrative form. | Complete mental status information is presented, but not in a systematic way. | Only incomplete mental status information is presented |
| Clinical &amp; diagnostic impressions proceed from evidence collected through the assessment process. | Incomplete evidence is presented to justify clinical &amp; diagnostic impressions. | Clinical &amp; diagnostic impressions are based more on subjective factors than assessment data. |
| | | - No assessment strategies utilized to collect data. |
| | | - No mental status information included. |
| | | - No clinical or diagnostic impression presented. |</p>
<table>
<thead>
<tr>
<th>Reflective Practice Driven by Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence of strong reflective thought pertaining to both personal perspectives &amp; professional development &amp; how they inter-relate.</td>
</tr>
<tr>
<td>• Reflections include the candidate’s own reactions: feelings (emotional, physical, etc.), thoughts, behaviors, spiritual/moral/ethical values in relation to the case &amp; self-discovery experiences related to the case.</td>
</tr>
<tr>
<td>• Reflective statements go beyond responding to questions from others, but reflect self-direction.</td>
</tr>
<tr>
<td>• Self-reflection is evident throughout the presentation as the presenter includes brief periodic comments regarding initial responses, emergent concerns &amp; resolutions, unresolved dilemmas, countertransference issues, etc.</td>
</tr>
<tr>
<td>• Demonstration that case proceeded with careful reflection upon the theoretical perspective that the presenter selected as the foundation for the approach to counseling.</td>
</tr>
<tr>
<td>• Evidence of careful identification of theoretical perspective, with clear rationale for selection of one perspective over alternative approaches.</td>
</tr>
<tr>
<td>• A clear theoretical case formulation is presented utilizing important theoretical concepts &amp; presented in a cohesive narrative.</td>
</tr>
<tr>
<td>Intervention Tied to Evaluation Data (including consultation findings) and Theory</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Demonstration of a clear link between intervention strategies utilized and the theoretical perspective selected.</td>
</tr>
<tr>
<td>• Deviations &amp; adaptations of traditionally associated interventions are discussed.</td>
</tr>
<tr>
<td>• Clear rational for modifications are provided particularly as they relate to cultural appropriateness.</td>
</tr>
<tr>
<td>• Some relationship between interventions selected &amp; theoretical perspective, but the relationship is not fully or clearly articulated.</td>
</tr>
<tr>
<td>• Minimal discussion of adaptations or modifications of intervention strategies to meet client needs.</td>
</tr>
<tr>
<td>• Minimal discussion of cultural appropriateness of intervention strategies selected.</td>
</tr>
<tr>
<td>• Inconsistent &amp;/or superficial connection between theoretical perspective selected &amp; interventions utilized.</td>
</tr>
<tr>
<td>• Inconsistent &amp;/or superficial consideration of fit between client unique needs &amp; intervention strategies selected.</td>
</tr>
<tr>
<td>• Inconsistent &amp;/or superficial attempt to modify interventions for cultural appropriateness.</td>
</tr>
<tr>
<td>• Selection of intervention strategies seem to be arbitrary.</td>
</tr>
<tr>
<td>• Vague description of intervention strategy.</td>
</tr>
<tr>
<td>• No clear intervention strategy.</td>
</tr>
<tr>
<td>• No consideration of cultural appropriateness of intervention approaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear &amp; well formulated consultation question presented, which facilitates discussion &amp; enhancement of counseling with client.</td>
</tr>
<tr>
<td>• Relaxed, self-confident &amp; appropriately dressed for purpose or audience;</td>
</tr>
<tr>
<td>• Builds trust &amp; holds attention by direct eye contact with all parts of audience;</td>
</tr>
<tr>
<td>• Communication style helps maintain audience interest</td>
</tr>
<tr>
<td>• Effectively convinces an audience to recognize the validity of a point of view.</td>
</tr>
<tr>
<td>• Consultation question somewhat vague &amp;/or superficial.</td>
</tr>
<tr>
<td>• Addressing consultation question likely to have minimal impact on counseling.</td>
</tr>
<tr>
<td>• Quick recovery from minor mistakes;</td>
</tr>
<tr>
<td>• Appropriately dressed;</td>
</tr>
<tr>
<td>• Fairly consistent use of direct eye contact with audience;</td>
</tr>
<tr>
<td>• Satisfactory communication style</td>
</tr>
<tr>
<td>• Clear point of view, but development or support is inconclusive &amp; incomplete.</td>
</tr>
<tr>
<td>• Consultation question provides an academic exercise with little potential to impact the case presented.</td>
</tr>
<tr>
<td>• Some tension or indifference apparent &amp; possible inappropriate dress for purpose or audience;</td>
</tr>
<tr>
<td>• Occasional but unsustained eye contact;</td>
</tr>
<tr>
<td>• Little expression shown in communication.</td>
</tr>
<tr>
<td>• Point of view may be clear, but lacks development or support.</td>
</tr>
<tr>
<td>• No consultation question.</td>
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<tr>
<td>• Nervous tension obvious &amp;/or inappropriately dressed for purpose or audience;</td>
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<tr>
<td>• No effort to make eye contact with audience;</td>
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<tr>
<td>• Unclear communication or no attempt to engage audience.</td>
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<tr>
<td>• Fails to effectively communicate point of view.</td>
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</table>

Comments: ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Adapted from: University of Northern Iowa School Counseling Program Comprehensive Case Presentation Rubric
School Counseling Individual Supervision Rubric

Supervision is an interactive process intended to monitor the quality of client care, to improve and develop counseling skills, and to facilitate professional and personal growth. The candidate can expect to receive ongoing verbal and written feedback on his/her professional growth and development. Candidates who fully engage in the supervision process can also expect to a supportive environment in which to discuss client-related issues and to develop counseling skills. Individual/triadic and group supervision are essential to professional growth and should be considered a priority, equal to other course work.

On a weekly basis, the candidate will be assessed by the individual faculty (and site) supervisor on the following seven areas. (See Scoring Sheet for Individual Supervision Rubric and Internship II Evaluation form)

**Preparedness**
The candidate is expected to arrive for supervision meetings on time and be prepared to discuss his/her work in an organized and thoughtful way. Preparation includes bringing all necessary materials including a written Supervision Agenda for the session, required paperwork due for the session, any necessary and relevant research, organized and well formulated questions, etc. All pre-assigned readings should be completed prior to the supervision session.

**Participation**
Active participation and effective use of critical thinking skills in the supervisory process are essential for maximum learning. The candidate initiates and participates in interactive dialogue with his/her supervisor throughout the supervision session. Attentive listening and asking for clarification on material or comments not understood are important aspects of the interactive dialogue. Candidates are expected to be forthright, providing broad and balanced accounts of their work. This would include both attention to performance strengths and weaknesses, successes and challenges.

**Ethical Behavior**
It is required that candidates adhere to current ethical standards and practice guidelines of the American Counseling Association (ACA), American School Counselor Association (ASCA), Association for Specialists in Group Work (ASGW), and Association for Counselor Education and Supervision (ACES), as well as the legal requirements of the jurisdiction in which fieldwork takes place. This includes adherence to standards related to the supervisory process and relationship. In addition, candidates should identify and be able to articulate and apply an effective multicultural and ethical decision-making model.

**Case Formulation**
Ethical and effective counseling involves the formulation of counseling strategies and intervention approaches utilizing culturally appropriate frameworks and theoretical perspectives supported by the counseling literature. Case formulation goes well beyond...
consideration of the initial referral issue and includes a review of the client’s history and records, consultation with other mental health professionals familiar with the case or presenting problem, and independent analysis of case material. It incorporates knowledge about the multidimensional environmental influences on the client, including cultural, socio-political, and institutional barriers.

Case formulation is not static. It evolves over the course of treatment. Over the course of treatment and as new information becomes available, the candidate adjusts his/her formulation accordingly. For example, formulation process might involve recognizing the development of transference and countertransference, discussing it in supervision, and creating an appropriate plan to utilize it therapeutically.

Openness to and Application of Feedback
For learning to occur, there must be an open exchange of ideas and substantive feedback. Candidates are expected to continually incorporate new knowledge and skills. They attend to the feedback regarding their performance and integrate it into their ongoing work. Accepting and giving both praise and criticism in a constructive and professional manner is critical to this learning process.

Feedback should occur in the context of dialogic exchange, so that multiple considerations may be explored. The candidate is responsible to appropriately applying feedback and must be prepared to articulate the rationale for their choice action. Successful candidates engage in extensive and ongoing self-reflection as part of their process of incorporating and applying feedback. Their reflections include both personal perspectives and professional development considerations.

Paperwork
Administrative and counseling paperwork required by the Department of Counseling and the fieldwork site is expected to be completed accurately, neatly, and in accordance with the required format. Timely completion of such paperwork is considered an aspect of ethical behavior. Written work must utilize professional language and terminology. This includes the use of culturally and gender appropriate language.

