

**CPSY 505 PRACTICUM IN COUNSELING  
LEWIS AND CLARK COLLEGE  
CPSY 505-01  
InAct, Inc: 727 24th Ave, Portland  
Summer 2008**

Mondays 11:15-12:45am

First Class 9/15 (This class only: 8:30-12:30)

Last Class 12/1

Supervision Sessions: Mondays 10:30-11:15 & Wednesdays 2:30-3:15.

Cathy Moonshine, Ph.D., MAC, CADC III  
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**Community Counseling Practicum Program**

**Catalogue Description CPSY 505**

Working with clients in an agency or school setting under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling.

Credit: 3 semester hours

Prerequisites: CPSY 503, 512 or 513, 579, 580.

Required: Student Liability Insurance and Criminal Background Check

**Required Textbooks:**

Young, M.E. (2005). *Learning the art of helping*. New Jersey: Prentice Hall.

Obert, J.L. et al. (2006). *Counselor's treatment manual: Matrix Intensive outpatient treatment for people with stimulant use disorders*. Rockville, MD: Substance abuse and mental health services administration.

Sacks, S. & Ries, R. (2005). *Substance abuse treatment for persons with co-occurring disorders: A Treatment improvement protocol: 42*. Rockville, MD: Substance abuse and mental health services administration.

**Both Obert & Sacks text will be supplied by the professor at no cost.**

### General Description

The practicum program is designed to provide a beginning clinical counseling experience for Counseling Psychology graduate students. Students are assigned to a community mental health agency or school setting where they acquire training and knowledge working directly with clients from the community. During this part of their training they are closely supervised by licensed clinicians who are employed as Lewis & Clark adjunct faculty. Practicum students have been trained in basic counseling micro skills and are developing a basic understanding of client issues. Students have taken classes in: Introduction to Professional Counseling, Law and Ethics as well as Counseling Theories. It is highly recommended that students take Group Counseling concurrent with their practicum class.

### Practicum Requirements

The following requirements were established by Community Counseling Program faculty and standards set forth by the Council for Accreditation of Counseling and Related Educational Programs. Students are at their practicum site for around **10-12 hours a week**.

#### Graduate Student Minimum Requirements per 14 Week Semester

TYPE OF ACTIVITY	HOURS REQUIRED
<b>Direct service</b> means face to face interaction with clients either; individually, in groups including psycho educational groups, in consultation, teaching human development skills or activities that are working with clients. Fifteen hours should be in group work.	<b>Total Direct Service 40 hours</b>
<b>Supervision</b> is provided by a clinically licensed Lewis and Clark Adjunct faculty. Each week students have the following scheduled supervision along with ongoing informal supervision.  <b>Per Week: 1.5 hour</b> of Group supervision and <b>1 hours</b> of Individual/Triadic supervision	<b>Total hours Group Supervision 21 hours</b>  <b>Total hours Individual Supervision 14 hours</b>
<b>Indirect Hours</b> includes observation, training, paperwork, assigned homework, outside reading (some of these hours could be used for additional direct service)	<b>Total Indirect Service 75 hours (Or additional direct client hours)</b>
<b>Total Semester Hours</b>	<b>150 hours</b>

## **Evaluation**

The attached criteria for evaluation serve as competency guidelines and outcome assessments for the development of clinical skills and professional counselor qualities. These competencies reflect the mission and training philosophy of the Lewis and Clark Community Counseling Program and are aligned with competencies established by the Council for Accreditation in Counseling and Related Educational Programs for Community Counseling Programs. In this evaluation process, it is important to keep in mind that the Lewis and Clark Community Counseling Program frames all therapeutic work as connected to the broader project of recognizing and addressing issues of social justice. This means that factors such as the following are acknowledged as essential in considering how the forces of power and oppression impact the well-being of each individual and the relationships in their lives: physical ability, culture, race/ethnicity, social and political forces, socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, gender and sexual orientation and age.

