

# CHRD 786 Practicum Handbook

The ethical codes, principles and standards of the American Counseling Association, American College Personnel Association, American School Counselor Association, and the Commission of Rehabilitation Counselor Certification are reference hereby incorporated within the text of the CHRD Practicum Handbook. This handbook does not cover any additional requirements or expectations individual faculty members may establish for students under their supervision. From time to time, this handbook will be updated with new information. Students are welcomed to submit suggestions for future revisions.

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**Introduction to CHRD Practicum**

CHRD 786– Counseling Practicum is a time of considerable professional and personal growth. Practicum provides students with a closely supervised counseling experience to facilitate further development as a professional counselor. Students must be dedicated, willing to risk new behaviors, experiment with new methods, assume personal responsibility, and exert a considerable amount of emotional and physical energy in order to succeed and reap the full benefits of the course.

Reading can provide an important source of support and grounding through this process. Selecting topics related to client concerns or specific interventions is particularly fruitful. Some faculty members require books or other readings. Others encourage or require participation in workshops or seminars. Be sure to ask questions and note specific requirements.

The goal of the Practicum course is for each student to clearly define a counseling style and refine counseling skills. The following specific learning standards based on each specialty area must be successfully completed.

**SDSU Clinical Mental Health Counseling Practicum Evaluation**

**Scales Evaluation Guidelines**

**\*\*adapted from Counseling Competencies Scale**

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

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**Students enrolled in CHRD 786, Counseling Practicum, must receive a grade of B or better to move on to Internship. Counseling students NOT scoring at level Six (6) will receive a C in the course. Students receiving a C or below will NOT be eligible to progress to their next stage of clinical experience.**

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- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

#	Clinical Mental Health Counseling Primary Area of Competency	Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation / Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)	Score
<b>FOUNDATIONS</b>						
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.					
B.2	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.					

<b>COUNSELING, PREVENTION, AND INTERVENTION</b>						
<b>D.1</b>	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.					
<b>D.2</b>	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.					
<b>D.3</b>	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.					
<b>D.4</b>	Applies effective strategies to promote client understanding of and access to a variety of community resources.					
<b>D.5</b>	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.					
<b>D.6</b>	Demonstrates the ability to use procedures for assessing and managing suicide risk.					
<b>D.7</b>	Applies current record-keeping standards related to clinical mental health counseling.					
<b>D.8</b>	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.					
<b>D.9</b>	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.					
<b>DIVERSITY AND ADVOCACY</b>						
<b>F.1</b>	Maintains information regarding community resources to make appropriate referrals.					
<b>F.2</b>	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.					
<b>F.3</b>	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.					
<b>ASSESSMENT</b>						
<b>G.1</b>	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.					

<b>G.2</b>	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.					
<b>G.3</b>	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.					
<b>G.4</b>	Identifies standard screening and assessment instruments for substance use disorders and process addictions.					
<b>ASSESSMENT</b>						
<b>H.1</b>	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.					
<b>H.2</b>	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.					
<b>H.3</b>	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.					
<b>H.4</b>	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.					
<b>RESEARCH AND EVALUATION</b>						
<b>J.1</b>	Applies relevant research findings to inform the practice of clinical mental health counseling.					
<b>J.2</b>	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.					
<b>J.3</b>	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.					
<b>DIAGNOSIS</b>						
<b>L.1</b>	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.					

L.2	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.					
L.3	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.					

Comments:

➤ **Part I (Primary Counseling Skills – CACREP Standards [2009] #5 [Helping Relationships] & #7 [Assessment])**

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1.A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.</b>	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about..."</b>	Student demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encourages for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1.C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1.D		<b>Reflecting <sub>a</sub></b>	<b>Basic Reflection of Content – Paraphrasing, Summarizing, etc.</b>	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
1.E		<b>Reflecting <sub>b</sub></b>	<b>Reflection of Feelings</b>	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings

1.F		<b>Advanced Reflection ("Depth")</b>	<b>Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</b>	Student demonstrates consistent use of advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.
1.G		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Good balance of challenge & support (85%).	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion (can confront, but appears hesitant) (70%).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1.I		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling</b>	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.
1.J		<b>Facilitate Therapeutic Environment a</b>	<b>Counselor expresses appropriate empathy &amp; care. Counselor is "present" and open to client.</b>	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1.K		<b>Facilitate Therapeutic Environment b</b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

□ \_\_\_\_\_: Total Score (out of a possible 88 points)

➤ **Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
2.A		<b>Professional Ethics</b>	<b>The student adheres to the ethical guidelines of the ACA, ASCA, &amp; IAMFC.</b>	Student demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
2.B		<b>Professionalism</b>	<b>Student behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriates of dress &amp; attitudes)</b>	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		<b>Self-awareness &amp; Self-understanding</b>	<b>Student demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.</b>	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		<b>Emotional stability &amp; Self-control</b>	<b>Student demonstrates emotional stability (<i>i.e., congruence between mood &amp; affect</i>) &amp; self-control (<i>i.e., impulse control</i>) in relationships with supervisor, peers, &amp; clients.</b>	Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Student is engaged in the learning &amp; development of his/her counseling competencies.</b>	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		<b>Multicultural Competencies</b>	<b>Student demonstrated awareness, appreciation, &amp; respect of cultural difference (<i>e.g., races, spirituality, sexual orientation, SES, etc.</i>)</b>	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).

2.G		<b>Openness to Feedback</b>	<b>Student responds non-defensively &amp; alters behavior in accordance with supervisory feedback</b>	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does <u>not</u> implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		<b>Professional &amp; Personal Boundaries</b>	<b>Student recognizes the boundaries of her/his competencies &amp; maintains appropriate boundaries with supervisors, peers, &amp; clients</b>	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		<b>Flexibility &amp; Adaptability</b>	<b>Student demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations</b>	Student demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Student demonstrates ability to adapt & "reads-&-flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		<b>Congruence &amp; Genuineness</b>	<b>Student demonstrates self-acceptance ("comfortable in one's own skin") &amp; appropriate self-confidence.</b>	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

➤ **Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])**

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
3.A		<b>Attendance</b>	<b>Student attends all course meetings &amp; clinical practice activities in their entirety (engaged &amp; prompt).</b>	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or supervisions sessions & is not engaged in the learning process.
3.B		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Student demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures</b>	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		<b>Record Keeping</b>	<b>Student completes all weekly record keeping activities correctly &amp; promptly (e.g., case notes, psychological reports, TX plan).</b>	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.

3.D		<b>Knowledge of professional literature</b>	<b>Student researches therapeutic intervention strategies that have been supported in the literature &amp; research.</b>	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		<b>Application of Theory to Practice</b>	<b>Student demonstrates knowledge of counseling theory &amp; its application in his/her practice.</b>	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		<b>Case Conceptualization</b>	<b>Student is able to effectively present &amp; summarize client history &amp; demonstrates an appreciation of the multiple influences on a client's level of functioning</b>	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		<b>Seeks Consultation</b>	<b>Student seeks consultation &amp; supervision in appropriate service delivery</b>	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
3.H		<b>Psychosocial &amp; Treatment Planning</b>	<b>Student demonstrates ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</b>	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.
3.I		<b>Appraisal</b>	<b>Student demonstrates ability to appropriately administer, score, &amp; interpret clinical assessments</b>	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.

