

University of Baltimore

VII – 5.9 STANDARDS AND EXPECTATIONS FOR GRADUATE COUNSELING PSYCHOLOGY STUDENTS

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MASTER OF SCIENCE IN APPLIED PSYCHOLOGY – COUNSELING PSYCHOLOGY
AND
CERTIFICATE IN PROFESSIONAL COUNSELING STUDIES
UNIVERSITY OF BALTIMORE

These Standards and Expectations for Graduate Counseling Psychology Students apply to all University of Baltimore (“UB”) students enrolled in the Master of Science in Applied Psychology – Counseling Psychology Concentration or the Certificate in Professional Counseling Studies (“CPCS”) programs (“UB Counseling Psychology Programs”), regardless of a student’s concentration, specialization, or ultimate professional goals.

The UB Counseling Psychology Programs faculty seek to prepare competent professionals to enter the counseling field. It is to this end that the following policies and practices have been developed. The faculty recognize that many incoming students already possess these desired qualities to a high degree – either because of their natural gifts and talents or because of training and professional experience. Some, however, need more specific direction and guidance to grow in these qualifications. Only in cases where significant problems of professional competence exist, or where a serious ethical breach has been identified, will a process for program expulsion be initiated. In all other cases, faculty will work diligently with students to ensure that concerns are resolved and that the students remain in good standing in the program.

UB’s Counseling Psychology Programs prepare students to become mental health service professionals, and most graduates will become licensed clinicians. For this reason, it is essential that **all** students in UB’s Counseling Psychology Programs demonstrate competency in the eight criteria listed below. A professional counselor must be able to establish relationships of trust with clients from different backgrounds and with different needs in individual, group, and other therapeutic settings. Therefore, individuals who enter the counseling profession must not only be knowledgeable and capable, but must also exhibit empathy, honesty, flexibility, and adaptability. The faculty of UB’s Division of Applied Behavioral Sciences (“ABS”) endeavor to prepare all students in UB’s Counseling Psychology Programs to be competent professionals in the counseling field.

The Counseling Psychology Committee consists of the full-time counseling faculty and the graduate Counseling Psychology Program Director (“Program Director”). The Counseling Psychology Committee reviews all students in UB’s Counseling Psychology Programs formally at least once per year. Others that may be consulted with during the review process include other

faculty members and/or other individuals associated with the student’s training (e.g., clinical, assessment, and/or research supervisors) when they have had instructional or professional educational contact with the student and therefore have information relevant to the review, or for other circumstances on a case-by-case basis. Students can also request input into the review process by individuals of their choice. These reviews, which **may** involve personal interviews, are based on, but not limited to, the following criteria:

- a. Academic performance and skills,
- b. Oral and written communication skills,
- c. Motivation for academic and professional competence,
- d. Adherence to professional ethical standards,
- e. Openness to beliefs and values other than their own,
- f. Capacity for self-reflection and personal growth,
- g. Maturity as reflected by attitude toward self and others, and
- h. Willingness to seek as well as provide therapeutic assistance

These criteria are based on the mission and objectives of UB’s Counseling Psychology Programs, and are further explained in Appendix A. In addition to the above broad criteria, UB’s Counseling Psychology Programs also use the Master’s in Psychology and Counseling Accreditation Council (“MPCAC”) curriculum standards, the Formal Student Evaluation and Feedback form, the Supervisor’s Evaluation of Practicum/Internship Student form, and the Professional Counseling Performance Evaluation (“PCPE”) to assess student development and behavior in terms of students’ overall program performance, clinical placement performance, and classroom performance (see Appendices B, C, D, and E).

Problems of Professional Competenceⁱ

Problems of professional competence are student behavior issues that indicate professional deficiency, incompetence, ethical misconduct, and/or problematic behaviors.

Professional Deficiency is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that affects professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when a student does not follow the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, the American

ⁱ Portions of this policy were adopted, with permission, from the Seton Hall University, Department of Professional Psychology & Family Therapy’s Policy on the Retention and Remediation of Students, 2018, available at <https://www13.shu.edu/offices/upload/studentretention.pdf>.

Counseling Association's Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists' Code of Ethics, and/or the Board of Examiners of Psychologist's Code of Ethics and Professional Conduct. These codes are intended to provide both the general principles and the decision rules to cover most situations encountered by students in their professional activities.