Students will be evaluated using these competency guidelines and outcome assessments mid way through their practicum as well as at the completion. Students are advised to use these evaluations for learning competencies guidelines through out their training. The evaluations are used to generate a dialogue between student and supervisor about the student's training and professional growth. If students are not making adequate progress in their practicum work the adjunct faculty will first discuss this with the student and if needed, notify the student's advisor as well as the practicum coordinator to devise a plan for student support. **(See attached evaluations.)**

## **Course Grading**

Class is graded as credit/no credit. Students will be introduced to evaluation criteria at the beginning of practicum with evaluations completed mid term and at the finish of class. Evaluations include the student's openness to supervision, counseling competence, self awareness and ethical considerations. Inability to perform at the expected level of competency requires a meeting with class instructor and practicum coordinator. The outcome of this meeting might result in one or more of the following: additional requirements, retaking the class or meeting with a committee of faculty members to determine other outcomes. Upon the completing of the class each student will write a brief reflection paper with a description of strengths and further areas of desired growth. Part of this final evaluation will include a formal readiness to move forward determination. Failure to complete the required number of direct hours may result in a deferred grade.

## **Ethical Standards of Behavior**

All students will follow the Ethical Guidelines as set forth by the American Counselors Association. Students are expected to abide by all college rules as well as follow the statutes of both Oregon and Washington pertaining to professional counseling practice. Students, under supervision, will be expected to make mandated

reports. Students will behave in a manner that reflects the integrity of the role of a professional of counselor. Students who violate the laws of the state or ethical practices will be removed from a site. A committee of faculty members, including the student's advisor, will be formed to address the student's situation and recommend possible outcomes.

### **Course Objectives**

The following course objectives are informed by the guidelines and objectives set forth by the Council for Accreditation of Counseling and Related Educational Programs for a practicum class.

- ❖ Practicum students will engage in a helping relationship with their clients focusing on the development of the therapeutic relationship.
- ❖ Demonstrate consistent use of micro skills which includes interviewing skills, client conceptualization and effective use of prevention/intervention strategies
- ❖ Demonstrate engaging in a therapeutic relationship based on benevolence, trustworthiness and authenticity
- ❖ Demonstrate intake interviews as well as appropriate client assessments and screening
- ❖ Demonstrate evaluation of risk factors related to client's safety and welfare as well as perpetrator of violence or abuse
- ❖ Demonstrate appropriate documentation and record keeping skills
- ❖ Utilize effective treatment planning, goal planning and termination plans
- ❖ Engage in case presentations, consultation, communication with supervisor and peers utilizing professional language
- ❖ Utilize community resources and understanding of how to access and refer, as well as consult with outside agencies as necessary
- ❖ Maintain ethical counseling standards with an ability to identify ethical issues, their evaluation, use consultation and engage in the ethical decision making process
- ❖ Maintain a protocol for self-care, identifying personal support systems, appropriate boundary management and life activities that generate overall well being.

### **Course Requirements**

Full participation is expected in all aspects of the practicum experience which includes, direct client contact, group and individual supervision, continued development of counseling skills, outside research or reading related to client issues as well as required reading as outlined in class schedule. Students will participate in their evaluation process mid term and final as well as the writing of a short reflection paper for their final evaluation that reflects on their growth and future focus of professional counselor development.

### **Taping**

Students will be provided the opportunity for audio/video taping and/or live supervision. It is required that at least one taped recording of the student working with a client be made during the semester. An alternative to this is a transcribed audio tape as well as live supervision observed by the adjunct faculty.

### **Course Attendance**

Absence requires notification to instructor (2 weeks in advance if known especially if missing a scheduled client session.) Missing more than 4 hours requires additional assignments. Missing more than 8 hours is a failure to complete practicum. Unexcused absences will result in a loss of supervision credit and counseling hours for that week. Unexcused absences will require a letter of explanation submitted to the instructor.

### **Final Paperwork:**

To complete the class students must submit copies of their evaluations, a signed *Readiness to Move Forward* document which includes written objectives for future work as well as the practicum evaluation form to Marsha White in the office of Practicum/Internship Administration.