Dispositions
Candidates are expected to continually develop their manner of thinking, behaving, and reacting to reflect a maturing professional counselor’s commitment to: 1) recognizing and appreciating the value of self-evaluation; 2) recognizing and valuing clients’ assets and strengths; 3) appreciating that even small changes in clients can be important for their mental health; 4) valuing the relationship with clients above the performance of techniques; 5) recognizing and valuing multicultural competence as foundational for clinical competence; 6) valuing and promoting equity and social justice in school counseling; and 7) valuing continued professional development.
<table>
<thead>
<tr>
<th>Performance Element</th>
<th>Exceptional (3 pts)</th>
<th>Admirable (2 pts)</th>
<th>Approaching (1 pt)</th>
<th>Unsatisfactory (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparedness</strong></td>
<td>• Consistently comes to session prepared with needed materials, well formulated &amp; organized questions organized, &amp; any research complete.</td>
<td>• Comes totally prepared to 75% of sessions, or is consistently prepared with more than 50%, but not all materials.</td>
<td>• Comes totally prepared 50-75% of the time, or is consistently prepared less than 50% of materials.</td>
<td>• Does not come to supervision prepared.</td>
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<td>• Has a written Supervision Agenda with clear &amp; meaningful goals.</td>
<td>• Articulates clear goals most of the time, though occasionally goals are unclear.</td>
<td>• Articulates clear goals less than half of the time, or consistently articulates goals that are relatively vague &amp; general.</td>
<td>• Does not bring goals to supervision, or goals are too vague or general to be useful.</td>
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<td></td>
<td>• Has completed any pre-assigned relevant readings.</td>
<td>• Arrives on time for at least 75% of supervision meetings.</td>
<td>• Only arrives on time for 50-75% of the meetings.</td>
<td>• Arrives late more than half the time.</td>
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<td>• Usually completes assigned readings prior to meeting, &amp; always makes up missed readings.</td>
<td>• Sometimes completes assigned readings prior to meeting, but always reads the material at some point.</td>
<td>• Does not complete assigned readings.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>• Consistently initiates interactive dialogue.</td>
<td>• Participates in interactive dialogue, but usually does not initiate it.</td>
<td>• Attends to dialogue with supervisor, but actively participates infrequently.</td>
<td>Mostly silent &amp; passive-- does not appear engaged.</td>
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<td></td>
<td>• Listens carefully for understanding &amp; asks for clarification needed.</td>
<td>• Listens for understanding most of the time, though at times appears to be distracted or inattentive; usually asks for clarification.</td>
<td>• Attention is divided, or mind often seems elsewhere; sometimes asks for clarification.</td>
<td>• Attention clearly not present; rarely acknowledges need for clarification.</td>
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<tr>
<td></td>
<td>• Consistently demonstrates effective critical thinking skills in posing questions &amp; making comments.</td>
<td>• Demonstrates critical thinking skills most of the time, though sometimes thinking is faulty.</td>
<td>• Inconsistently demonstrates critical thinking skills, or critical thinking skills are often ineffective.</td>
<td>• Effective critical thinking skills negligible.</td>
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<tr>
<td></td>
<td>• Considers multiple perspectives.</td>
<td>• Seeks multiple perspectives most of the time.</td>
<td>• Seeks multiple perspectives on occasion.</td>
<td>• Routinely does not seek multiple perspectives.</td>
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<td></td>
<td>• Demonstrates willingness to stretch “comfort zone” in new learning (e.g., participating in role plays, trying new techniques).</td>
<td>• Willing to stretch “comfort zone” in new learning most of the time, though is usually not the first to volunteer.</td>
<td>• Accepts, but does not solicit contributions from others both in terms of own &amp; other’s work.</td>
<td>• Intolerant of discomfort in new situations &amp; learning.</td>
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<tr>
<td></td>
<td>• Well balanced reflection with efficient reporting throughout session.</td>
<td>• Appropriate reflection &amp; reporting most of the time.</td>
<td>• Occasionally willing to stretch “comfort zone”, but generally intolerant of discomfort in learning.</td>
<td>Surface level “reporting” without any reflection.</td>
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<tr>
<td></td>
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<td>• Frequent Reporting &gt;</td>
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<tr>
<td>Ethical Behavior</td>
<td>Case Formulation</td>
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</table>
| • Adheres to current ethical & practice standards of ACA, ASCA, ASGW, & ACES, including those related to the supervisory relationship, & to all legal requirements governing professional counselors in the jurisdiction in which fieldwork takes place*  
• Recognizes, articulates, & uses multicultural & effective ethical decision-making models | • Identification of the nature of a client’s problem goes well beyond the initial referral to include review of client records, consultation with others familiar with case, & independent analysis.  
• Incorporates knowledge about the multidimensional environmental influences on the client, including cultural, socio-political, & institutional barriers, into case formulation  
• Formulates culturally appropriate & empirically supported counseling plans that clearly address counseling goals  
• Demonstrates a clear link between intervention strategies utilized/planned & selected | • Consideration of the nature of the problem & some investigation of alternate sources of information beyond the referral are present.  
• Incorporate multiple dimensions of the environment.  
• Formulates culturally appropriate & empirically supported counseling plans, but misses one or two treatment goals  
• Generally provides some relationship between interventions selected & theoretical perspective, but the relationship is not always fully or clearly articulated  
• Is generally thoughtful & clear on interventions, but the | • Some consideration of the nature of the problem beyond the information included in the referral  
• Only minimal &/or superficial consideration of multiple aspects of the environment.  
• Formulates counseling plan, but misses key elements (e.g., not empirically supported, not culturally appropriate, misses several treatment goals)  
• Inconsistent &/or superficial connection between theoretical perspective selected & interventions utilized.  
• Inconsistent &/or superficial connection between interventions & client worldview, value orientation, cultural identity, & life | • Identification of problem routinely consists merely of accepting statements from referral without critical evaluation.  
• No incorporation of environmental considerations  
• Cannot formulate a clear counseling plan  
• Unclear or nonexistent theoretical orientation guiding the counseling.  
• Lack of regard for connection of interventions with client worldview, value orientation, cultural identity, & life |

* NOTE: Adherence to ethical standards is expected at the "exceptional" level at all times. Ethical misconduct may be grounds for an “F” in the course, removal from the internship site and possible dismissal from the program.
| theoretical perspectives, | relationship to client worldview, value orientation, cultural identity & life experiences | cultural identity, & life experiences | experiences
| Demonstrates a clear link between intervention strategies utilized/planned & client worldview, cultural identity, cultural values & life experiences | | | Little recognition of the occurrence of transference/countertransference, or its implications to counseling |
| Recognizes transference & countertransference, discusses its related implications, & can usually articulate an appropriate plan to use it therapeutically | Often can articulate an understanding of the implications of transference & countertransference & can sometimes recognize its occurrence, but cannot articulate how to use it therapeutically. | | |

| Openness to and Application of Feedback | |
| Accepts praise & criticism when framed in an appropriate, constructive manner | Usually accepts praise & criticism, but sometimes does not accept from specific sources or under specific circumstances | Only occasionally accepts praise & criticism well | |
| Gives praise & criticism framed in an appropriate, constructive manner, including to supervisor | Is mostly consistent in giving praise & criticism, but may not always offer it in constructive manner; some awkwardness in giving feedback to supervisor | Only occasionally offers praise or criticism, or consistently gives one, but not the other; marked avoidance of giving feedback to supervisor | |
| Consistently incorporates suggestions received & follows up with review of effectiveness; or can effectively justify why suggestion was not used | Often incorporates suggestions, though may not always report back on or ask for further evaluation of applied suggestions; justification for not using a suggestion may be somewhat unclear | Occasionally incorporates & follows up with review of suggestions but not consistently; justification for not using a suggestion is mostly unclear | |
| Self-reflection is evident pertaining to both personal perspectives & professional development | Moderate amount of reflective thought regarding personal perspectives & professional development considerations | Some reflective thought pertaining to personal perspectives & professional development & how they interrelate | |

<p>| Paperwork | |
| Submits all the required paperwork on time | Submits 75% of the required paperwork on time | Submits 50-75% of the required paperwork on time | None of the required paperwork is submitted on time |
| Completes all paperwork accurately | Paperwork is mostly accurate, with a few minor, non-content related errors | Paperwork is basically accurate, with frequent non-content related errors, or with | Paperwork has multiple errors |
| Paperwork is concise, neat, | | | |</p>
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Paperback, &amp; conforms to required format</th>
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<tbody>
<tr>
<td>- Clinical impressions are written using appropriate professional terminology</td>
<td></td>
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<tr>
<td>- Uses culturally appropriate &amp; respectful language when referring to racial-ethnic &amp; culturally diverse individuals/groups</td>
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<tr>
<td>- Paperwork is somewhat too long or short, &amp; is sometimes not clear or does not strictly conform to format</td>
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<tr>
<td>- Clinical impressions are written clearly, but with only moderate use of clinically appropriate terms</td>
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<tr>
<td>- Mostly uses culturally appropriate &amp; respectful language when referring to racial-ethnic &amp; culturally diverse individuals/groups</td>
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<td>1-2 errors in content material</td>
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<tr>
<td>- Paperwork is generally too long or short, is often not clear, or deviates from format</td>
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<tr>
<td>- Clinical impressions are somewhat unclear &amp; there is little use of appropriate clinical terminology</td>
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<tr>
<td>- Uses some culturally appropriate &amp; inappropriate language to describe racial-ethnic &amp; culturally diverse individuals/groups</td>
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<tr>
<th>Dispositions</th>
<th>Demonstrates an appreciation for self-evaluation</th>
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<tbody>
<tr>
<td>- Articulates an on-going recognition of &amp; appreciation for clients’ assets &amp; strengths</td>
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<tr>
<td>- Demonstrates an appreciation that even small changes in clients can be important for mental health</td>
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<tr>
<td>- Applies knowledge &amp; skills in a manner that values the relationship with clients above the performance of techniques</td>
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<tr>
<td>- Demonstrates an understanding of, &amp; appreciation for multicultural competence as foundational for clinical competence</td>
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<tr>
<td>- Demonstrates a moderate amount of appreciation for self-evaluation</td>
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<tr>
<td>- Occasionally articulates recognition of &amp; appreciation for clients’ assets &amp; strengths</td>
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<tr>
<td>- Mostly appreciates that even small changes in clients can be important, but sometimes loses sight of this.</td>
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<tr>
<td>- Mostly values the relationship with clients above the performance of techniques, but occasionally allows own performance anxiety to interfere in applying knowledge &amp; skills in supervision</td>
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<tr>
<td>- Demonstrates ambivalence toward self-evaluation</td>
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<tr>
<td>- Infrequently articulates recognition of &amp; appreciation for clients’ assets &amp; strengths</td>
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<td>- Demonstrates ambivalence toward or occasional frustration with small change in clients or for change that requires some time</td>
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<td>- Frequently allows own need to perform techniques to overshadow relationship with clients, but corrects this when it is called to attention</td>
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<td>- Is inconsistent in demonstrating an understanding of, &amp; appreciation for multicultural competence as foundational for clinical competence</td>
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<td>- Demonstrates no regard for self-evaluation</td>
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<tr>
<td>- Does not articulate recognition of or appreciation for clients’ asset &amp; strengths</td>
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<tr>
<td>- Demonstrates no appreciation for small changes in clients</td>
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<tr>
<td>- Consistently applies knowledge &amp; skills in a way that values the performance of techniques over the relationship with the client; or does not change with correction</td>
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<tr>
<td>- Does not engage in any extracurricular activities that support continued professional development</td>
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development (e.g., by frequently engaging in extracurricular activities—reading, training, attending conferences—and then adapting the information to practice) justice in school counseling, & puts effort into its learning & practices • Mostly models an appreciation for continued professional development by engaging in some extracurricular activities put into practice • Somewhat models an appreciation for continued professional development by occasionally engaging in extracurricular activities