3.J		<b>Task Completion</b>	<b>Student completes all assigned tasks in an ethical &amp; effective fashion (e.g., individual &amp; group counseling, supervision, reports)</b>	Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.
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☐ \_\_\_\_\_: **Total Score (out of a possible 80 points)**

**Narrative Feedback from Supervising Instructor**

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

\_\_\_\_\_ *Counseling Student's Name (print)*

\_\_\_\_\_ *Date*

\_\_\_\_\_ *Supervising Instructor's Name (print)*

\_\_\_\_\_ *Date*

**SDSU College Counseling Practicum Evaluation**

**Scales Evaluation Guidelines**

**\*\*adapted from Counseling Competencies Scale**

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
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**Students enrolled in CHRD 786, Counseling Practicum, must receive a grade of B or better to move on to Internship. Counseling students NOT scoring at level Six (6) will receive a C in the course. Students receiving a C or below will NOT be eligible to progress to their next stage of clinical experience.**

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- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

#	Clinical Mental Health Counseling Primary Area of Competency	Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation/ Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)	Score
<b>FOUNDATIONS</b>						
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in student affairs/college counseling.					
B.2	Demonstrates an understanding of the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community.					
B.3	Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.					
B.4	Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding).					
B.5	Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.					
B.6	Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education.					
<b>COUNSELING, PREVENTION, AND INTERVENTION</b>						

D.1	Applies multicultural competencies to the practice of student affairs and college counseling.					
D.2	Demonstrates the skills necessary to facilitate the academic, social, and career success of postsecondary students.					
D.3	Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises.					
D.4	Demonstrates the ability to use procedures for assessing and managing suicide risk.					
D.5	Demonstrates a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education.					
D.6	Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education.					
D.7	Applies current record-keeping standards related to clinical mental health counseling.					
D.8	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.					
<b>DIVERSITY AND ADVOCACY</b>						
F.1	Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment.					
F.2	Analyzes postsecondary student needs for appropriate learning and developmental opportunities.					
F.3	Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.					
F.4	Applies multicultural competencies to serve diverse postsecondary student populations.					
F.5	Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).					
F.6	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.					
<b>ASSESSMENT</b>						
H.1	Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.					
H.2	Analyzes and uses multiple data sources, including institutional data, to make decisions about improving differentiated student programs.					
<b>RESEARCH AND EVALUATION</b>						
J.1	Applies relevant research findings to inform the practice of student affairs and college counseling.					

<b>J.2</b>	Develops measurable outcomes for college counseling and student development activities.					
<b>J.3</b>	Analyzes and uses data to enhance student affairs and college counseling programs.					
<b>J.4</b>	Demonstrates the ability to prepare a research proposal for a human subjects/institutional review board review.					
	<b>DIAGNOSIS</b>					
<b>I.1</b>	Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.					
<b>I.2</b>	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.					
<b>I.3</b>	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.					

Comments:

➤ **Part I (Primary Counseling Skills – CACREP Standards [2009] #5 [Helping Relationships] & #7 [Assessment])**

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1.A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.</b>	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about..."</b>	Student demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encourages for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1.C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods	Student uses open-ended with limited effectiveness.

1.D		<b>Reflecting <sub>a</sub></b>	<b>Basic Reflection of Content – Paraphrasing, Summarizing, etc.</b>	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
1.E		<b>Reflecting <sub>b</sub></b>	<b>Reflection of Feelings</b>	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings
1.F		<b>Advanced Reflection (“Depth”)</b>	<b>Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</b>	Student demonstrates consistent use advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.
1.G		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion. Good balance of challenge & support (85%).	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion (can confront, but appears hesitant) (70%).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client’s words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing discrepancies in the client’s words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1.I		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling</b>	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client’s appropriate therapeutic goal attainment.

1.J		<b>Facilitate Therapeutic Environment</b>	<b>Counselor expresses appropriate empathy &amp; care. Counselor is “present” and open to client.</b>	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1.K		<b>Facilitate Therapeutic Environment</b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

□ \_\_\_\_\_: Total Score (out of a possible 88 points)

➤ **Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
2.A		<b>Professional Ethics</b>	<b>The student adheres to the ethical guidelines of the ACA, ASCA, &amp; IAMFC.</b>	Student demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
2.B		<b>Professionalism</b>	<b>Student behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate of dress &amp; attitudes)</b>	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		<b>Self-awareness &amp; Self-understanding</b>	<b>Student demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients.</b>	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		<b>Emotional stability &amp; Self-control</b>	<b>Student demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Student is engaged in the learning &amp; development of his/her counseling competencies.</b>	Student demonstrates consistent enthusiasm for his/her professional and	Student demonstrates enthusiasm for his/her professional and personal growth	Student demonstrates inconsistent enthusiasm for his/her professional and personal	Student demonstrates limited enthusiasm for his/her professional

				personal growth & development.	& development.	growth & development.	and personal growth & development.
2.F		<b>Multicultural Competencies</b>	<b>Student demonstrated awareness, appreciation, &amp; respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)</b>	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		<b>Openness to Feedback</b>	<b>Student responds non-defensively &amp; alters behavior in accordance with supervisory feedback</b>	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does <u>not</u> implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		<b>Professional &amp; Personal Boundaries</b>	<b>Student recognizes the boundaries of her/his competencies &amp; maintains appropriate boundaries with supervisors, peers, &amp; clients</b>	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		<b>Flexibility &amp; Adaptability</b>	<b>Student demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations</b>	Student demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Student demonstrates ability to adapt & "reads-&-flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		<b>Congruence &amp; Genuineness</b>	<b>Student demonstrates self-acceptance ("comfortable in one's own skin") &amp; appropriate self-confidence.</b>	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

➤ **Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])**

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
3.A		<b>Attendance</b>	<b>Student attends all course meetings &amp; clinical practice activities in their entirety (engaged &amp; prompt).</b>	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or Supervisions sessions & is not engaged in the learning process.

3.B		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Student demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures</b>	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		<b>Record Keeping</b>	<b>Student completes all weekly record keeping activities correctly &amp; promptly (e.g., case notes, psychological reports, TX plan).</b>	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
3.D		<b>Knowledge of professional literature</b>	<b>Student researches therapeutic intervention strategies that have been supported in the literature &amp; research.</b>	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		<b>Application of Theory to Practice</b>	<b>Student demonstrates knowledge of counseling theory &amp; its application in his/her practice.</b>	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		<b>Case Conceptualization</b>	<b>Student is able to effectively present &amp; summarize client history &amp; demonstrates an appreciation of the multiple influences on a client's level of functioning</b>	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		<b>Seeks Consultation</b>	<b>Student seeks consultation &amp; supervision in appropriate service delivery</b>	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
3.H		<b>Psychosocial &amp; Treatment Planning</b>	<b>Student demonstrates ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</b>	Student demonstrates the ability to construct a comprehensive & appropriate	Student demonstrates the ability to construct a comprehensive & appropriate	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate	Student demonstrates a limited ability to construct a comprehensive

				psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measureable)	psychosocial report & treatment plan.	psychosocial report & treatment plan.	e & appropriate psychosocial report & treatment plan.
3.I		<b>Appraisal</b>	<b>Student demonstrates ability to appropriately administer, score, &amp; interpret clinical assessments</b>	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.
3.J		<b>Task Completion</b>	<b>Student completes all assigned tasks in an ethical &amp; effective fashion (e.g., individual &amp; group counseling, supervision, reports)</b>	Student consistently completes all assigned tasks in a comprehensive & thorough fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashion.