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients' diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into professional deficiency status [Lamb, Cochran, & Jackson (1991). *Professional Psychology: Research and Practice*, 22, 291-296].

Informal Identification of Problems of Professional Competenceⁱ

Any faculty member, supervisor, or student may raise an issue with student behavior at any time. Practicum and/or Internship site supervisors should initially discuss their concerns with the student's course instructor and/or Program Director, who will gather additional information and raise the issue at the next scheduled Counseling Psychology Committee meeting. Students who have a concern about a fellow student should first discuss the issue with their assigned faculty mentor or the Program Director, who will then raise the issue with the other program faculty and Program Director. Program faculty members will protect the privacy of the student reporting the potential problem of professional competence (if possible), and may request that the reporting student meet with them to provide additional information. The Counseling Psychology Committee will briefly discuss the potential problem during the meeting in which it is raised, and if necessary, the faculty mentor of the student concerned will gather additional data and will report to the Counseling Psychology Committee within 14 calendar days. If the concern appears to be a valid problem of professional competence, a formal review of the student will take place. If an issue arises between semesters, the Program Director and, when indicated, an additional faculty member (e.g., counseling psychology faculty member, division chair, etc.) will temporarily constitute the Counseling Psychology Committee.

***Note: Problems of Professional Competence may also encompass potential violations of other University policies, including without limitation, the Academic Integrity Policy (<https://www.ubalt.edu/policies/administrative/I-2.3.pdf>), the Student Code of Conduct (<https://www.ubalt.edu/policies/administrative/I-2.1.pdf>), and the Sexual Misconduct Policy (<https://www.ubalt.edu/policies/administrative/II-7.1.pdf>). In those instances, the program faculty may be required to make a report to the appropriate individual pursuant to the applicable policy for consideration and adjudication under that policy. Students will be notified of such reports.*

Formal Review of Counseling Psychology Students

In order to remain in their programs, all students in UB's Counseling Psychology Programs must pass formal reviews by the Counseling Psychology Committee occurring at the end of each academic year. A student's continuance in the programs will be based on these reviews.

Instructors in any or all counseling classes may use the PCPE (see Appendix E) to assist in assessing students on the program criteria (see Appendix A). Students will receive notification of the outcome of these annual formal reviews by May 31.

Formal reviews will result in one of the following recommendations:

- a. Continuance in good standing (communicated by email letter by faculty mentor and/or the Program Director);
- b. Continuance with remediation (communicated by email letter and verbally by the faculty mentor and/or Program Director); or
- c. Program Expulsion, with no readmission to program or any iteration of the program under a different name (communicated by email letter and verbally by the faculty mentor and Program Director).

Note: When the faculty mentor and Program Director are the same person, a second program faculty member may be appointed by the Program Director to attend meetings with the student under remediation.

Any person involved in a student's training may request that the Counseling Psychology Committee conduct an additional formal review of the student at any point during the student's progress through the program. Thus, some students may receive more than one formal review in an academic year.

Remediation

If a student's formal review results in a remediation plan, then the Counseling Psychology Committee will use the Remediation Plan Form to specify the problematic behavior(s), the remediation behavioral objective(s), method(s) of remediation, student progress, and so forth (see Appendix F).

Remediation plans may require additional supplementary educational preparation (e.g., workshops, tutorials, or courses), individual or group psychotherapy, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, a leave of absence, or other changes in the student's behavior. It is the responsibility of the student to independently undertake and document, to the satisfaction of the Counseling Psychology Committee, the successful completion of any required remedial activity by the dates indicated in their individualized remediation plans.

In general, students who have begun a process of remediation will not take additional coursework toward completion of their degree or certificate requirements until they have received confirmation from the Counseling Psychology Committee that they have met program and/or academic standards and may proceed toward completion of the degree or certificate requirements. This confirmation may not occur until the next formal review or later. In some cases, the Counseling Psychology Committee may grant special permission for a student in remediation to enroll in up to nine (9) credits prior to receiving confirmation that standards have been met. However, this decision is solely at the Counseling Psychology Committee's discretion,

and will be determined on a case-by-case basis. The Counseling Psychology Committee will identify the specific courses the student is permitted to take during the remediation period. Students who receive a recommendation of “continuance with remediation” will be reviewed for progress on their remediation issue(s) at the time specified in their individualized remediation plans.