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Preparedness</th>
<th>Participation</th>
<th>Ethical Behavior</th>
<th>Openness to Feedback</th>
<th>Case Formulation</th>
<th>Paperwork</th>
<th>Disposition</th>
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<tbody>
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<td>I.</td>
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AVERAGE
CUMULATIVE
GRADE

FINAL SCORE
**APPENDIX H: GROUP SUPERVISION PARTICIPATION RUBRIC**

Participation is essential for learning. Full participation provides opportunities for authentic dialogue in which participants listen for understanding, engage in active reflection, and allow for expression of multiple and diverse perspectives. Such dialogue occurs within a climate of mutual respect and learning among all participants. Participation, characterized as vague, repetitive, irrelevant, disrespectful, or without sufficient foundation, undermines authentic dialogue.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>High Participation: (18-20% range) • Contributions consistently offer relevant information from course materials and fieldwork experience. • Incorporates content and process discussion among peers. • Consistently demonstrates behaviors that facilitate dialogue (listening for understanding, turn-taking and sharing time, respectful communication and language). • Engages actively in reflection (as distinguished from reporting only). • Embraces and creates opportunities to explore difficult dialogues/issues (i.e. controversial topics). • Fully engages fieldwork experiential learning and the processes associated with them.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate Participation (16-18% range) • Contributions often provide relevant information from course materials and fieldwork experience. • Takes part in content/process discussion among peers, at times initiating or facilitating such discussion. • Usually demonstrates behaviors that facilitate dialogue. • Takes part in the dialogue/interaction but does not dominate it; engages frequently in reflection. • Often willing to take risks to explore difficult dialogues/issues. • Moderately engages fieldwork experiential learning and the processes associated with them.</td>
</tr>
<tr>
<td>2</td>
<td>Low Participation (14-16% range) • Contributions occasionally offer relevant information from class materials and fieldwork experience. • Sometimes participates in discussion when initiated by others, engaging mostly in content rather than process discussion; (largely “reporting” rather than reflection). • Occasionally demonstrates behaviors that facilitate dialogue. • Tends toward “passive” engagement, and usually does not lead OR may dominate in interaction. • Superficial participation in fieldwork experiential learning.</td>
</tr>
<tr>
<td>1</td>
<td>Non-participant: (12-14%) • Infrequently offers relevant information from class materials and fieldwork experience. • Sometimes on-topic but rarely initiates comments or dialogue with peers. • Occasionally demonstrates off-task behavior (i.e. side conversations with peers, on pager, writing notes) and may require redirection from participants. • Rarely takes part in content/process discussions with limited demonstration of reflection and may withdraw from the discussion, dominate it, or may distract other students from engagement. • Limited intentionality in listening for understanding, respectful communication and language. • Minimal participation in fieldwork experiential learning.</td>
</tr>
<tr>
<td>0</td>
<td>Unsatisfactory Participation (≤10% range) • Contributions reflect poor preparation, rarely offering relevant information from course materials and fieldwork experience. • Does not often participate in class discussion, • Often demonstrates off-topic behavior or withdraws from discussion, dominates it, or distracts other students from their work. • Does not demonstrate ability to listen for understanding or engage in respectful communication and language exchanges. • Unwilling to take risks to explore questions/issues, and unwilling to participate in fieldwork experiential learning.</td>
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Appendix I
Gallaudet University Department of Counseling
Presentation by Counseling Student Rubric

TOPIC ___________________________ PRESENTER ___________________________

DATE OF PRESENTATION __________ RESPONSIBILITY ___________________________
(teacher, parent, counselor, psychologist, social work etc)

<table>
<thead>
<tr>
<th>Cannot Respond (0)</th>
<th>Definitely No (1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
<th>Definitely Yes (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please circle <strong>one</strong> number for each question</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

9. The lecture appeared to be carefully and thoroughly planned.
   0  1  2  3  4  5

10. The time during the presentation was used effectively.
    0  1  2  3  4  5

11. The student exhibited a thorough understanding of the material of the presentation.
    0  1  2  3  4  5

12. The intern used power point slides and/or audiovisual equipment effectively.
    0  1  2  3  4  5

13. The student stayed on task and/or content during the time of presentation.
    0  1  2  3  4  5

14. Questions by and participation of participants was encouraged.
    0  1  2  3  4  5

15. The student was able to communicate the content of the presentation effectively.
    0  1  2  3  4  5

16. If I had an opportunity, I would attend another presentation by the student. 0  1  2  3  4  5
APPENDICES:
Ethical Standards and Guidelines
Ethical Standards

Supervisors should be familiar and conduct themselves according to the ethical standards of their professional organizations, be it as counselors, psychologists, psychiatrists, or social workers. However, supervisors, regardless of their training, should also become familiar with the ethical standards of the American Counseling Association, the American School Counselor Association, the National Board of Certified Counselors, and the American Mental Health Counselor Association.

For a PDF version of the 2005 American Counseling Association’s Code of Ethics, visit www.counseling.org, or see attached.

For Ethical Standards for School Counselors by the American School Counselor Association, please visit: www.schoolcounselor.org/content.asp?contentid=173

For the Code of Ethics by the National Board of Certified Counselors, please visit: http://www.nbcc.org/ethics2
ACA Code of Ethics

As approved by the ACA Governing Council 2005
AMERICAN COUNSELING ASSOCIATION
www.counseling.org

ACA Code of Ethics Preamble

The American Counseling Association is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. ACA members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts.

Professional values are an important way of living out an ethical commitment. Values inform principles. Inherently held values that guide our behaviors or exceed prescribed behaviors are deeply ingrained in the counselor and developed out of personal dedication, rather than the mandatory requirement of an external organization.

ACA Code of Ethics Purpose

The ACA Code of Ethics serves five main purposes:

1. The Code enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members
2. The Code helps support the mission of the association.
3. The Code establishes principles that define ethical behavior and best practices of association members.
4. The Code serves as an ethical guide designed to assist members in constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession.
5. The Code serves as the basis for processing of ethical complaints and inquiries initiated against members of the association.

The ACA Code of Ethics contains eight main sections address the following areas:

Section A: The Counseling Relationship
Section B: Confidentiality, Privileged Communication, and
Section C: Professional Responsibility
Section D: Relationships With Other Professionals
Section E: Evaluation, Assessment, and Interpretation
Section F: Supervision, Training, and Teaching

2008 School Counseling Practicum and Internship Manual
Section G: Research and Publication
Section H: Resolving Ethical Issues

Each section of the ACA Code of Ethics begins with an Introduction. The introductions to each section discuss what counselors should aspire to with regard to ethical behavior and responsibility. The Introduction helps set the tone for that particular section and provides a starting point that invites reflection on the ethical mandates contained in each part of the ACA Code of Ethics. When counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, counselors are expected to be familiar with a credible model of decision making that can bear public scrutiny and its application. Through a chosen ethical decision-making process and evaluation of the context of the situation, counselors are empowered to make decisions that help expand the capacity of people to grow and develop.

Section A - The Counseling Relationship

Introduction Counselors encourage client growth and development in ways that foster the interest and welfare of clients and promote formation of healthy relationships. Counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve. Counselors also explore their own cultural identities and how these affect their values and beliefs about the counseling process.

Counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono publico).

A.1. Welfare of Those Served by Counselors
A.1.a. Primary Responsibility
The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

A.1.b. Records
Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures. Counselors include sufficient and timely documentation in their client records to facilitate the delivery and continuity of needed services. Counselors take reasonable steps to ensure that documentation in records accurately reflects client progress and services provided. If errors are made in client records, counselors take steps to properly note the correction of such errors according to agency or institutional policies. (See A.12.g.7., B.6., B.6.g., G.2.j.)
A.1.c. Counseling Plans
Counselors and their clients work jointly in devising integrated counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to assess their continued viability and effectiveness, respecting the freedom of choice of clients. (See A.2.a., A.2.d., A.12.g.)

A.1.d. Support Network Involvement
Counselors recognize that support networks hold various meanings in the lives of clients and consider enlisting the support, understanding, and involvement of others (e.g., religious/spiritual/community leaders, family members, friends) as positive resources, when appropriate, with client consent.

A.1.e. Employment Needs
Counselors work with their clients considering employment in jobs that are consistent with the overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs of clients. When appropriate, counselors appropriately trained in career development will assist in the placement of clients in positions that are consistent with the interest, culture, and the welfare of clients, employers, and/or the public.

A.2. Informed Consent in the Counseling Relationship
(See A.12.g., B.5., B.6.b., E.3., E.13.b., F.1.c., G.2.a.)

A.2.a. Informed Consent
Clients have the freedom to choose whether to enter into or remain in a counseling relationship and need adequate information about the counseling process and the counselor. Counselors have an obligation to review in writing and verbally with clients the rights and responsibilities of both the counselor and the client. Informed consent is an ongoing part of the counseling process, and counselors appropriately document discussions of informed consent throughout the counseling relationship.

A.2.b. Types of Information Needed
Counselors explicitly explain to clients the nature of all services provided. They inform clients about issues such as, but not limited to, the following: the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services; the counselor’s qualifications, credentials, and relevant experience; continuation of services upon the incapacitation or death of a counselor; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to confidentiality and to be provided with an explanation of its limitations (including how supervisors and/or treatment team professionals are involved); to obtain clear information about their records; to participate in the ongoing counseling plans; and to refuse any
services or modality change and to be advised of the consequences of such refusal.

A.2.c. Developmental and Cultural Sensitivity
Counselors communicate information in ways that are both developmentally and culturally appropriate. Counselors use clear and understandable language when discussing issues related to informed consent. When clients have difficulty understanding the language used by counselors, they provide necessary services (e.g., arranging for a qualified interpreter or translator) to ensure comprehension by clients. In collaboration with clients, counselors consider cultural implications of informed consent procedures and, where possible, counselors adjust their practices accordingly.

A.2.d. Inability to Give Consent
When counseling minors or persons unable to give voluntary consent, counselors seek the assent of clients to services, and include them in decision making as appropriate. Counselors recognize the need to balance the ethical rights of clients to make choices, their capacity to give consent or assent to receive services, and parental or familial legal rights and responsibilities to protect these clients and make decisions on their behalf.

A.3. Clients Served by Others
When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships.