### **Americans with Disability Act**

Any student who because of a disability requires some special arrangements in order to meet course requirements should contact the professor as soon as possible to make necessary accommodations.

## Class Schedule

Class # 1	Sept 15	Introductions & Orientation: Reading: Matrix Counselor's Treatment Manual
Class # 2	Sept 22	Assessment Overview Readings: TIP 42: Chapter 1 Art of Helping: Chapters 1
Class # 3	Sept 29	Readings: TIP 42: Chapter 2 Art of Helping: Chapters 2
Class # 4	Oct 6	TIP 42: Chapter 3 Art of Helping: Chapters 3
Class # 5	Oct 13	TIP 42: Chapter 4 Art of Helping: Chapters 4
Class # 6	Oct 20	TIP 42: Chapter 5 Art of Helping: Chapters 5
Class # 7	Oct 27	TIP 42: Chapter 6 Art of Helping: Chapters 6
Class #8	Nov 3	TIP 42: Chapter 7 Art of Helping: Chapters 7
Class # 9	Nov 10	TIP 42: Chapter 8 Art of Helping: Chapters 8
Class # 10	Nov 17	TIP 42: Appendix G Art of Helping: Chapters 9
Class # 11	Nov 24	TIP 42: Appendix H & J Art of Helping: Chapters 10
Class # 12	Dec 1	

## Lewis and Clark Counseling Psychology Department Semester Summary Report of Practicum Hours\*

*Student Name:* \_\_\_\_\_ *Phone:* \_\_\_\_\_ *E-mail:* \_\_\_\_\_

*Practicum Site:* \_\_\_\_\_

*Faculty Practicum Supervisor:* \_\_\_\_\_

<b>DIRECT SERVICE SUMMARY</b>	<b>HOURS</b>
Intake/Assessment	
Individual Counseling	
Group Counseling	
Clinical Observations	
<b>TOTAL</b>	

<b>SUPERVISION SUMMARY</b>	<b>HOURS</b>
Site Supervision (Dyadic)	
Site Supervision (Group)	
<b>TOTAL</b>	

<b>OTHER ACTIVITIES SUMMARY</b>	<b>HOURS</b>
Training, consulting, readings	
Client notes, recordkeeping, other activities	
<b>TOTAL</b>	

<b>HOURS</b>	
<b>SEMESTER GRAND TOTAL</b>	

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* On this sheet, total the number of hours you have recorded on the Counseling Psychology Practicum Log of Daily/Weekly Activities during the semester. Please round to nearest quarter hour and keep a copy for your own professional records.





## Lewis and Clark College Counseling Psychology Counseling Readiness Rating Scale

Counseling Student Name:	Date:	
Program:	Advisor:	Graduation Date:
505 Instructor:	Cathy Moonshine, Ph.D., MAC, CAC III	505 Site: InAct @ VOA

- |    |   |
|----|---|
| R6 | Highly recommend promotion to the next level of supervised experience |
| R5 | Recommend promotion to the next level of supervised experience        |
| R4 | Recommend promotion to the next level with some reservations          |
| R3 | Recommend promotion to the next level major reservations              |
| R2 | Recommend student repeat current level to bring up performance        |
| R1 | Recommend faculty review of student's progress in the program         |

R5	Judgment of READINESS for the next level of supervision
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Instructor's Comments:
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Future Learning Objectives:
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_____ Student's Signature	_____ Date
_____ Faculty's Signature	<u>11/25/07</u> Date

**Practicum/Internship Professional Clinical Competencies**

AS: Average score taken from 1-10 ratings on Practicum & Internship Competencies and Evaluations

Attempts 1-2      Emerging 3-4      Consistent use 5-6      Integrated Style 7-8      Meets Competency 9-10

Practicum Range 2-7

Internship Range 5-10

<p><b>1. The Therapeutic Relationship</b>                  Client's welfare                  Respect &amp; beneficence                  Client relationship                  Trustworthiness, genuiness                  Cultural awareness                  Worldview</p>
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AS