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

**Narrative Feedback from Supervising Instructor**

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

\_\_\_\_\_  
Counseling Student's Name (print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Instructor's Name (print)

\_\_\_\_\_  
Date

**SDSU Marriage and Family Counseling Practicum Evaluation**

**Scales Evaluation Guidelines**

**\*\*adapted from Counseling Competencies Scale**

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

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**Students enrolled in CHRD 786, Counseling Practicum, must receive a grade of B or better to move on to Internship. Counseling students NOT scoring at level Six (6) will receive a C in the course. Students receiving a C or below will NOT be eligible to progress to their next stage of clinical experience.**

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- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

#	Marriage & Family Counseling Primary Area of Competency	Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation/ Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)	Score
	<b>FOUNDATIONS</b>					
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.					
B.2	Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.					
	<b>COUNSELING, PREVENTION, AND INTERVENTION</b>					
D.1	Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.					
D.2	Uses systems theory to conceptualize issues in marriage, couple, and family counseling.					
D.3	Uses systems theories to implement treatment, planning, and intervention strategies.					
D.4	Demonstrates the ability to use procedures for assessing and managing suicide risk.					
D.5	Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record					

	keeping, reimbursement, and the business aspects of practice.					
<b>D.6</b>	Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.					
<b>DIVERSITY AND ADVOCACY</b>						
<b>F.1</b>	Demonstrates the ability to provide effective services to clients in a multicultural society.					
<b>F.2</b>	Maintains information regarding community resources to make appropriate referrals.					
<b>F.3</b>	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.					
<b>F.4</b>	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.					
<b>ASSESSMENT</b>						
<b>H.1</b>	Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.					
<b>H.2</b>	Uses systems assessment models and procedures to evaluate family functioning.					
<b>H.3</b>	Determines which members of a family system should be involved in treatment.					
<b>RESEARCH AND EVALUATION</b>						
<b>J.1</b>	Applies relevant research findings to inform the practice of marriage, couple, and family counseling.					
<b>J.2</b>	Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.					
<b>J.3</b>	Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.					
<b>DIAGNOSIS</b>						
<b>I.1</b>	Applies relevant research findings to inform the practice of marriage, couple, and family counseling.					
<b>I.2</b>	Develops measurable outcomes for marriage, couple, and family counseling programs, interventions, and treatments.					
<b>I.3</b>	Analyzes and uses data to increase the effectiveness of marriage, couple, and family counseling interventions and programs.					

Comments:

➤ **Part I (Primary Counseling Skills – CACREP Standards [2009] #5 [Helping Relationships] & #7 [Assessment])**

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
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1.A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.</b>	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about..."</b>	Student demonstrates appropriate use of encouragers, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encouragers for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.
1.C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1.D		<b>Reflecting <sub>a</sub></b>	<b>Basic Reflection of Content – Paraphrasing, Summarizing, etc.</b>	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
1.E		<b>Reflecting <sub>b</sub></b>	<b>Reflection of Feelings</b>	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings
1.F		<b>Advanced Reflection ("Depth")</b>	<b>Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</b>	Student demonstrates consistent use of advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.
1.G		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Student demonstrates the ability to challenge clients through	Student demonstrates the ability to challenge clients through	Student demonstrates inconsistent ability to challenge clients through	Student demonstrates limited ability to challenge clients through

				verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Good balance of challenge & support (85%).	verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion (can confront, but appears hesitant) (70%).	verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is minimal.	verbalizing discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.
1.I		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling</b>	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.
1.J		<b>Facilitate Therapeutic Environment a</b>	<b>Counselor expresses appropriate empathy &amp; care. Counselor is "present" and open to client.</b>	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1.K		<b>Facilitate Therapeutic Environment b</b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

□ \_\_\_\_\_: Total Score (out of a possible 88 points)

➤ **Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
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2.A		<b>Professional Ethics</b>	<b>The student adheres to the ethical guidelines of the ACA, ASCA, &amp; IAMFC.</b>	Student demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
2.B		<b>Professionalism</b>	<b>Student behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriates of dress &amp; attitudes)</b>	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		<b>Self-awareness &amp; Self-understanding</b>	<b>Student demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.</b>	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		<b>Emotional stability &amp; Self-control</b>	<b>Student demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	Student demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions.	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.
2.E		<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Student is engaged in the learning &amp; development of his/her counseling competencies.</b>	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		<b>Multicultural Competencies</b>	<b>Student demonstrated awareness, appreciation, &amp; respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)</b>	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		<b>Openness to Feedback</b>	<b>Student responds non-defensively &amp; alters behavior in accordance with supervisory feedback</b>	Student demonstrates consistent openness to supervisory	Student demonstrates openness to supervisory feedback &	Student demonstrates openness to supervisory feedback, but	Student is not open to supervisory feedback & does not

				feedback & implements suggested changes.	implements suggested changes.	does <u>not</u> implement suggested changes.	implement suggested changes.
2.H		<b>Professional &amp; Personal Boundaries</b>	<b>Student recognizes the boundaries of her/his competencies &amp; maintains appropriate boundaries with supervisors, peers, &amp; clients</b>	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		<b>Flexibility &amp; Adaptability</b>	<b>Student demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations</b>	Student demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Student demonstrates ability to adapt & "reads-&-flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		<b>Congruence &amp; Genuineness</b>	<b>Student demonstrates self-acceptance ("comfortable in one's own skin") &amp; appropriate self-confidence.</b>	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

➤ **Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])**

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
3.A		<b>Attendance</b>	<b>Student attends all course meetings &amp; clinical practice activities in their entirety (engaged &amp; prompt).</b>	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or supervisions sessions & is not engaged in the learning process.
3.B		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Student demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures</b>	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		<b>Record Keeping</b>	<b>Student completes all weekly record keeping activities correctly &amp; promptly (e.g., case notes, psychological reports, TX plan).</b>	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.

3.D		<b>Knowledge of professional literature</b>	<b>Student researches therapeutic intervention strategies that have been supported in the literature &amp; research.</b>	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		<b>Application of Theory to Practice</b>	<b>Student demonstrates knowledge of counseling theory &amp; its application in his/her practice.</b>	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		<b>Case Conceptualization</b>	<b>Student is able to effectively present &amp; summarize client history &amp; demonstrates an appreciation of the multiple influences on a client's level of functioning</b>	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		<b>Seeks Consultation</b>	<b>Student seeks consultation &amp; supervision in appropriate service delivery</b>	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.
3.H		<b>Psychosocial &amp; Treatment Planning</b>	<b>Student demonstrates ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</b>	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.

3.I		<b>Appraisal</b>	<b>Student demonstrates ability to appropriately administer, score, &amp; interpret clinical assessments</b>	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.
3.J		<b>Task Completion</b>	<b>Student completes all assigned tasks in an ethical &amp; effective fashion (e.g., individual &amp; group counseling, supervision, reports)</b>	Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

**Narrative Feedback from Supervising Instructor**

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

\_\_\_\_\_  
Counseling Student's Name (print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Instructor's Name (print)

\_\_\_\_\_  
Date

**SDSU School Counseling Practicum Evaluation**

**Scales Evaluation Guidelines**

**\*\*adapted from Counseling Competencies Scale**

- **Exceeds Expectations / Demonstrates Competencies (8)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Meets Expectations / Demonstrates Competencies (6)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.