A.4. Avoiding Harm and Imposing Values
A.4.a. Avoiding Harm
Counselors act to avoid harming their clients, trainees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

A.4.b. Personal Values
Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants.

A.5. Roles and Relationships With Clients (See F.3., F.10., G.3.)
A.5.a. Current Clients
Sexual or romantic counselor–client interactions or relationships with current clients, their romantic partners, or their family members are prohibited.

A.5.b. Former Clients
Sexual or romantic counselor–client interactions or relationships with former clients, their romantic partners, or their family members are prohibited for a period of 5 years following the last professional contact. Counselors, before engaging in sexual or romantic interactions or relationships with clients, their
romantic partners, or client family members after 5 years following the last professional contact, demonstrate forethought and document (in written form) whether the interactions or relationship can be viewed as exploitive in some way and/or whether there is still potential to harm the former client; in cases of potential exploitation and/or harm, the counselor avoids entering such an interaction or relationship.

A.5.c. Nonprofessional Interactions or Relationships (Other Than Sexual or Romantic Interactions or Relationships)
Counselor–client nonprofessional relationships with clients, former clients, their romantic partners, or their family members should be avoided, except when the interaction is potentially beneficial to the client. (See A.5.d.)

A.5.d. Potentially Beneficial Interactions
When a counselor–client nonprofessional interaction with a client or former client may be potentially beneficial to the client or former client, the counselor must document in case records, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. Such interactions should be initiated with appropriate client consent. Where unintentional harm occurs to the client or former client, or to an individual significantly involved with the client or former client, due to the nonprofessional interaction, the counselor must show evidence of an attempt to remedy such harm. Examples of potentially beneficial interactions include, but are not limited to, attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by a client or former client (excepting unrestricted bartering); hospital visits to an ill family member; mutual membership in a professional association, organization, or community. (See A.5.c.)

A.5.e. Role Changes in the Professional Relationship
When a counselor changes a role from the original or most recent contracted relationship, he or she obtains informed consent from the client and explains the right of the client to refuse services related to the change. Examples of role changes include
1. changing from individual to relationship or family counseling, or vice versa;
2. changing from a nonforensic evaluative role to a therapeutic role, or vice versa;
3. changing from a counselor to a researcher role (i.e., enlisting clients as research participants), or vice versa; and
4. changing from a counselor to a mediator role, or vice versa.
Clients must be fully informed of any anticipated consequences (e.g., financial, legal, personal, or therapeutic) of counselor role changes.
A.6. Roles and Relationships at Individual, Group, Institutional, and Societal Levels
A.6.a. Advocacy
When appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients.

A.6.b. Confidentiality and Advocacy
Counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

A.7. Multiple Clients
When a counselor agrees to provide counseling services to two or more persons who have a relationship, the counselor clarifies at the outset which person or persons are clients and the nature of the relationships the counselor will have with each involved person. If it becomes apparent that the counselor may be called upon to perform potentially conflicting roles, the counselor will clarify, adjust, or withdraw from roles appropriately. (See A.8.a., B.4.)

A.8. Group Work (See B.4.a.)
A.8.a. Screening
Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

A.8.b. Protecting Clients
In a group setting, counselors take reasonable precautions to protect clients from physical, emotional, or psychological trauma.

A.9. End-of-Life Care for Terminally Ill Clients
A.9.a. Quality of Care
Counselors strive to take measures that enable clients 1. to obtain high-quality end-of-life care for their physical, emotional, social, and spiritual needs; 2. to exercise the highest degree of self-determination possible; 3. to be given every opportunity possible to engage in informed decision making regarding their end-of-life care; and 4. to receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from a mental health professional who is experienced in end-of-life care practice.

A.9.b. Counselor Competence, Choice, and Referral
Recognizing the personal, moral, and competence issues related to end-of-life decisions, counselors may choose to work or not work with terminally ill clients
who wish to explore their end-of-life options. Counselors provide appropriate referral information to ensure that clients receive the necessary help.

A.9.c. Confidentiality
Counselors who provide services to terminally ill individuals who are considering hastening their own deaths have the option of breaking or not breaking confidentiality, depending on applicable laws and the specific circumstances of the situation and after seeking consultation or supervision from appropriate professional and legal parties. (See B.5.c., B.7.c.)

A.10. Fees and Bartering
A.10.a. Accepting Fees from Agency Clients
Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services.

A.10.b. Establishing Fees
In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, counselors assist clients in attempting to find comparable services of acceptable cost.

A.10.c. Nonpayment of Fees
If counselors intend to use collection agencies or take legal measures to collect fees from clients who do not pay for services as agreed upon, they first inform clients of intended actions and offer clients the opportunity to make payment.

A.10.d. Bartering
Counselors may barter only if the relationship is not exploitive or harmful and does not place the counselor in an unfair advantage, if the client requests it, and if such arrangements are an accepted practice among professionals in the community. Counselors consider the cultural implications of bartering and discuss relevant concerns with clients and document such agreements in a clear written contract.

A.10.e. Receiving Gifts
Counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and showing gratitude. When determining whether or not to accept a gift from clients, counselors take into account the therapeutic relationship, the monetary value of the gift, a client's motivation for giving the gift, and the counselor's motivation for wanting or declining the gift.
A.11. Termination and Referral
A.11.a. Abandonment Prohibited
Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, illness, and following termination.

A.11.b. Inability to Assist Clients
If counselors determine an inability to be of professional assistance to clients, they avoid entering or continuing counseling relationships. Counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, counselors should discontinue the relationship.

A.11.c. Appropriate Termination
Counselors terminate a counseling relationship when it becomes reasonably apparent that the client no longer needs assistance, is not likely to benefit, or is being harmed by continued counseling. Counselors may terminate counseling when in jeopardy of harm by the client, or another person with whom the client has a relationship, or when clients do not pay fees as agreed upon. Counselors provide pretermination counseling and recommend other service providers when necessary.

A.11.d. Appropriate Transfer of Services
When counselors transfer or refer clients to other practitioners, they ensure that appropriate clinical and administrative processes are completed and open communication is maintained with both clients and practitioners.

A.12. Technology Applications
A.12.a. Benefits and Limitations
Counselors inform clients of the benefits and limitations of using information technology applications in the counseling process and in business/billing procedures. Such technologies include but are not limited to computer hardware and software, telephones, the World Wide Web, the Internet, online assessment instruments, and other communication devices.

A.12.b. Technology-Assisted Services
When providing technology-assisted distance counseling services, counselors determine that clients are intellectually, emotionally, and physically capable of using the application and that the application is appropriate for the needs of clients.

A.12.c. Inappropriate Services
When technology-assisted distance counseling services are deemed inappropriate by the counselor or client, counselors consider delivering services face to face.
A.12.d. Access
Counselors provide reasonable access to computer applications when providing technology-assisted distance counseling services.

A.12.e. Laws and Statutes
Counselors ensure that the use of technology does not violate the laws of any local, state, national, or international entity and observe all relevant statutes.

A.12.f. Assistance
Counselors seek business, legal, and technical assistance when using technology applications, particularly when the use of such applications crosses state or national boundaries.

A.12.g. Technology and Informed Consent
As part of the process of establishing informed consent, counselors do the following:
1. Address issues related to the difficulty of maintaining the confidentiality of electronically transmitted communications.
2. Inform clients of all colleagues, supervisors, and employees, such as Informational Technology (IT) administrators, who might have authorized or unauthorized access to electronic transmissions.
3. Urge clients to be aware of all authorized or unauthorized users including family members and fellow employees who have access to any technology clients may use in the counseling process.
4. Inform clients of pertinent legal rights and limitations governing the practice of a profession over state lines or international boundaries.
5. Use encrypted Web sites and e-mail communications to help ensure confidentiality when possible.
6. When the use of encryption is not possible, counselors notify clients of this fact and limit electronic transmissions to general communications that are not client specific.
7. Inform clients if and for how long archival storage of transaction records are maintained.
8. Discuss the possibility of technology failure and alternate methods of service delivery.
9. Inform clients of emergency procedures, such as calling 911 or a local crisis hotline, when the counselor is not available.
10. Discuss time zone differences, local customs, and cultural or language differences that might impact service delivery.
11. Inform clients when technology-assisted distance counseling services are not covered by insurance. (See A.2.)

A.12.h. Sites on the World Wide Web
Counselors maintaining sites on the World Wide Web (the Internet) do the following:
1. Regularly check that electronic links are working and professionally appropriate.
2. Establish ways clients can contact the counselor in case of technology failure.
3. Provide electronic links to relevant state licensure and professional certification boards to protect consumer rights and facilitate addressing ethical concerns.
5. Obtain the written consent of the legal guardian or other authorized legal representative prior to rendering services in the event the client is a minor child, an adult who is legally incompetent, or an adult incapable of giving informed consent.
6. Strive to provide a site that is accessible to persons with disabilities.
7. Strive to provide translation capabilities for clients who have a different primary language while also addressing the imperfect nature of such translations.
8. Assist clients in determining the validity and reliability of information found on the World Wide Web and other technology applications.

Section B - Confidentiality, Privileged Communication, and Privacy

Introduction Counselors recognize that trust is a cornerstone of the counseling relationship. Counselors aspire to earn the trust of clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality. Counselors communicate the parameters of confidentiality in a culturally competent manner.

B.1. Respecting Client Rights
B.1.a. Multicultural/Diversity
Considerations Counselors maintain awareness and sensitivity regarding cultural meanings of confidentiality and privacy. Counselors respect differing views toward disclosure of information. Counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

B.1.b. Respect for Privacy
Counselors respect client rights to privacy. Counselors solicit private information from clients only when it is beneficial to the counseling process.

B.1.c. Respect for Confidentiality
Counselors do not share confidential information without client consent or without sound legal or ethical justification.

B.1.d. Explanation of Limitations
At initiation and throughout the counseling process, counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached. (See A.2.b.)

B.2. Exceptions
B.2.a. Danger and Legal Requirements
The general requirement that counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm or when legal requirements demand that
confidential information must be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception. Additional considerations apply when addressing end-of-life issues. (See A.9.c.)

B.2.b. Contagious, Life-Threatening Diseases
When clients disclose that they have a disease commonly known to be both communicable and life threatening, counselors may be justified in disclosing information to identifiable third parties, if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, counselors confirm that there is such a diagnosis and assess the intent of clients to inform the third parties about their disease or to engage in any behaviors that may be harmful to an identifiable third party.