<p><b>2. Micro Skills</b>                  Micro Skills                  Paraphrasing                  Reflecting Emotions                  Reflect Meanings                  Summarizing</p>
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AS

<p><b>3. Conceptualizations</b>                  Lifespan Models                  Client's Worldview                  Theory Scaffold                  Systemic Components                  Issues of Social Justice                  Deeper &amp; Implied Meanings</p>
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AS

<p><b>4. Interventions</b>                  Supports &amp; Challenges when Appropriate                  Translates problems to outcome goals                  Keeps session moving forward                  Comfortable with issues &amp; feelings                  Formulates appropriate interventions</p>
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AS

<p><b>5. Managing the Session</b>                  Understands Informed Consent                  Explains counseling dynamic                  Limits of Confidentiality                  Appropriate Assessments                  Accurate Documentation                  Referrals &amp; Terminations</p>
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AS

<p><b>6. Legal Responsibilities</b>                  Informed consent                  Confidentiality                  Mandate reporting                  Minors and the law</p>
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AS

<p><b>7. Group Work</b>                  Understands Group Dynamics                  Facilitate process                  Manage group conflict                  Supports all group members                  Group leader with intent &amp; purpose</p>
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AS

<p><b>8. Multicultural/Diversity</b>                  Respectful &amp; honoring                  Awareness and Knowledge                  Resource and consult                  Self-awareness of own culture/view &amp; bias</p>
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AS

<p><b>9. Supervision Consultation</b>                  Appropriate and timely                  Persistence to understand client issues                  Resource and seek out                  Open to supervision                  Responsive to supervisor input</p>
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AS

<p><b>10. Ethics &amp; Professional Integrity</b>                  Comprehension                  Use of Ethical decision Making Model                  Review of various ethical guidelines                  Client Autonomy                  Beneficence                  Does not mislead client                  Professional relationships with Peers</p>
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AS

<p><b>11. Professional Role, Responsibility &amp; Self-Management</b>                  Examined personal worldview                  Self-awareness and personal bias                  Transference/countertransference                  Professional boundaries                  Resolve personal Issues</p>
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AS

**Practicum & Internship Competencies and Evaluations  
Community Counseling Program  
Counseling Psychology Department  
Lewis & Clark College**

Supervisee Name: \_\_\_\_\_ Date: 11/25/2007

Practicum/Internship Site: InAct, Inc. Supervisor: Cathy Moonshine, Ph.D., MAC, CADC III

*The following criteria for evaluation serve as competency guidelines and outcome assessments for the development of clinical skills and professional counselor qualities. These competencies reflect the mission and training philosophy of the Lewis and Clark Community Counseling Program and are aligned with competencies established by the Council for Accreditation in Counseling and Related Educational Programs for Community Counseling Programs. In this evaluation process, it is important to keep in mind that the Lewis and Clark Community Counseling Program frames all therapeutic work within the broader project of recognizing and addressing issues of social justice. This means that factors such as the following are acknowledged as essential in considering how power and oppression impact the well-being of each individual and the relationships in their lives: physical ability, culture, race/ethnicity, social and political processes, socioeconomic status, exile/migration, religious and spiritual beliefs, language, education, gender, sexual orientation and age.*

Scoring Key Evaluation of Clinical Skills & Professional Qualities					
1-2 Not Met Competency	2-3 Attempts Skill	4-5 Emerging Skill	6-7 Consistent Use	8-9 Integrated Style	10 Professional Style
Expected levels of performance: Practicum: 2-7 Internship: 5 -10					
Practicum: 0-1 levels of performance require a meeting with Lewis and Clark Faculty supervisor.					
Internship: 0-4 levels of performance require a meeting with Lewis and Clark Faculty supervisor					