**Students enrolled in CHRD 786, Counseling Practicum, must receive a grade of B or better to move on to Internship. Counseling students NOT scoring at level Six (6) will receive a C in the course. Students receiving a C or below will NOT be eligible to progress to their next stage of clinical experience.**

- **Near Expectations / Developing towards Competencies (4)** = the counseling student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final practicum evaluation (be it practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in these areas.
- **Below Expectations / Insufficient / Unacceptable (2)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

#	School Counseling Primary Area of Competency	Exceeds Expectations/ Demonstrates Competencies (8)	Meets Expectations/ Demonstrates Competencies (6)	Near Expectation / Developing towards Competencies (4)	Below Expectations/ Insufficient/ Unacceptable (2)	Score
	<b>FOUNDATIONS</b>					
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
	<b>COUNSELING, PREVENTION, AND INTERVENTION</b>					
C.1	Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.					
	<b>SKILLS AND PRACTICES</b>					
D.1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.					
D.2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.					
D.3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.					
D.4	Demonstrates the ability to use procedures for assessing and managing suicide risk.					
D.5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					

	<b>DIVERSITY AND ADVOCACY</b>					
<b>F.1</b>	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.					
	<b>ASSESSMENT</b>					
<b>H.1</b>	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
<b>H.4</b>	Makes appropriate referrals to school and/or community resources.					
<b>H.5</b>	Assesses barriers that impede students' academic, career, and personal/social development.					
	<b>RESEARCH AND EVALUATION</b>					
<b>J.1</b>	Applies relevant research findings to inform the practice of school counseling.					
<b>J.2</b>	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					
	<b>SKILLS AND PRACTICES</b>					
<b>L.3</b>	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.					
	<b>SKILLS AND PRACTICES</b>					
<b>N.5</b>	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.					

Comments:

➤ **Part I (Primary Counseling Skills – CACREP Standards [2009] #5 [Helping Relationships] & #7 [Assessment])**

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
1.A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, etc.</b>	Student demonstrates effective nonverbal communication skills, conveying connectiveness & empathy (85%).	Student demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her nonverbal communication skills.	Student demonstrates limited nonverbal communication skills.
1.B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about..."</b>	Student demonstrates appropriate use of encourages, which supports the development of a therapeutic relationship (85%).	Student demonstrates appropriate use of encourages for the majority of counseling sessions (70%)	Student demonstrates inconsistency in his/her use of appropriate encouragers.	Student demonstrates limited ability to use appropriate encouragers.

1.C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Student demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Student demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Student demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Student uses open-ended questions sparingly & with limited effectiveness.
1.D		<b>Reflecting <sup>a</sup></b>	<b>Basic Reflection of Content – Paraphrasing, Summarizing, etc.</b>	Student demonstrates appropriate use of paraphrasing & summarizing as the primary therapeutic approach (85%).	Student demonstrates appropriate use of paraphrasing & summarizing, appropriately & consistently (70%).	Student demonstrates paraphrasing, & summarizing inconsistently & inaccurately.	Student demonstrated limited proficiency in paraphrasing & summarizing
1.E		<b>Reflecting <sup>b</sup></b>	<b>Reflection of Feelings</b>	Student demonstrates appropriate use of reflection of feelings as the primary therapeutic approach (85%).	Student demonstrates appropriate use of reflection of feelings appropriately & consistently (70%).	Student demonstrates reflection of feelings inconsistently & inaccurately.	Student demonstrated limited proficiency in reflecting feelings
1.F		<b>Advanced Reflection (“Depth”)</b>	<b>Advanced Reflection of Feelings, Reflection of Values, Meanings, Core Beliefs (takes counseling to a deeper level)</b>	Student demonstrates consistent use of advanced therapeutic skills & promotes discussions of greater depth in counseling sessions (85%).	Student demonstrates ability to appropriately use advanced counseling skills, supporting increased exploration in counseling session (70%).	Student demonstrates inconsistent & inaccurate ability to use advanced counseling skills: sessions appear sluggish.	Student demonstrates limited ability to use advanced counseling skills: sessions appear primarily superficial.
1.G		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies</b>	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Good balance of challenge & support (85%).	Student demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion (can confront, but appears hesitant) (70%).	Student demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is minimal.	Student demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words or actions in a supportive & caring fashion. Confrontation is lacking.
1.H		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Student demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Student demonstrates ability to establish collaborative & appropriate therapeutic goals with client (70%).	Student demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Student demonstrates limited ability to establish collaborative & appropriate therapeutic goals with client.

1.I		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling</b>	Student demonstrates consistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (85%).	Student demonstrates ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment (70%).	Student demonstrates inconsistent ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.	Student demonstrates limited ability to primarily focus (or refocus) counseling on client's appropriate therapeutic goal attainment.
1.J		<b>Facilitate Therapeutic Environment <sub>a</sub></b>	<b>Counselor expresses appropriate empathy &amp; care. Counselor is "present" and open to client.</b>	Student demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Student demonstrates ability to be empathic & uses appropriate responses (70%).	Student demonstrates inconsistent ability to be empathic & use appropriate responses.	Student demonstrates limited ability to be empathic & uses appropriate responses.
1.K		<b>Facilitate Therapeutic Environment <sub>b</sub></b>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Student demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Student demonstrates ability to be respectful, accepting, & caring with clients (70%).	Student demonstrates inconsistent ability to be respectful, accepting, & caring.	Student demonstrates limited ability to be respectful, accepting, & caring.

□ \_\_\_\_\_: Total Score (out of a possible 88 points)

➤ **Part 2 (Professional Dispositions – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice] #2 [Social & Cultural Diversity], #3 [Human Growth & Development], & #5 [Helping Relationships])**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations/ Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
2.A		<b>Professional Ethics</b>	<b>The student adheres to the ethical guidelines of the ACA, ASCA, &amp; IAMFC.</b>	Student demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Student demonstrates consistent ethical behavior & judgments.	Student demonstrates ethical behavior & judgments, but on a concrete level with a basic decision-making process.	Student demonstrates limited ethical behavior & judgment, and a limited decision-making process.
2.B		<b>Professionalism</b>	<b>Student behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriates of dress &amp; attitudes)</b>	Student is consistently respectful, thoughtful, & appropriate within all professional interactions.	Student is respectful, thoughtful, & appropriate within all professional interactions.	Student is inconsistently respectful, thoughtful, & appropriate within professional interactions.	Student is limitedly respectful, thoughtful, & appropriate within professional interactions.
2.C		<b>Self-awareness &amp; Self-understanding</b>	<b>Student demonstrates an awareness of his/her own belief systems, values, needs &amp; limitations (herein called "beliefs") and the effect of "self" on his/her work with clients.</b>	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process.	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight.
2.D		<b>Emotional stability &amp; Self-control</b>	<b>Student demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-</b>	Student demonstrates consistent emotional resiliency & appropriateness in interpersonal	Student demonstrates emotional stability & appropriateness in interpersonal interactions.	Student demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions.	Student demonstrates limited emotional stability & appropriateness in interpersonal interactions.