B.2.c. Court-Ordered Disclosure
When subpoenaed to release confidential or privileged information without a client’s permission, counselors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counseling relationship.

B.2.d. Minimal Disclosure
To the extent possible, clients are informed before confidential information is disclosed and are involved in the disclosure decision-making process. When circumstances require the disclosure of confidential information, only essential information is revealed.

B.3. Information Shared With Others
B.3.a. Subordinates
Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates, including employees, supervisees, students, clerical assistants, and volunteers. (See F.1.c.)

B.3.b. Treatment Teams
When client treatment involves a continued review or participation by a treatment team, the client will be informed of the team’s existence and composition, information being shared, and the purposes of sharing such information.

B.3.c. Confidential Settings
Counselors discuss confidential information only in settings in which they can reasonably ensure client privacy.

B.3.d. Third-Party Payers
Counselors disclose information to third-party payers only when clients have authorized such disclosure.

B.3.e. Transmitting Confidential Information
Counselors take precautions to ensure the confidentiality of information transmitted through the use of computers, electronic mail, facsimile machines,
telephones, voicemail, answering machines, and other electronic or computer technology. (See A.12.g.)

B.3.f. Deceased Clients
Counselors protect the confidentiality of deceased clients, consistent with legal requirements and agency or setting policies.

B.4. Groups and Families
B.4.a. Group Work
In group work, counselors clearly explain the importance and parameters of confidentiality for the specific group being entered.

B.4.b. Couples and Family Counseling
In couples and family counseling, counselors clearly define who is considered “the client” and discuss expectations and limitations of confidentiality. Counselors seek agreement and document in writing such agreement among all involved parties having capacity to give consent concerning each individual’s right to confidentiality and any obligation to preserve the confidentiality of information known.

B.5. Clients Lacking Capacity to Give Informed Consent
B.5.a. Responsibility to Clients
When counseling minor clients or adult clients who lack the capacity to give voluntary, informed consent, counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies, and applicable ethical standards.

B.5.b. Responsibility to Parents and Legal Guardians
Counselors inform parents and legal guardians about the role of counselors and the confidential nature of the counseling relationship. Counselors are sensitive to the cultural diversity of families and respect the inherent rights and responsibilities of parents/guardians over the welfare of their children/charges according to law. Counselors work to establish, as appropriate, collaborative relationships with parents/guardians to best serve clients.

B.5.c. Release of Confidential Information
When counseling minor clients or adult clients who lack the capacity to give voluntary consent to release confidential information, counselors seek permission from an appropriate third party to disclose information. In such instances, counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

B.6. Records
B.6.a. Confidentiality of Records
Counselors ensure that records are kept in a secure location and that only authorized persons have access to records.
B.6.b. Permission to Record
Counselors obtain permission from clients prior to recording sessions through electronic or other means.

B.6.c. Permission to Observe
Counselors obtain permission from clients prior to observing counseling sessions, reviewing session transcripts, or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

B.6.d. Client Access
Counselors provide reasonable access to records and copies of records when requested by competent clients. Counselors limit the access of clients to their records, or portions of their records, only when there is compelling evidence that such access would cause harm to the client. Counselors document the request of clients and the rationale for withholding some or all of the record in the files of clients. In situations involving multiple clients, counselors provide individual clients with only those parts of records that related directly to them and do not include confidential information related to any other client.

B.6.e. Assistance with Records
When clients request access to their records, counselors provide assistance and consultation in interpreting counseling records.

B.6.f. Disclosure or Transfer
Unless exceptions to confidentiality exist, counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature. (See A.3., E.4.)

B.6.g. Storage and Disposal after Termination
Counselors store records following termination of services to ensure reasonable future access, maintain records in accordance with state and federal statutes governing records, and dispose of client records and other sensitive materials in a manner that protects client confidentiality. When records are of an artistic nature, counselors obtain client (or guardian) consent with regard to handling of such records or documents. (See A.1.b.)

B.6.h. Reasonable Precautions
Counselors take reasonable precautions to protect client confidentiality in the event of the counselor’s termination of practice, incapacity, or death. (See C.2.h.)

B.7. Research and Training
B.7.a. Institutional Approval
When institutional approval is required, counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocol.
B.7.b. Adherence to Guidelines
Counselors are responsible for understanding and adhering to state, federal, agency, or institutional policies or applicable guidelines regarding confidentiality in their research practices.

B.7.c. Confidentiality of Information Obtained in Research
Violations of participant privacy and confidentiality are risks of participation in research involving human participants. Investigators maintain all research records in a secure manner. They explain to participants the risks of violations of privacy and confidentiality and disclose to participants any limits of confidentiality that reasonably can be expected. Regardless of the degree to which confidentiality will be maintained, investigators must disclose to participants any limits of confidentiality that reasonably can be expected. (See G.2.e.)

B.7.d. Disclosure of Research Information
Counselors do not disclose confidential information that reasonably could lead to the identification of a research participant unless they have obtained the prior consent of the person. Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See G.2.a., G.2.d.)

B.7.e. Agreement for Identification
Identification of clients, students, or supervisees in a presentation or publication is permissible only when they have reviewed the material and agreed to its presentation or publication. (See G.4.d.)

B.8. Consultation
B.8.a. Agreements
When acting as consultants, counselors seek agreements among all parties involved concerning each individual’s rights to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

B.8.b. Respect for Privacy
Information obtained in a consulting relationship is discussed for professional purposes only with persons directly involved with the case. Written and oral reports present only data germane to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

B.8.c. Disclosure of Confidential Information
When consulting with colleagues, counselors do not disclose confidential information that reasonably could lead to the identification of a client or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purposes of the consultation. (See D.2.d.)
Section C - Professional Responsibility

Introduction Counselors aspire to open, honest, and accurate communication in dealing with the public and other professionals. They practice in a nondiscriminatory manner within the boundaries of professional and personal competence and have a responsibility to abide by the ACA Code of Ethics. Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling. Counselors advocate to promote change at the individual, group, institutional, and societal levels that improves the quality of life for individuals and groups and remove potential barriers to the provision or access of appropriate services being offered. Counselors have a responsibility to the public to engage in counseling practices that are based on rigorous research methodologies. In addition, counselors engage in self-care activities to maintain and promote their emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.1. Knowledge of Standards
Counselors have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations.

C.2. Professional Competence
C.2.a. Boundaries of Competence
Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population. (See A.9.b., C.4.e., E.2., F.2., F.11.b.)

C.2.b. New Specialty Areas of Practice
Counselors practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm. (See F.6.f.)

C.2.c. Qualified for Employment
Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent for those positions.

C.2.d. Monitor Effectiveness
Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek peer supervision as needed to evaluate their efficacy as counselors.
C.2.e. Consultation on Ethical Obligations
Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice.

C.2.f. Continuing Education
Counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse populations and specific populations with whom they work.

C.2.g. Impairment
Counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. (See A.11.b., F.8.b.)

C.2.h. Counselor Incapacitation or Termination of Practice
When counselors leave a practice, they follow a prepared plan for transfer of clients and files. Counselors prepare and disseminate to an identified colleague or "records custodian" a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

C.3. Advertising and Soliciting Clients
C.3.a. Accurate Advertising
When advertising or otherwise representing their services to the public, counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

C.3.b. Testimonials
Counselors who use testimonials do not solicit them from current clients nor former clients nor any other persons who may be vulnerable to undue influence.

C.3.c. Statements by Others
Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

C.3.d. Recruiting Through Employment
Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices.
C.3.e. Products and Training Advertisements
Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices. (See C.6.d.)

C.3.f. Promoting to Those Served
Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. However, counselor educators may adopt textbooks they have authored for instructional purposes.

C.4. Professional Qualifications
C.4.a. Accurate Representation
Counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. Counselors truthfully represent the qualifications of their professional colleagues. Counselors clearly distinguish between paid and volunteer work experience and accurately describe their continuing education and specialized training. (See C.2.a.)

C.4.b. Credentials
Counselors claim only licenses or certifications that are current and in good standing.

C.4.c. Educational Degrees
Counselors clearly differentiate between earned and honorary degrees.

C.4.d. Implying Doctoral-Level Competence
Counselors clearly state their highest earned degree in counseling or closely related field. Counselors do not imply doctoral-level competence when only possessing a master’s degree in counseling or a related field by referring to themselves as “Dr.” in a counseling context when their doctorate is not in counseling or a related field.

C.4.e. Program Accreditation Status
Counselors clearly state the accreditation status of their degree programs at the time the degree was earned.

C.4.f. Professional Membership
Counselors clearly differentiate between current, active memberships and former memberships in associations. Members of the American Counseling Association must clearly differentiate between professional membership, which implies the possession of at least a master’s degree in counseling, and regular membership, which is open to individuals whose interests and activities are consistent with those of ACA but are not qualified for professional membership.
C.5. Nondiscrimination
Counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/ spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

C.6. Public Responsibility

C.6.a. Sexual Harassment
Counselors do not engage in or condone sexual harassment. Sexual harassment is defined as sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either
1. is unwelcome, is offensive, or creates a hostile workplace or learning environment, and counselors know or are told this; or
2. is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context in which the behavior occurred.

Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

C.6.b. Reports to Third Parties
Counselors are accurate, honest, and objective in reporting their professional activities and judgments to appropriate third parties, including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.3., E.4.)

C.6.c. Media Presentations
When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, technology-based applications, printed articles, mailed material, or other media, they take reasonable precautions to ensure that
1. the statements are based on appropriate professional counseling literature and practice,
2. the statements are otherwise consistent with the ACA Code of Ethics, and
3. the recipients of the information are not encouraged to infer that a professional counseling relationship has been established.

C.6.d. Exploitation of Others
Counselors do not exploit others in their professional relationships. (See C.3.e.)

C.6.e. Scientific Bases for Treatment Modalities
Counselors use techniques/ procedures/ modalities that are grounded in theory and/or have an empirical or scientific foundation. Counselors who do not must define the techniques/procedures as “unproven” or “developing” and explain the
potential risks and ethical considerations of using such techniques/procedures and take steps to protect clients from possible harm. (See A.4.a., E.5.c., E.5.d.)

C.7. Responsibility to Other Professionals
C.7.a. Personal Public Statements
When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession.