**Clinical Skills**

Please write the numerical score that best represents a student's level of skill next to each					
<b>Building a Therapeutic Relationship</b>					
1	Client welfare is the priority of therapeutic work				
2	Establishes an environment of safety, trustworthiness and beneficence				
3	Clients are treated with respect especially in honoring their values and unique worldviews				
4	Explains and maintains limits of confidentiality				
5	Displays empathy and mindfulness when working with client				
6	Embraces cultural awareness and seeks to understand client's worldview				
7	Maintains self-awareness of projecting personal values & biases onto client				
8	Establishes a working relationship with clients				
9	Is genuine and congruent in emotional presence				
10	Demonstrates awareness of power differences in counseling relationship				
Average Score	0				
1-2 Not Met Competency	2-3 Attempts Skill	4-5 Emerging Skill	6-7 Consistent Use	8-9 Integrated Style	10 Professional Style
Expected levels of performance: Practicum: 2-7 Internship: 5 -10					
Comments:					

Please write the numerical score that best represents a student's level of skill next to each

**Micro-Skills**

- 1 Uses paraphrasing and "encouragers" for non-directive deep listening
- 2 Able to reflect client's thoughts for understanding and implied meanings
- 3 Able to reflect client's emotions for awareness, expression and exploration
- 4 Uses questions with intent to gather information, to clarify or to challenge
- 5 Notes with intent connections, themes or discrepancies in client's portrayals
- 6 Is able to reflect deeper client meanings and can reframe client's experience
- 7 Uses appropriate self-disclosure for client benefit
- 8 Able to summarize client concerns and focus client work
- 9 Able to frame the client's goals and work towards "solutions"
- 10 Uses silence with comfort and intent.

Average Score 0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Conceptualization**

- 1 Employs useful theory as a framework for understanding clients
- 2 Utilizes developmental and lifespan models to understand client
- 3 Employs critical elements of client's worldview and life circumstance to frame understanding
- 4 Recognizes elements of client concerns that are "normative" from problematic issues
- 5 Discriminates and tracks the main issues presented by the client
- 6 Can identify cognitive components of client issues
- 7 Can identify affective components of client issues
- 8 Can identify behavioral components of client issues
- 9 Can identify systemic components of client issues
- 10 Understands clients implied and underlying deeper meanings

Average Score 0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Interventions**

- 1 Can develop and implement appropriate interventions
- 2 Is comfortable with a variety of feelings and issues shared by the client
- 3 Provides support to the client when appropriate
- 4 Challenges the client when appropriate
- 5 Assists client in translating problems into realistic outcome goals
- 6 Evaluates the client's stability and revises intervention plans accordingly
- 7 Keeps the client and session moving forward in collaborative goals
- 8 Good timing, responds in the optimal moment
- 9 Employs well thought out interventions with a clear understanding of desired outcomes
- 10 Utilizes sound clinical hunches and educated intuitions

Average Score 0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Managing the Session**

- 1 Makes and keeps client appointments
- 2 Explains to client the informed consent document including the client's rights
- 3 Helps client understand the nature of the counseling process
- 4 Conducts timely and appropriate intake/first session
- 5 Employs appropriate methods for assessing client status
- 6 Takes and utilizes appropriate clinical notes
- 7 Completes required paperwork
- 8 Is timely, guides session within timeframe and ends session on time
- 9 Understands when and how to terminate client services
- 10 Uses appropriate referral process

Average Score 0.0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Legal Responsibilities**

- 1 Understands the limits of client confidentiality including the use of informed consent
- 2 Understands the criteria requiring the making of a mandated report
- 3 Knows how to make a report and to which agency
- 4 Understands the differences in legal status between minors and "legal" adults
- 5 Follows state laws and seeks out consultation in every instance of legal uncertainty

Average Score 0.0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Group Work**

- 1 Demonstrates understanding of group dynamics and developmental stages
- 2 Is able to facilitate group process including the relational process of the group
- 3 Responds to and understands group member's roles and behaviors
- 4 Utilizes skills to listen to the group and reflect the group work
- 5 Is able to challenge the group and manage conflict within the group
- 6 Addresses the relational issues presented by the nature of group diversity
- 7 Establishes honoring, respect and inclusion for all group members
- 8 Provides support for the voice and expression of all group members
- 9 Establishes an environment of beneficence, trust and safety throughout the chaos of group work
- 10 Addresses the unique aspects of confidentiality inherent in group work
- 11 Assumes the role of group leader with intent and purpose
- 12 Exhibits use of theory as well meaningful interventions to guide group work.