			<b>control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	interactions.			
2.E		<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Student is engaged in the learning &amp; development of his/her counseling competencies.</b>	Student demonstrates consistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates enthusiasm for his/her professional and personal growth & development.	Student demonstrates inconsistent enthusiasm for his/her professional and personal growth & development.	Student demonstrates limited enthusiasm for his/her professional and personal growth & development.
2.F		<b>Multicultural Competencies</b>	<b>Student demonstrated awareness, appreciation, &amp; respect of cultural difference (e.g., races, spirituality, sexual orientation, SES, etc.)</b>	Student demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills).	Student demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills).
2.G		<b>Openness to Feedback</b>	<b>Student responds non-defensively &amp; alters behavior in accordance with supervisory feedback</b>	Student demonstrates consistent openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback & implements suggested changes.	Student demonstrates openness to supervisory feedback, but does <u>not</u> implement suggested changes.	Student is not open to supervisory feedback & does not implement suggested changes.
2.H		<b>Professional &amp; Personal Boundaries</b>	<b>Student recognizes the boundaries of her/his competencies &amp; maintains appropriate boundaries with supervisors, peers, &amp; clients</b>	Student demonstrates consistently strong & appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries & appreciates his/her limitations.	Student demonstrates appropriate boundaries, but has limited appreciation of his/her limitations.	Student demonstrates inappropriate boundaries & has limited appreciation of his/her limitations.
2.I		<b>Flexibility &amp; Adaptability</b>	<b>Student demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations</b>	Student demonstrates consistently strong ability to adapt & "reads-&-flexes" appropriately.	Student demonstrates ability to adapt & "reads-&-flexes" appropriately.	Student demonstrated an inconsistent ability to adapt & flex to his/her clients.	Student demonstrates a limited ability to adapt & flex to his/her clients.
2.J		<b>Congruence &amp; Genuineness</b>	<b>Student demonstrates self-acceptance ("comfortable in one's own skin") &amp; appropriate self-confidence.</b>	Student demonstrates consistent ability to be genuine & accepting of self & others	Student demonstrates ability to be genuine & accepting of self & others	Student demonstrates inconsistent ability to be genuine & accepting of self & others.	Student demonstrates a limited ability to be genuine & accepting of self & others (incongruent).

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

➤ **Part 3 (Professional Behaviors – CACREP Standards [2009] #1 [Professional Orientation & Ethical Practice], #3 [Human Growth & Development], & #5 [Helping Relationships], #7 [Assessment], & #8 [Research & Program Evaluation])**

#	Score	Primary Professional Behavior(s)	Specific Professional Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (8)	Meets Expectations / Demonstrates Competencies (6)	Near Expectations / Developing towards Competencies (4)	Below Expectations / Insufficient / Unacceptable (2)
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3.A		<b>Attendance</b>	<b>Student attends all course meetings &amp; clinical practice activities in their entirety (engaged &amp; prompt).</b>	Student attends all class meetings & supervision sessions in their entirety & is engaged in the learning process.	Student misses one class meeting &/or supervision session & is engaged in the learning process.	Student misses two class meetings &/or supervision sessions & is engaged in the learning process.	Student misses more than two class meetings &/or supervision sessions & is not engaged in the learning process.
3.B		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Student demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures</b>	Student demonstrates consistent adherence to all counseling site policies & procedures.	Student demonstrates adherence to all counseling site policies & procedures.	Student demonstrates inconsistent adherence to all counseling site policies & procedures.	Student demonstrates limited adherence to all counseling site policies & procedures.
3.C		<b>Record Keeping</b>	<b>Student completes all weekly record keeping activities correctly &amp; promptly (e.g., case notes, psychological reports, TX plan).</b>	Student completes all required record keeping & documentation in a thorough & comprehensive fashion.	Student completes all required record keeping & documentation in a competent fashion.	Student completes all required record keeping & documentation in an inconsistent & in a questionable fashion.	Student completes required record keeping & documentation inconsistently & in a poor fashion.
3.D		<b>Knowledge of professional literature</b>	<b>Student researches therapeutic intervention strategies that have been supported in the literature &amp; research.</b>	Student demonstrates strong knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates knowledge of supported therapeutic approaches grounded in the counseling literature & research.	Student demonstrates inconsistent knowledge of supported therapeutic approaches grounded in the counseling literature/research.	Student demonstrates limited knowledge of supported therapeutic approaches grounded in the counseling literature & research.
3.E		<b>Application of Theory to Practice</b>	<b>Student demonstrates knowledge of counseling theory &amp; its application in his/her practice.</b>	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients.
3.F		<b>Case Conceptualization</b>	<b>Student is able to effectively present &amp; summarize client history &amp; demonstrates an appreciation of the multiple influences on a client's level of functioning</b>	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning.
3.G		<b>Seeks Consultation</b>	<b>Student seeks consultation &amp; supervision in appropriate service delivery</b>	Student consistently seeks appropriate consultation & supervision to support the delivery of counseling services.	Student seeks appropriate consultation & supervision to support the delivery of counseling services.	Student inconsistently seeks consultation & supervision to support the delivery of counseling services.	Student seeks limited consultation & supervision to support the delivery of counseling services.

3.H		<b>Psychosocial &amp; Treatment Planning</b>	<b>Student demonstrates ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan.</b>	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.
3.I		<b>Appraisal</b>	<b>Student demonstrates ability to appropriately administer, score, &amp; interpret clinical assessments</b>	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.
3.J		<b>Task Completion</b>	<b>Student completes all assigned tasks in an ethical &amp; effective fashion (e.g., individual &amp; group counseling, supervision, reports)</b>	Student consistently completes all assigned tasks in a comprehensive & through fashion.	Student completes all assigned tasks in a comprehensive fashion.	Student completes assigned tasks in an inconsistent fashion.	Student does not complete all assigned tasks & those tasks that are completed are not done in a competent fashions.

□ \_\_\_\_\_: Total Score (out of a possible 80 points)

**Narrative Feedback from Supervising Instructor**

Please note the counseling student's areas of strength, which you have observed:

Please note the counseling student's areas that warrant improvement, which you have observed:

Please comment on the counseling student's general performance during his/her clinical experience to this point:

\_\_\_\_\_  
Counseling Student's Name (print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervising Instructor's Name (print)

\_\_\_\_\_  
Date

**Note on Internship**

Students who have successfully completed this course are prepared to progress to CHRD 794 Counseling Internship. Students must submit an internship application the semester before they plan to begin; this is typically the semester they are enrolled in Practicum.

Application deadlines are based on administrative and academic imperatives and are strictly enforced. Internship applications are due the semester *before* the student plans to enroll in internship.

Semester of Internship	Application Due Date
Fall	July 1
Fall (School Counseling students)	April 1
Spring	November 1
Summer	April 1

### Late Applications

If you know your application may be late, contact the appropriate Internship Committee member to make arrangements. Students that submit an application after the deadline has passed and did not discuss the situation with an Internship committee member in advance will be required to attach a written statement to their application explaining why their application was late. NOTE: applications submitted late take longer in the approval process due to time restraints and may be denied.

Please refer to the internship handbook for more detailed information at [www.sdstate.edu/chd](http://www.sdstate.edu/chd).

### Professional Liability Insurance Requirement

As stated in the CHRD Student Policy Manual, all students are required to have current proof of professional liability insurance throughout the program (*exception - MEd Administration of Student Affairs-36 hour students are not required to have liability insurance*). Please verify the department has your most recent proof of liability insurance the first day of class. More information about obtaining insurance and professional membership is in the CHRD Student Policy manual.