Section D - Relationships with Other Professionals

Introduction Professional counselors recognize that the quality of their interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about colleagues within and outside the field of counseling. Counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients.

D.1. Relationships With Colleagues, Employers, and Employees
D.1.a. Different Approaches
Counselors are respectful of approaches to counseling services that differ from their own. Counselors are respectful of traditions and practices of other professional groups with which they work.

D.1.b. Forming Relationships
Counselors work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients.

D.1.c. Interdisciplinary Teamwork
Counselors who are members of interdisciplinary teams delivering multifaceted services to clients keep the focus on how to best serve the clients. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counseling profession and those of colleagues from other disciplines. (See A.1.a.)

D.1.d. Confidentiality
When counselors are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, they clarify role expectations and the parameters of confidentiality with their colleagues. (See B.1.c., B.1.d., B.2.c., B.2.d., B.3.b.)

D.1.e. Establishing Professional and Ethical Obligations
Counselors who are members of interdisciplinary teams clarify professional and ethical obligations of the team as a whole and of its individual members. When a team decision raises ethical concerns, counselors first attempt to resolve the concern within the team. If they cannot reach resolution among team members, counselors pursue other avenues to address their concerns consistent with client well-being.
D.1.f. Personnel Selection and Assignment
Counselors select competent staff and assign responsibilities compatible with their skills and experiences.

D.1.g. Employer Policies
The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

D.1.h. Negative Conditions
Counselors alert their employers of inappropriate policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are potentially disruptive or damaging to clients or may limit the effectiveness of services provided and change cannot be effected, counselors take appropriate further action. Such action may include referral to appropriate certification, accreditation, or state licensure organizations, or voluntary termination of employment.

D.1.i. Protection from Punitive Action
Counselors take care not to harass or dismiss an employee who has acted in a responsible and ethical manner.

D.2.a. Consultant Competency
Counselors take reasonable steps to ensure that they have the appropriate resources and competencies when providing consultation services. Counselors provide appropriate referral resources when requested or needed. (See C.2.a.)

D.2.b. Understanding Consultees
When providing consultation, counselors attempt to develop with their consultees a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.

D.2.c. Consultant Goals
The consulting relationship is one in which consultee adaptability and growth toward self-direction are consistently encouraged and cultivated.

D.2.d. Informed Consent in Consultation
When providing consultation, counselors have an obligation to review, in writing and verbally, the rights and responsibilities of both counselors and consultees. Counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultee, counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees. (See A.2.a., A.2.b.)
Section E - Evaluation, Assessment, and Interpretation

Introduction  Counselors use assessment instruments as one component of the counseling process, taking into account the client personal and cultural context. Counselors promote the well-being of individual clients or groups of clients by developing and using appropriate educational, psychological, and career assessment instruments.

E.1. General
E.1.a. Assessment
The primary purpose of educational, psychological, and career assessment is to provide measurements that are valid and reliable in either comparative or absolute terms. These include, but are not limited to, measurements of ability, personality, interest, intelligence, achievement, and performance. Counselors recognize the need to interpret the statements in this section as applying to both quantitative and qualitative assessments.

E.1.b. Client Welfare
Counselors do not misuse assessment results and interpretations, and they take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client’s right to know the results, the interpretations made, and the bases for counselors’ conclusions and recommendations.

E.2. Competence to Use and Interpret Assessment Instruments
E.2.a. Limits of Competence
Counselors utilize only those testing and assessment services for which they have been trained and are competent. Counselors using technology-assisted test interpretations are trained in the construct being measured and the specific instrument being used prior to using its technology-based application. Counselors take reasonable measures to ensure the proper use of psychological and career assessment techniques by persons under their supervision. (See A.12.)

E.2.b. Appropriate Use
Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments relevant to the needs of the client, whether they score and interpret such assessments themselves or use technology or other services.

E.2.c. Decisions Based on Results
Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational, psychological, and career measurement, including validation criteria, assessment research, and guidelines for assessment development and use.
E.3. Informed Consent in Assessment
E.3.a. Explanation to Clients
Prior to assessment, counselors explain the nature and purposes of assessment and the specific use of results by potential recipients. The explanation will be given in the language of the client (or other legally authorized person on behalf of the client), unless an explicit exception has been agreed upon in advance. Counselors consider the client’s personal or cultural context, the level of the client’s understanding of the results, and the impact of the results on the client. (See A.2., A.12.g., F.1.c.)

E.3.b. Recipients of Results
Counselors consider the examinee’s welfare, explicit understandings, and prior agreements in determining who receives the assessment results. Counselors include accurate and appropriate interpretations with any release of individual or group assessment results. (See B.2.c., B.5.)

E.4. Release of Data to Qualified Professionals
Counselors release assessment data in which the client is identified only with the consent of the client or the client’s legal representative. Such data are released only to persons recognized by counselors as qualified to interpret the data. (See B.1., B.3., B.6.b.)

E.5. Diagnosis of Mental Disorders
E.5.a. Proper Diagnosis
Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used.

E.5.b. Cultural Sensitivity
Counselors recognize that culture affects the manner in which clients’ problems are defined. Clients’ socioeconomic and cultural experiences are considered when diagnosing mental disorders. (See A.2.c.)

E.5.c. Historical and Social Prejudices in the Diagnosis of Pathology
Counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups and the role of mental health professionals in perpetuating these prejudices through diagnosis and treatment.

E.5.d. Refraining From Diagnosis
Counselors may refrain from making and/or reporting a diagnosis if they believe it would cause harm to the client or others.

E.6. Instrument Selection
E.6.a. Appropriateness of Instruments
Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting assessments.
E.6.b. Referral Information
If a client is referred to a third party for assessment, the counselor provides specific referral questions and sufficient objective data about the client to ensure that appropriate assessment instruments are utilized. (See A.9.b., B.3.)

E.6.c. Culturally Diverse Populations
Counselors are cautious when selecting assessments for culturally diverse populations to avoid the use of instruments that lack appropriate psychometric properties for the client population. (See A.2.c., E.5.b.)

E.7. Conditions of Assessment Administration (See A.12.b., A.12.d.)

E.7.a. Administration Conditions
Counselors administer assessments under the same conditions that were established in their standardization. When assessments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities, or when unusual behavior or irregularities occur during the administration, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

E.7.b. Technological Administration
Counselors ensure that administration programs function properly and provide clients with accurate results when technological or other electronic methods are used for assessment administration.

E.7.c. Unsupervised Assessments
Unless the assessment instrument is designed, intended, and validated for self-administration and/or scoring, counselors do not permit inadequately supervised use.

E.7.d. Disclosure of Favorable Conditions
Prior to administration of assessments, conditions that produce most favorable assessment results are made known to the examinee.

E.8. Multicultural Issues/ Diversity in Assessment
Counselors use with caution assessment techniques that were normed on populations other than that of the client. Counselors recognize the effects of age, color, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status on test administration and interpretation, and place test results in proper perspective with other relevant factors. (See A.2.c., E.5.b.)

E.9. Scoring and Interpretation of Assessments
E.9.a. Reporting
In reporting assessment results, counselors indicate reservations that exist regarding validity or reliability due to circumstances of the assessment or the inappropriateness of the norms for the person tested.
E.9.b. Research Instruments
Counselors exercise caution when interpreting the results of research instruments not having sufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

E.9.c. Assessment Services
Counselors who provide assessment scoring and interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client. (See D.2.)

E.10. Assessment Security
Counselors maintain the integrity and security of tests and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published assessments or parts thereof without acknowledgment and permission from the publisher.

E.11. Obsolete Assessments and Outdated Results
Counselors do not use data or results from assessments that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and assessment data by others.

E.12. Assessment Construction
Counselors use established scientific procedures, relevant standards, and current professional knowledge for assessment design in the development, publication, and utilization of educational and psychological assessment techniques.

E.13.a. Primary Obligations
When providing forensic evaluations, the primary obligation of counselors is to produce objective findings that can be substantiated based on information and techniques appropriate to the evaluation, which may include examination of the individual and/or review of records. Counselors are entitled to form professional opinions based on their professional knowledge and expertise that can be supported by the data gathered in evaluations. Counselors will define the limits of their reports or testimony, especially when an examination of the individual has not been conducted.

E.13.b. Consent for Evaluation
Individuals being evaluated are informed in writing that the relationship is for the purposes of an evaluation and is not counseling in nature, and entities or individuals who will receive the evaluation report are identified. Written consent to
be evaluated is obtained from those being evaluated unless a court orders evaluations to be conducted without the written consent of individuals being evaluated. When children or vulnerable adults are being evaluated, informed written consent is obtained from a parent or guardian.

E.13.c. Client Evaluation Prohibited
Counselors do not evaluate individuals for forensic purposes they currently counsel or individuals they have counseled in the past. Counselors do not accept as counseling clients individuals they are evaluating or individuals they have evaluated in the past for forensic purposes.

E.13.d. Avoid Potentially Harmful Relationships
Counselors who provide forensic evaluations avoid potentially harmful professional or personal relationships with family members, romantic partners, and close friends of individuals they are evaluating or have evaluated in the past.

Section F - Supervision, Training, and Teaching

Introduction  Counselors aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. Counselors have theoretical and pedagogical foundations for their work and aim to be fair, accurate, and honest in their assessments of counselors-in-training.

F.1. Counselor Supervision and Client Welfare
F.1.a. Client Welfare
A primary obligation of counseling supervisors is to monitor the services provided by other counselors or counselors-in-training. Counseling supervisors monitor client welfare and supervisee clinical performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review case notes, samples of clinical work, or live observations. Supervisees have a responsibility to understand and follow the ACA Code of Ethics.

F.1.b. Counselor Credentials
Counseling supervisors work to ensure that clients are aware of the qualifications of the supervisees who render services to the clients. (See A.2.b.)

F.1.c. Informed Consent and Client Rights
Supervisors make supervisees aware of client rights including the protection of client privacy and confidentiality in the counseling relationship. Supervisees provide clients with professional disclosure information and inform them of how the supervision process influences the limits of confidentiality. Supervisees make clients aware of who will have access to records of the counseling relationship and how these records will be used. (See A.2.b., B.1.d.)

F.2. Counselor Supervision Competence
F.2.a. Supervisor Preparation
Prior to offering clinical supervision services, counselors are trained in supervision methods and techniques. Counselors who offer clinical supervision services regularly pursue continuing education activities including both counseling and supervision topics and skills. (See C.2.a., C.2.f.)