Average Score 0.0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

**Professional Qualities**

Please write the numerical score that best represents a student's level of skill next to each

**Multiculturalism & Diversity**

Knows client's worldview to consist of at least these elements: culture, age, gender, race, ethnicity, national origin, sexual orientation, physical challenges, intelligence, language, education, socioeconomic status, personal philosophies, religious/spiritual beliefs and practices and exile status.

- 1 Embraces the reality of the forces of power and oppression inherent in the dynamics of the client's
- 2
- 3 Seeks out resources and consultation in order to understand client's worldview
- 4 Engages in ongoing work to generate self-awareness of personal worldview, prejudices and
- 5 Relates to clients with an attitude of honoring and respectfulness
- 6 Considers and integrates a client's worldview as part of clinical conceptualizations and inter
- 7 Understands the influence of their own worldview to application of theory and interventions v
- 8 Is able to openly and non defensively examine and challenge their own attitudes, biases, prejudices and assumptions
- 9 Advocates for client's rights and actively seeks to remove barriers that impede access to fair
- 10 Participates in honoring and respectful portrayals of clients and their issues with the profess

Average Score 0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Supervision & Consultation**

- 1 Seeks out both supervision and consultation with an attitude of openness
- 2 Seeks out supervision and consultation appropriately and in a timely manner
- 3 Follows directives of supervisor when related to well being of the client
- 4 Remains open to learning from supervision, especially when confronted with concerns
- 5 Maintains a good working relationship with supervisor and seeks to resolve issues

Average Score 0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Ethics & Professional Integrity**

- 1 Possesses and references a copy of appropriate and current professional ethical guidelines
- 2 Employs a clear ethical decision making model for analyzing and resolving issues
- 3 Refrains from making statements that are false or misleading
- 4 Avoids improper and potentially harmful dual relationships
- 5 Respects fundamental rights, dignity and worth of all people including right to confidentiality
- 6 Insures client choices regarding self-determination and autonomy
- 7 Conducts self in an ethical manner
- 8 Demonstrates sensitivity to real and ascribed differences in power
- 9 Does not exploit or mislead people during or after professional relations
- 10 Relates to peers, professionals and others in a manner consistent with professional standards

Average Score 0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please write the numerical score that best represents a student's level of skill next to each

**Professional Role, Responsibility and Self-Management**

- 1 Demonstrates an awareness of own personal worldviews
- 2 Exhibits appropriate levels of self-assurance and confidence
- 3 Establishes appropriate boundaries within and outside of session
- 4 Is able to manage personal stress effectively
- 5 Is able to tolerate ambiguity and conflict
- 6 Demonstrates comfort with individual and cultural differences
- 7 Maintains appropriate self-control (anger/impulse) with faculty, supervisors, peers & others
- 8 Has the ability to receive, utilize and integrate feedback from supervisors, peers, teachers and
- 9 Follows professionally established methods of conflict resolution, starting with addressing the issues with whom the conflict exists
- 10 Takes responsibility for compensating for his/her deficiencies
- 11 Takes responsibility for assuring other's welfare when encountering the boundaries of their e
- 12 Provides only those services and applies only those techniques for which she/he is qualified by education,

Average Score 0.0

1-2	2-3	4-5	6-7	8-9	10
Not Met Competency	Attempts Skill	Emerging Skill	Consistent Use	Integrated Style	Professional Style

Expected levels of performance: Practicum: 2-7 Internship: 5 -10

Comments:

Please use the following area to summarize key points of the student's work as well as reflections on their growth as a counseling professional. Be sure to describe any concerns about the student's progress and note how these concerns will be addressed.

Comments:

_____ Supervisee's Signature	_____ Date
_____ Supervisor's Signature	<u>11/25/2007</u> Date
_____ Faculty Member's Signature	_____ Date