### Student Conduct

Practicum is a demanding course in that students are asked to take on the role of a professional counselor which entails the provision of individual, family, or group counseling services, and perhaps community education workshops.

### Rights and Responsibilities

Appropriate professional behavior and presentation of self is always expected, however, policies and procedures may differ among the faculty. Students are expected to come to class prepared. Each faculty has specific expectations which are detailed in course syllabi. Students will be expected to have reviewed their recordings and completed progress notes. Students will be asked to show their work in class and should be prepared to on a regular basis. Certain basic ground rules must be adhered to during CHRD 786:

1. Appointments with clients must be kept promptly. In the event of illness or emergency, the counselor must notify the client of any change in appointments.
2. Client records must be accurate, complete and properly safeguarded.
3. Faculty must be notified immediately if a client is threatening harm to self or others or appears at risk for such behavior. In this way an appropriate course of action can be identified.
4. Students have responsibility for seeking supervisory help with cases in which they question their own effectiveness. For instance, students may recognize that they are struggling with their own reactions to clients' presenting problems, values, race, sexual orientation, or to other factors pertaining to the counseling relationship. When this occurs, students should request supervision to address these difficulties.
5. Faculty may routinely suggest various strategies or approaches that students may employ with clients. In some circumstances, faculty, because they are ultimately accountable for the service provided by CHRD 786 students, may instruct students to take particular action to ensure the well-being of clients. Faculty should make clear that they are outlining requirements. In such circumstances, students may disagree but must comply with faculty instruction.

### Student Rights and Responsibilities

Students have the right to:

1. know the criteria for evaluation in the course and to receive progress evaluations from the instructor on a regular, systematic basis;
2. know the expectations and procedures of the practicum instructor;
3. expect supervision and feedback in the management of cases on both regularly scheduled and case need bases;
4. know the procedures which they are expected to follow for handling emergencies;

5. ask questions regarding the counseling process and appropriated options for handling cases; and
6. have a full explanation of the rules and regulations of the Counseling and Human Resource Development (CHRD) program which pertain to the operation of CHRD 786.

Students are responsible for:

1. prompt, regular attendance in practicum;
2. providing clients with quality counseling that meets professional standards of care;
3. adequately preparing for class and counseling sessions;
4. demonstrating an openness and receptivity to clinical supervision and a willingness to work toward professional growth;
5. documenting one hour per week of individual supervision and one and one half hours of group supervision;
6. requesting additional supervision as needed;
7. consulting the faculty supervisor regarding any problems with cases or client emergencies;
8. establishing and maintaining complete client records in a timely and professional manner;
9. following the Ethical Standards of the American Counseling Association (ACA), American College Personnel Association (ACPA), American School Counselor Association Code of Ethics (ASCA), or the Commission on Rehabilitation Counselor Certification (CRCC); and
10. being aware of, and adhering to, established standards of practice related to legal issues (e.g. confidentiality and privilege, duty to warn, malpractice, negligence).

### Faculty Rights and Responsibilities

Faculty has the right to:

1. determine the expectations and requirements of the practicum;
2. expect students' regular and punctual attendance in class;
3. evaluate students' performance based on the stated criteria of the practicum section in which students are enrolled;
4. expect students to follow directives when they are given;
5. reprimand students whose behavior is not consistent with the Ethical Standards of ACA, CRCC, or the policies and procedures of the Counseling and Human Development Department; and
6. determine the assignment and/or reassignment of cases based on the interface of students' skill levels and clients' concerns.

Faculty is responsible for:

1. clearly stating expectations, requirements and grading criteria;
2. informing students of the ethical responsibilities and standards of the profession;
3. informing students of legal issues related to the profession (e.g. confidentiality, duty to warn, minor clients, malpractice);
4. ensuring that students provide adequate disclosure to clients so that they make informed choices about entering and continuing in therapy;
5. ensuring that case records on each client are complete and present evidence of the adequacy of care provided;
6. overseeing all services provided by students by providing close, individualized supervision;
7. providing students with clear and specific assessments of skill development and their standing in the course at regular intervals during the semester; and
8. informing students, at the earliest possible time, when their work is not satisfactory and detailing specific changes required to successfully complete the course.

## Student Evaluation, Review and Remediation Policy

Students are responsible for meeting all requirements of South Dakota State University, the College of Education and Human Sciences, and the Counseling and Human Development Department. More specifically:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the Academic Ethics Policies identified in the SDSU Student Conduct Handbook, the content of which is by this reference hereby incorporated within.
3. Students must maintain the standard of care as outlined in the [ACA ethical standards](#) and the [CRCC ethical standards](#); the content of which is by the reference hereby incorporated in.
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.
5. Students are limited to two attempts to pass clinical courses; Group, Pre-Practicum, and Practicum require a 'B' to pass.

### Student Evaluation

Evaluation is an ongoing process that begins with admission to the program and continues through a final comprehensive review. Students are periodically reviewed and evaluated on: interpersonal and intrapersonal functioning, personal insight, judgment, sensitivity, ethical behavior, attitude, and other qualities essential to becoming an effective professional counselor or student affairs professional. Accumulation of credits and satisfactory grades do not a guarantee successful completion of the CHRD program. Faculty strongly emphasize confidentiality of student evaluations among students and in faculty meetings. However, faculty cannot control information students may share with other students in a Practicum or Group experience.

Faculty take a serious view of professional obligation of mentoring students, providing assistance, supporting student's professional development, and student's graduation. However, in certain instances, a student's ability to function at the level expected is called into question. When this occurs, faculty members act in accordance with the standards of the profession. If a faculty member thinks a particular student needs remedial help; he/she will attempt to develop an informal plan with the student to address the problem. If either the student or faculty member thinks the plan is not helpful and/or has not taken care of the concern, the particular situation will be referred to the faculty practicum committee or discussed during the student review conference. The faculty practicum committee can create a formal remediation plan and serve as a committee providing evaluative recommendations to the department head during grade appeals. This information is privileged communication and will be kept confidential among the regular and adjunct faculty.

### Student Review Conference

In addition to the evaluation that takes place as part of each course, faculty members meet once each semester to discuss the progress of all students currently enrolled in the program in regard to Professional Dispositions. All students in the program receive a letter describing their current status (e.g., good standing, good standing with minor conditions, such as plan of study needed) or statement of specific concerns (e.g. inappropriate behavior, etc.). As mentioned earlier, if an informal plan has not sufficiently addressed a student's remedial needs, the student review conference is used to discuss alternatives to address the issue.

The conference is intended to help resolve any problem that might hinder students' academic success or impede their ability to provide competent counseling services. One objective of the meeting is to determine a formal individualized written plan of action, if needed, that is satisfactory for the student and for the Department.

The nature of the problem and the individualized written plan for addressing the problem (including recommended remedial assistance as needed) are discussed with the student and faculty member. When mutual understanding is reached, copies of the plan are given to the student and placed in the student's file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program. In all formal individualized written plans, the Department Head is informed, and due process is observed to protect student rights and University responsibilities. In situations where action is deemed necessary, the CHRD remediation policy will be followed when carrying out the remedial plan.