F.2.b. Multicultural Issues/Diversity in Supervision
Counseling supervisors are aware of and address the role of multiculturalism/diversity in the supervisory relationship.

F.3. Supervisory Relationships
F.3.a. Relationship Boundaries With Supervisees
Counseling supervisors clearly define and maintain ethical professional, personal, and social relationships with their supervisees. Counseling supervisors avoid nonprofessional relationships with current supervisees. If supervisors must assume other professional roles (e.g., clinical and administrative supervisor, instructor) with supervisees, they work to minimize potential conflicts and explain to supervisees the expectations and responsibilities associated with each role. They do not engage in any form of nonprofessional interaction that may compromise the supervisory relationship.

F.3.b. Sexual Relationships
Sexual or romantic interactions or relationships with current supervisees are prohibited.

F.3.c. Sexual Harassment
Counseling supervisors do not condone or subject supervisees to sexual harassment. (See C.6.a.)

F.3.d. Close Relatives and Friends
Counseling supervisors avoid accepting close relatives, romantic partners, or friends as supervisees.

F.3.e. Potentially Beneficial Relationships
Counseling supervisors are aware of the power differential in their relationships with supervisees. If they believe nonprofessional relationships with a supervisee may be potentially beneficial to the supervisee, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counseling supervisors engage in open discussions with supervisees when they consider entering into relationships with them outside of their roles as clinical and/or administrative supervisors. Before engaging in nonprofessional relationships, supervisors discuss with supervisees and document the rationale for such interactions, potential benefits or drawbacks, and anticipated consequences for the supervisee. Supervisors clarify the specific nature and limitations of the additional role(s) they will have with the supervisee.
F.4. Supervisor Responsibilities
F.4.a. Informed Consent for Supervision
Supervisors are responsible for incorporating into their supervision the principles of informed consent and participation. Supervisors inform supervisees of the policies and procedures to which they are to adhere and the mechanisms for due process appeal of individual supervisory actions.

F.4.b. Emergencies and Absences
Supervisors establish and communicate to supervisees procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

F.4.c. Standards for Supervisees
Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of postdegree counselors encourage these counselors to adhere to professional standards of practice. (See C.1.)

F.4.d. Termination of the Supervisory Relationship
Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

F.5. Counseling Supervision Evaluation, Remediation, and Endorsement
F.5.a. Evaluation
Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

F.5.b. Limitations
Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (See C.2.g.)
F.5.c. Counseling for Supervisees
If supervisees request counseling, supervisors provide them with acceptable referrals. Counselors do not provide counseling services to supervisees. Supervisors address interpersonal competencies in terms of the impact of these issues on clients, the supervisory relationship, and professional functioning. (See F.3.a.)

F.5.d. Endorsement
Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

F.6. Responsibilities of Counselor Educators
F.6.a. Counselor Educators
Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. (See C.1., C.2.a., C.2.c.)

F.6.b. Infusing Multicultural Issues/Diversity
Counselor educators infuse material related to multiculturalism/diversity into all courses and workshops for the development of professional counselors.

F.6.c. Integration of Study and Practice
Counselor educators establish education and training programs that integrate academic study and supervised practice.

F.6.d. Teaching Ethics
Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum. (See C.1.)

F.6.e. Peer Relationships
Counselor educators make every effort to ensure that the rights of peers are not compromised when students or supervisees lead counseling groups or provide clinical supervision. Counselor educators take steps to ensure that students and supervisees understand they have the same ethical obligations as counselor educators, trainers, and supervisors.
F.6.f. Innovative Theories and Techniques
When counselor educators teach counseling techniques/procedures that are innovative, without an empirical foundation, or without a well-grounded theoretical foundation, they define the counseling techniques/procedures as “unproven” or “developing” and explain to students the potential risks and ethical considerations of using such techniques/procedures.

F.6.g. Field Placements
Counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Counselor educators provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

F.6.h. Professional Disclosure
Before initiating counseling services, counselors-in-training disclose their status as students and explain how this status affects the limits of confidentiality. Counselor educators ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Students and supervisees obtain client permission before they use any information concerning the counseling relationship in the training process. (See A.2.b.)

F.7. Student Welfare
F.7.a. Orientation
Counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Counseling faculty provide prospective students with information about the counselor education program’s expectations:
1. the type and level of skill and knowledge acquisition required for successful completion of the training;
2. program training goals, objectives, and mission, and subject matter to be covered;
3. bases for evaluation;
4. training components that encourage self-growth or self-disclosure as part of the training process;
5. the type of supervision settings and requirements of the sites for required clinical field experiences;
6. student and supervisee evaluation and dismissal policies and procedures; and
7. up-to-date employment prospects for graduates.

F.7.b. Self-Growth Experiences
Counselor education programs delineate requirements for self-disclosure or self-growth experiences in their admission and program materials. Counselor educators use professional judgment when designing training experiences they
conduct that require student and supervisee self-growth or self-disclosure. Students and supervisees are made aware of the ramifications their self-disclosure may have when counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and do not depend on the student’s level of self-disclosure. Counselor educators may require trainees to seek professional help to address any personal concerns that may be affecting their competency.

F.8. Student Responsibilities
F.8.a. Standards for Students
Counselors-in-training have a responsibility to understand and follow the ACA Code of Ethics and adhere to applicable laws, regulatory policies, and rules and policies governing professional staff behavior at the agency or placement setting. Students have the same obligation to clients as those required of professional counselors. (See C.1., H.1.)

F.8.b. Impairment
Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services. In addition, they seek appropriate professional services for themselves to remediate the problems that are interfering with their ability to provide services to others. (See A.1., C.2.d., C.2.g.)

F.9. Evaluation and Remediation of Students
F.9.a. Evaluation
Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program.

F.9.b. Limitations
Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators
1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (See C.2.g.)
F.9.c. Counseling for Students
If students request counseling or if counseling services are required as part of a remediation process, counselor educators provide acceptable referrals.

F.10. Roles and Relationships Between Counselor Educators and Students
F.10.a. Sexual or Romantic Relationships
Sexual or romantic interactions or relationships with current students are prohibited.

F.10.b. Sexual Harassment
Counselor educators do not condone or subject students to sexual harassment. (See C.6.a.)

F.10.c. Relationships With Former Students
Counselor educators are aware of the power differential in the relationship between faculty and students. Faculty members foster open discussions with former students when considering engaging in a social, sexual, or other intimate relationship. Faculty members discuss with the former student how their former relationship may affect the change in relationship.

F.10.d. Nonprofessional Relationships
Counselor educators avoid nonprofessional or ongoing professional relationships with students in which there is a risk of potential harm to the student or that may compromise the training experience or grades assigned. In addition, counselor educators do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.

F.10.e. Counseling Services
Counselor educators do not serve as counselors to current students unless this is a brief role associated with a training experience.

F.10.f. Potentially Beneficial Relationships
Counselor educators are aware of the power differential in the relationship between faculty and students. If they believe a nonprofessional relationship with a student may be potentially beneficial to the student, they take precautions similar to those taken by counselors when working with clients. Examples of potentially beneficial interactions or relationships include, but are not limited to, attending a formal ceremony; hospital visits; providing support during a stressful event; or mutual membership in a professional association, organization, or community. Counselor educators engage in open discussions with students when they consider entering into relationships with students outside of their roles as teachers and supervisors. They discuss with students the rationale for such interactions, the potential benefits and drawbacks, and the anticipated consequences for the student. Educators clarify the specific nature and limitations of the additional role(s) they will have with the student prior to engaging in a nonprofessional relationship. Nonprofessional relationships with students should be time-limited and initiated with student consent.
F.11. Multicultural/Diversity Competence in Counselor Education and Training Programs

F.11.a. Faculty Diversity
Counselor educators are committed to recruiting and retaining a diverse faculty.

F.11.b. Student Diversity
Counselor educators actively attempt to recruit and retain a diverse student body. Counselor educators demonstrate commitment to multicultural/diversity competence by recognizing and valuing diverse cultures and types of abilities students bring to the training experience. Counselor educators provide appropriate accommodations that enhance and support diverse student well-being and academic performance.

F.11.c. Multicultural/Diversity Competence
Counselor educators actively infuse multicultural/diversity competency in their training and supervision practices. They actively train students to gain awareness, knowledge, and skills in the competencies of multicultural practice. Counselor educators include case examples, role-plays, discussion questions, and other classroom activities that promote and represent various cultural perspectives.

Section G- Research and Publication

Introduction Counselors who conduct research are encouraged to contribute to the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and more just society. Counselors support efforts of researchers by participating fully and willingly whenever possible. Counselors minimize bias and respect diversity in designing and implementing research programs.

G.1. Research Responsibilities
G.1.a. Use of Human Research Participants
Counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human research participants.

G.1.b. Deviation from Standard Practice
Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard or acceptable practices.

G.1.c. Independent Researchers
When independent researchers do not have access to an Institutional Review Board (IRB), they should consult with researchers who are familiar with IRB procedures to provide appropriate safeguards.
G.1.d. Precautions to Avoid Injury
Counselors who conduct research with human participants are responsible for the welfare of participants throughout the research process and should take reasonable precautions to avoid causing injurious psychological, emotional, physical, or social effects to participants.

G.1.e. Principal Researcher Responsibility
The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and responsibility for their own actions.

G.1.f. Minimal Interference
Counselors take reasonable precautions to avoid causing disruptions in the lives of research participants that could be caused by their involvement in research.

G.1.g. Multicultural/Diversity Considerations in Research
When appropriate to research goals, counselors are sensitive to incorporating research procedures that take into account cultural considerations. They seek consultation when appropriate.

G.2. Rights of Research Participants (See A.2, A.7.)

G.2.a. Informed Consent in Research
Individuals have the right to consent to become research participants. In seeking consent, counselors use language that
1. accurately explains the purpose and procedures to be followed,
2. identifies any procedures that are experimental or relatively untried,
3. describes any attendant discomforts and risks,
4. describes any benefits or changes in individuals or organizations that might be reasonably expected,
5. discloses appropriate alternative procedures that would be advantageous for participants,
6. offers to answer any inquiries concerning the procedures,
7. describes any limitations on confidentiality,
8. describes the format and potential target audiences for the dissemination of research findings, and
9. instructs participants that they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

G.2.b. Deception
Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.
G.2.c. Student/Supervisee Participation
Researchers who involve students or supervisees in research make clear to them that the decision regarding whether or not to participate in research activities does not affect one’s academic standing or supervisory relationship. Students or supervisees who choose not to participate in educational research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

G.2.d. Client Participation
Counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether or not to participate in research activities. Counselors take necessary precautions to protect clients from adverse consequences of declining or withdrawing from participation.