### Remediation Policy

In view of the seriousness of situations involving remediation, CHRD faculty has established this process:

- Step 1: A faculty member will raise the concern pertaining to the student during the student review conference or bring it directly to the Department Head. The faculty and/or Head will discuss options in executive session of the student review conference, to determine if a formal individualized written plan of action is necessary.
- Step 2: The nature of the problem and the formal individualized plan for addressing the problem (including recommended remedial assistance as needed) are written and discussed with the student to ensure mutual understanding.
- Step3: If the student agrees to the written plan, it is then placed in the student's departmental file. In some cases, the student may be asked to take a leave of absence from the program or to terminate involvement with the program. In all formal individualized written plans, the Department Head is informed, and due process is observed to protect the student rights and University responsibilities.
- Step 4: Once the plan has been successfully completed, a formal document stating the student has fully complied with the remediation plan and is considered in "good standing" in the program will be written and placed in the student's departmental and graduate file. If the student does not successfully address the items specified in the remediation plan he or she will be advised to leave the program.

## The Practicum Experience

### Supervision

Students are closely supervised by faculty through both in-class review of student work and individual weekly supervision. A ratio of five students to one faculty supervisor shall be considered equivalent to one standard course workload assignment. Each student is responsible for actively participating in such supervision, preparing for supervision meetings in advance by reviewing recordings and completing progress notes for clients and generating questions for the supervision sessions. Students are expected to be responsive to faculty guidance. This is demonstrated by an open, interested demeanor during supervision and by completing any additional assignments suggested. **Students are responsible for documenting supervision sessions and must complete the relevant form(s).**

The supervision relationship is a hierarchical one in which the supervisor assumes some responsibility for the practicum student's behavior with the client. Supervision is an integral part of a counselor's professional growth and development. Obtaining supervision from a qualified, experienced professional is advisable after graduation and beneficial throughout your career. Some of the benefits of supervision include obtaining:

1. assessment regarding specific professional strengths and weaknesses;
2. assistance in developing strategies for using and/or improving these areas;
3. assistance in examining client and counselor dynamics;
4. consistent model of counseling practice; and
5. clinical expertise that are beyond one's own current level of understanding or skill. It is assumed that in most cases the beginning practicum student has little or no experience with clients and needs guidance to develop both counseling experience and professional habits.

### Evaluation

Criteria for evaluation include:

1. regular attendance;
2. maintenance of complete and accurate case records;
3. conduct becoming of a professional counselor, including being on time, being prepared, and professional presentation of self and skills;
4. case presentations;
5. active participation in class presentations and discussions, supervision meetings, and other consultation sessions; and
6. demonstration of process and development of core counseling skills.

Please refer to the Student Evaluation form as well the course syllabus for additional requirements assessed by faculty.

### Confidentiality

Information known about clients must remain confidential. In order to ethically or legally release any information about clients, including whether or not they are or ever have been clients, students must obtain written permission from clients which specifies to whom information may be released and what may be released (*see the Release of Information Form*).

If clients are seeking services from another professional after terminating with you, the professional from whom services are sought must forward a release signed by the client. Do not release information until you have obtained and filed a signed release.

The following has been taken from the [ACA Code of Ethics](#) (2014) in regards to client confidentiality:

Section 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.

Section B.1.b. Respect and Privacy: Counselors respect the privacy of prospective and current clients. Counselors request private information from clients only when it is benefit to the counseling process.

Section B.1.c. Respect for Confidentiality: Counselors protect the confidential information of prospective and current clients. Counselors disclose information only with appropriate consent or with sound legal or ethical justification.

Section 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 situations in which confidentiality must be breached.

Section B.6.a. Creating and Maintaining Records and Documentation: Counselors create and maintain records and documentation necessary for rendering professional services.

Section B.6.b. Confidentiality of Records and Documentations: Counselors ensure that records and documentation kept in any medium are secure and that only authorized persons have access to them.

## Consultation

There are a number of instances when it is important for a counselor to seek consultation with a physician, make a direct referral of the client to a physician, warn potential victims of threats of harm, or notify authorities. The practicum student must notify the faculty of such situations immediately and under the faculty's guidance implement and execute an appropriate plan of action.

Section 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 by 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.

Section C.2.e. Consultations on Ethical Obligations: Counselors take reasonable steps to consult with other counselors, the ACA Ethics and Professional Standards Department, or related professionals when they have questions regarding their ethical obligations or professional practice.

### When to seek faculty consultation

Students should seek faculty consultation if they:

1. are potentially engaged in dual relationships with clients;
2. suspect that they made some error that could negatively impact the course of the counseling relationship; and/or
3. are puzzled by their own behavior or feelings or those of their clients, particularly when they suspect clients of having personality disorders.

### Direct and Immediate Faculty Involvement

Students should seek immediate faculty involvement for clients who:

1. are experiencing such extreme emotionality that they cannot function enough to care for their basic needs ( psychotic individual, the severely anxious clients, and the extremely depressed person are included in this category);
2. are suicidal to the extent that there is serious and foreseeable harm;
3. are homicidal to the extent that there is a serious and foreseeable threat to others (such threat may be either an implied or directly expressed intent to do harm to others);
4. report or imply child abuse;
5. are taking medications that appear to be adversely affecting their emotions or that appear to be producing toxic reactions;
6. are currently prescribed psychotropic medications and are considering discontinuing such medications without physician approval;
7. are self-medicating; and/or
8. make you concerned for your own safety.

## Referrals

Referrals are in order when the services provided by practicum students do not appear sufficient or appropriate for effectively addressing clients' problems or needs. Referrals may also be necessary when students are ethically and legally bound to report specific information (see the ACA Code of Ethics above).

When emergencies arise with clients, students must immediately inform the faculty supervisor who will determine the course of action to be taken. Referrals may be made to a private physician, a psychiatrist, community mental health agencies, social

services agencies, rehabilitation agencies, or any professional or agency deemed appropriate to meet the needs of the client.

Emergencies are, in most instances, considered properly referred when clients are:

1. in the custody of a family member who takes responsibility for the client; or
2. in the custody of a Licensed Professional Counselor, psychologist, or M.D. who takes responsibility for the client; or
3. in the custody of police.

### Required Counseling Hours

Students should expect to commit many hours to clinical session and class preparation, case review, and course work documentation. Students are required to complete a minimum of 100 hours of in-class participation, individual, family, and group counseling services, and individual and group supervision. Of these 100 hours, a minimum of 30 should be of individual or family counseling and a minimum of 10 hours of group counseling.

**Rehabilitation and Mental Health counseling students** are required to log 40 direct hours with individuals that have disabilities. To get started, contact the Director of Advance Quality Services at (605) 696-5216. If you have further questions about meeting this requirement, please contact Dr. Alan Davis at (605) 688-4715 or [alan.davis@sdsstate.edu](mailto:alan.davis@sdsstate.edu).

Students are responsible for documenting the counseling services they provide and must submit an Individual and Family Counseling Services Log, a Group Counseling Log, and a Practicum Clock Hour Summary Sheet to the faculty at completion of the course.

### Obtaining Clients and Informed Consent

Practicum students are not permitted to solicit friends or family members or students in the CHRD Program to serve as their clients for this course.

Students are responsible for identifying and recruiting their own client case loads and are encouraged to work cooperatively with one another. Historically, many students have found it successful to solicit clients from the undergraduate student population. Faculty will assist students when possible in identifying potential avenues for recruiting clients, but the primary responsibility for doing so rests with students.