G.2.e. Confidentiality of Information
Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent.

G.2.f. Persons Not Capable of Giving Informed Consent
When a person is not capable of giving informed consent, counselors provide an appropriate explanation to, obtain agreement for participation from, and obtain the appropriate consent of a legally authorized person.

G.2.g. Commitments to Participants
Counselors take reasonable measures to honor all commitments to research participants. (See A.2.c.)

G.2.h. Explanations After Data Collection
After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions participants might have regarding the research. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

G.2.i. Informing Sponsors
Counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Counselors ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

G.2.j. Disposal of Research Documents and Records
Within a reasonable period of time following the completion of a research project or study, counselors take steps to destroy records or documents (audio, video, digital, and written) containing confidential data or information that identifies research participants. When records are of an artistic nature, researchers obtain
participant consent with regard to handling of such records or documents. (See B.4.a, B.4.g.)

G.3. Relationships With Research Participants (When Research Involves Intensive or Extended Interactions)
G.3.a. Nonprofessional Relationships
Nonprofessional relationships with research participants should be avoided.

G.3.b. Relationships With Research Participants
Sexual or romantic counselor–research participant interactions or relationships with current research participants are prohibited.

G.3.c. Sexual Harassment and Research Participants
Researchers do not condone or subject research participants to sexual harassment.

G.3.d. Potentially Beneficial Interactions
When a nonprofessional interaction between the researcher and the research participant may be potentially beneficial, the researcher must document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the research participant. Such interactions should be initiated with appropriate consent of the research participant. Where unintentional harm occurs to the research participant due to the nonprofessional interaction, the researcher must show evidence of an attempt to remedy such harm.

G.4. Reporting Results
G.4.a. Accurate Results
Counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data. They describe the extent to which results are applicable for diverse populations.

G.4.b. Obligation to Report Unfavorable Results
Counselors report the results of any research of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

G.4.c. Reporting Errors
If counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum, or through other appropriate publication means.
G.4.d. Identity of Participants
Counselors who supply data, aid in the research of another person, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their involvement in research studies, researchers take active steps to ensure that data are adapted/changed to protect the identity and welfare of all parties and that discussion of results does not cause harm to participants.

G.4.e. Replication Studies
Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.5. Publication
G.5.a. Recognizing Contributions
When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

G.5.b. Plagiarism
Counselors do not plagiarize; that is, they do not present another person’s work as their own work.

G.5.c. Review/Republication of Data or Ideas
Counselors fully acknowledge and make editorial reviewers aware of prior publication of ideas or data where such ideas or data are submitted for review or publication.

G.5.d. Contributors
Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first, and minor technical or professional contributions are acknowledged in notes or introductory statements.

G.5.e. Agreement of Contributors
Counselors who conduct joint research with colleagues or students/supervisees establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment that will be received.

G.5.f. Student Research
For articles that are substantially based on students’ course papers, projects, dissertations or theses, and on which students have been the primary contributors, they are listed as principal authors.
G.5.g. Duplicate Submission
Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

G.5.h. Professional Review
Counselors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it. Counselors use care to make publication decisions based on valid and defensible standards. Counselors review article submissions in a timely manner and based on their scope and competency in research methodologies. Counselors who serve as reviewers at the request of editors or publishers make every effort to only review materials that are within their scope of competency and use care to avoid personal biases.

Section H - Resolving Ethical Issues

Introduction Counselors behave in a legal, ethical, and moral manner in the conduct of their professional work. They are aware that client protection and trust in the profession depend on a high level of professional conduct. They hold other counselors to the same standards and are willing to take appropriate action to ensure that these standards are upheld.

Counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary. Counselors incorporate ethical practice into their daily professional work. They engage in ongoing professional development regarding current topics in ethical and legal issues in counseling.

H.1. Standards and the Law (See F.9.a.)

H.1.a. Knowledge
Counselors understand the ACA Code of Ethics and other applicable ethics codes from other professional organizations or from certification and licensure bodies of which they are members. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

H.1.b. Conflicts between Ethics and Laws
If ethical responsibilities conflict with law, regulations, or other governing legal authority, counselors make known their commitment to the ACA Code of Ethics and take steps to resolve the conflict. If the conflict cannot be resolved by such means, counselors may adhere to the requirements of law, regulations, or other governing legal authority.
H.2. Suspected Violations
H.2.a. Ethical Behavior Expected
Counselors expect colleagues to adhere to the ACA Code of Ethics. When counselors possess knowledge that raises doubts as to whether another counselor is acting in an ethical manner, they take appropriate action. (See H.2.b., H.2.c.)

H.2.b. Informal Resolution
When counselors have reason to believe that another counselor is violating or has violated an ethical standard, they attempt first to resolve the issue informally with the other counselor if feasible, provided such action does not violate confidentiality rights that may be involved.

H.2.c. Reporting Ethical Violations
If an apparent violation has substantially harmed, or is likely to substantially harm, a person or organization and is not appropriate for informal resolution or is not resolved properly, counselors take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, voluntary national certification bodies, state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when counselors have been retained to review the work of another counselor whose professional conduct is in question.

H.2.d. Consultation
When uncertain as to whether a particular situation or course of action may be in violation of the ACA Code of Ethics, counselors consult with other counselors who are knowledgeable about ethics and the ACA Code of Ethics, with colleagues, or with appropriate authorities.

H.2.e. Organizational Conflicts
If the demands of an organization with which counselors are affiliated pose a conflict with the ACA Code of Ethics, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the ACA Code of Ethics. When possible, counselors work toward change within the organization to allow full adherence to the ACA Code of Ethics. In doing so, they address any confidentiality issues.

H.2.f. Unwarranted Complaints
Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are made with reckless disregard or willful ignorance of facts that would disprove the allegation.

H.2.g. Unfair Discrimination against Complainants and Respondents
Counselors do not deny persons employment, advancement, admission to academic or other programs, tenure, or promotion based solely upon their having made or their being the subject of an ethics complaint. This does not preclude
taking action based upon the outcome of such proceedings or considering other appropriate information.

H.3. Cooperation with Ethics Committees
Counselors assist in the process of enforcing the ACA Code of Ethics. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the ACA Policy and Procedures for Processing Complains of Ethical Violations and use it as a reference for assisting in the enforcement of the ACA Code of Ethics.
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.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group Practicum/internship supervisors must have the following:

1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.

2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.

3. Relevant supervision training and experience.

B. Students serving as individual or group practicum student supervisors must meet the following requirements:

1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.

2. Have completed or are receiving preparation in counseling supervision.

3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

C. Site supervisors must have the following qualifications:

1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.

2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

3. Knowledge of the program’s expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

PRACTICUM

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients.

5. Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

INTERNERSHIP

G. The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:
1. At least 240 clock hours of direct service, including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.
Goals (More specific statement of how the unit will use the philosophy to achieve the mission; Institutional standards)

1. Promotes Bilingual/Bicultural Competence
2. Engages in Theory-Based Practice
3. Acts as a Reflective Change Agent
4. Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.

Knowledge Bases (including theories, research, the wisdom of practice, and education policies, that inform the unit’s conceptual framework; What theories/research undergird the belief that these purposes/goals are worthwhile? Why do you believe that what you described in Philosophy and Purposes is “good practice”; reference list; uses literature to explain why Unit’s purpose is important)

Candidate proficiencies (aligned with the expectations in professional and institutional standards)

1. Promotes Bilingual/Bicultural Competence
   u) Fluent in ASL (S)
   v) Competent in written English (S)
   w) Creates a visual learning environment (S)
   x) Knows the histories, cultures, and contexts of deaf/Deaf people (K)
   y) Assures access to language through a variety of strategies (S)
   z) Develop lessons that address diverse linguistic backgrounds of students (S)
   aa) Communicates effectively across diverse cultures, varying education & cognitive levels (S)
   bb) Works effectively within a culturally diverse team of professionals (S)
   cc) Values and responds to language diversity and development in students (S, D)
   dd) Demonstrates leadership, advocacy and the ability to navigate biculturally (S, D)
2. Engages in Theory-Based Practice

q) Shows knowledge of subject matter (K)

r) Utilizes subject matter knowledge to prepare and teach curriculum that supports learning of content by all students (S)

s) Knows how children and youth develop and the implications of that development for teaching and learning (K)

t) Modifies professional practice to be appropriate for diverse students including multiple language, ethnicity, multiple and varied intelligences, gender, and abilities (S)

u) Uses knowledge of learners and learning to assess, plan professional practice, respond, assess, and revise professional practice (action research) (S)

v) Locates professional resources for self, students, families, and communities through a variety of technologies (S, D)

w) Critically examines theory and research in order to apply to professional practice (S, D)

x) Models a passion for learning and teaching (D)

3. Acts as a Reflective Change Agent

m) Identifies one’s own strengths, weaknesses, and learning needs and is resourceful in building their capacity as a professional (S, D)

n) Gathers evidence of the impact of their professional practice; analyzes evidence, reflects, decides what to do next (S)

o) Identifies own biases, values, beliefs, worldview, and the impact of these on their relationships with learners (S, D)

p) Collaborates with others in ways that enhance their knowledge, skills, and dispositions as a professional (S)
q) Interacts ethically and professional at all times with students, families, colleagues and community members (D)

r) Advocates for learners and for social justice (S, D)

4. Promotes the intellectual, linguistic, and social potential of all children with a particular focus on deaf and hard-of-hearing children and youth.

m) Understands learners in the context of their environment and culture and modifies professional practices to be culturally appropriate to learners (K, S)

n) Monitors and evaluates one’s own values and their effects on practice and diverse groups (S, D)

o) Shows respect and sensitivity in words and actions towards those who are culturally different from self (D)

p) Demonstrates a belief that all children and families can learn and a commitment to enabling learning for all (D)

q) Demonstrates a rapport with diverse students that reflects respect for and acceptance of their potential for improvement and success (S, D)

r) Shows a commitment to continue to learn new knowledge and skills in order to work effectively with diverse learners (D)