*Section 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, relevant experience, and approach to counseling; continuation of services upon the incapacitation or death of the counselor; the role of technology; and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis and the intended use of tests and reports. Additionally, counselors inform clients about fees and billing arrangements, including procedures for nonpayment of fees. Clients have the right to confidentiality and to be provided with an explanation of its limits (including how supervisors and/or treatment or interdisciplinary 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 changes and to be advised of the consequences of such refusal.*

In compliance with ACA ethical standard above, students are required to explain the nature of the counseling relationship. Because the CHD Department is a training site, students must inform clients about:

- their student status;
- that all sessions are supervised by CHRD faculty;
- that supervision entails recording sessions, review of client files and progress notes, assistance as needed with cases; and
- that consent for counseling services and contracts may not extend beyond the semester.

Once these conditions are explained, the client's signature must be obtained on the Informed Consent Form. **Please note:** Students are responsible for providing their clients with their contact information. Do not advise clients to call the department office for session cancellations or any other reason.

### Client Files

In accordance with the ACA ethical confidentiality standards, all records concerning counselor-client relationship must be treated with maximum concern. In situations where students are completing hours at specific sites that have its own policies and procedures, the general guideline is to follow those guidelines including the format of notes, records, etc. In all other

situations, students will follow current professional guidelines in entering and creating client files through TherapyNotes. When using TherapyNotes, all files will be electronic and entries will be made in secure locations. The electronic files created must contain the following:

1. Informed Consent for Counseling Services
2. Client Intake
3. Client Contact Log
4. Progress Notes for each session (see recommended DAP format)

*Some client files may also contain:*

- Release of Information
- Progress notes or correspondence from other service providers
- Materials provided by client to student counselors.

### Transportation of Confidential Information

When transporting sensitive information such as recordings, initial informed consent documents (prior to scanning & uploading to TherapyNotes), and digital files, a locked device must be used for transportation. For example, a locked box or briefcase of some type would meet the requirement. In addition, all digital files must be pass-coded and only loaded on TherapyNotes and erased after use.

### Room Keys, Flash Drive, and Reservations

Keys and a flash drive that are secured on an SDSU lanyard can be checked out for the counseling and recording rooms can be checked out from the CHD department office for the semester with a security deposit of \$25.00. The student is responsible for the replacement cost (minus the \$25 security deposit) of any items not returned at the end of the semester.

Students schedule their sessions via the Counseling Room Reservation Binder in the CHD department office or through a scheduling program as discussed in class. The rules for making a reservation are:

1. Verify a room is available *before* scheduling the session at least a day in advance. Sessions may only be scheduled two weeks in advance
2. Sessions are scheduled on the hour, for example 1:00-2:00, not 1:30-2:30.
3. If a session is cancelled, make the correction in the reservation binder.
4. Do not erase another student's reservation.

### Recording Sessions

Section B.6.c. Permission to Record: Counselors obtain permission from clients prior to recording sessions through electronic or other means.

Students are to obtain permission from clients to record their work for review and presentation to their classmates and to faculty. These recordings must be kept secure to protect the client's confidentiality. Students must also take appropriate steps to secure all documentation and client files in accordance with the guidelines described above, and to erase or destroy client recordings in a timely manner or at the end of the semester.

### Community Referral Sources

#### Emergencies

If an emergency exists or if there is a possibility that an emergency will develop with a client, the faculty supervisor should be contacted to assist the student in considering the following referral sources:

Brookings/Rapid City Police Dept .....	911
Brookings County Sheriff Emergency .....	(605) 692-5212
Pennington County Sheriff Emergency .....	(605) 934-2151

#### Main Campus: Brookings

Children's Protective Services .....	(605) 688-4330
24 Hour Drug Helpline .....	1-800-333-2294
Suicide Prevention Helpline .....	1-800-333-4444
Alcoholic's Anonymous.....	(605) 692-6070
Domestic Abuse Shelter .....	(605) 692-7233
Rape Crisis.....	(605) 692-7233
Brookings Family Resource Network .....	(605) 688-5730
SDSU Health Service .....	(605) 688-4157
.....	(605) 688-5588
SDSU Counseling Center .....	(605) 688-6146

**West River Campus: Rapid City, SD**

Children's Protective Services .....	(605) 394-2434
24 Hour Drug Helpline .....	1-800-333-2294
Suicide Prevention Helpline .....	1-800-333-4444
Alcoholics Anonymous .....	(605) 394-9214
Women Against Violence.....	(605) 341-4808
Rape Crisis.....	(605) 341-4808
Black Hills Legal Services .....	(605) 342-7171
Behavioral Management Services.....	(605) 342-4303
Youth & Family Services Hotline .....	(605) 342-4303

**Sioux Falls General Area**

**Counseling**

Lutheran Social Services (Sliding fee) .....	357-0131 or 1-800-568-2401
Volunteers of America Life-marks (Sliding fee) .....	332-6128 or 334-1414
Southeastern Behavioral Healthcare (Sliding fee).....	336-0510
Marriage and Family Therapy Center (Sliding fee).....	334-2696
Stronghold Counseling Services .....	334-7713
Knapp Counseling and Associates (Sliding fee).....	373-9330
Mental Health Associates.....	339-6949
Midwest Psychiatric Medicine .....	322-7580

University Psychiatry Associates ..... 322-5700  
 Wellspring Therapy Center..... 335-1516  
 Dakota Psychological Center..... 373-9066

**Abuse/Victim Issues**

Children's Inn..... 338-4880  
 Mita Maske Tiki/My Sister's Friend's House ..... 731-1950  
 Rape & Domestic Abuse Center ..... 339-0116 or 1-877-IN-CRISIS  
 Family Violence Project..... 339-0116  
 Minnehaha County Victim Witness Assistant..... 367-4226  
 South Dakota Crime Victim's Compensation ..... 1-800-696-9476

**SD Dept. of Social Services**

Child Protection ..... 367-5444  
 Adult Services..... 367-5400

**Crisis Lines**

HELPLINE + General knowledge ..... 211 or 1-877-708-4357  
 Avera McKennan Hospital..... 322-4065 or 1-800-691-4336  
 Sioux Valley Hospital ..... 328-4777 or 1-888-996-4673

**Special Needs**

Adoption: Lutheran Social Services ..... 336-3347 or 1-888-201-5061  
 Credit Counseling Services: LSS ..... 330-2700 or 1-888-258-2227  
 American Indian Services ..... 334-4060  
 Pregnancy: Bright Start..... 367-5360  
 East River Legal Services ..... 336-9230

**Mediation**

Turbak Conflict Resolution ..... 336-7739

**Basic Needs**

Community Outreach ..... 313-3935  
 Minnehaha County Welfare..... 367-4217  
 Salvation Army ..... 338-6649  
 South Dakota Economic Assistance ..... 367-5500

**Free Medical**

Heuermann Counseling Center..... 336-1974  
 Avera McKennan Healthcare Clinic..... 322-6800

**Food**

Banquet ..... 335-7066

Food Service Center/Pantry..... 335-6921

### Housing

St. Francis House ..... 334-3879

Union Gospel Mission ..... 334-6732

Interlakes Community Action/Homeless Program ..... 334-2808

### Substance Abuse/Treatment

Keystone Outreach..... 335-1820

Carroll Institute Treatment Services ..... 336-2556

Avera McKennan Outpatient Services ..... 322-4079

Counseling Resources ..... 331-2419

First Step Counseling ..... 361-1505

Lutheran Social Services (*assessments only*) ..... 357-0131 or 1-800-568-2401

### Program Directory

#### [Website](#)

#### Main Campus

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South Dakota State University  
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