Grievances

If a student is unsatisfied with the procedures or outcomes of a formal review, the student may initiate the informal grievance procedure, in accordance with UB policy. For more information, please visit [the UB Policy Guide, Section I, Student Affairs, Subsection 8, UB I-8.3: Other Academic Grievances](#).

UB’s Counseling Psychology Programs’ Informal Grievance Procedure:

In the event of an inconsistency between the procedure set forth here and the procedure set forth in the UB Policy Guide, the procedure stated here governs.

- Student requests a meeting by writing a formal statement (written communications by email are acceptable for this purpose) to the counseling psychology faculty member(s) within 14 days of the incident that is cause for the student’s concern.
- Within 14 calendar days upon receiving the student’s request, a meeting will be scheduled between the student and at least two faculty members from UB’s Counseling Psychology Programs (one of which should be the Program Director or the Program Director’s representative)
 - If an agreement can be reached, the matter is considered resolved.
 - If an agreement cannot be reached, the faculty member does not respond to student’s request within 14 days, or the faculty member is unavailable, the student may proceed with the formal grievance process.

Formal Grievance Procedure (see UB Policy Guide for full procedure):

- Student provides a written submission to the division chair of the program in which the course was taught. If the division chair has a conflict of interest, the dean of the relevant school will appoint an unbiased decision-maker.
- Student’s written submission will:
 - state that the consultation requirements of the informal process have been met,
 - state clearly the reasons or grounds for challenging his or her treatment as unfair,
 - contain a concise statement of the facts relevant to the challenge, and
 - contain the resolution sought.
- Within 14 calendar days of receiving the student’s written submission, the division chair or decision-maker will meet jointly with the student, faculty member, and any party who may be helpful to a determination.
- The decision-maker will render a written decision within 14 calendar days of this meeting.

- Appeal of Formal Grievance Decision: Either the student or the faculty member may appeal the decision on an academic grievance, in writing, within 14 calendar days of the written decision. The appeal will be submitted to the dean of the school in which the course was taught or that dean's designee. If appealing to the dean or the dean's designee will create a conflict of interest, the provost will designate an unbiased person to hear the appeal.
 - The person considering the appeal will:
 - provide a notice of the appeal to the parties involved
 - request a response from the party who did not appeal
 - review all materials related to the appeal, and
 - make a final and binding decision on the merits of the appeal or, if he or she is unable to make a decision, request that a hearing board be convened to hear the appeal and make a recommendation to him or her. In either case, a written notice of the decision made on the appeal shall be provided to each of the parties within 14 working days following the submission of the written response.

Students should be advised that:

1. Counseling Psychology Program faculty may consult at any time with other UB personnel.
2. It is possible that any behavior or actions that would be considered cause for remediation or termination from a program may also be considered violations of UB's academic integrity or other student misconduct rules, which may require a separate review process in accordance with UB policies in the [UB Student Handbook](#). [Please see the note above on page 3 for more information.](#)

A Note on Personal Therapyⁱ

The UB Counseling Psychology Programs faculty believe that participating as a client in individual or group counseling or therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare counseling professionals. Experience as a client in personal counseling or therapy is, therefore, strongly recommended for all students in the counseling programs. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional.

Personal therapy may be required for the student to continue in the program. Such requirement would usually be in the context of a remediation plan, based on an identified student problem. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's review or at any time during their continuation in the program. Students who have completed therapy as a remediation requirement must provide written documentation from their therapists to the Counseling Psychology Committee. The student has the right to choose their own therapist for this requirement, and is responsible for any expense related to the evaluation and/or therapy. Students may also consult with program faculty for free or low-cost counseling recommendations in the Baltimore community.

Appendix A

Standards and Expectations for Graduate Counseling Students

In evaluating students' performance, faculty members expect students to meet these standards at a level sufficient for academic and professional competence. The way in which students respond to and recover from feedback about growth opportunities, weaknesses, and infractions is part of the review.

The Standards and Expectations for Graduate Counseling Students include, but are not limited to, the following:

a) Academic performance and skills

You will be evaluated on academic and clinical skill areas, such as quality of completed assignments, writing skills, attendance, basic listening and attending skills, development of a theoretical orientation, record keeping/case notes, and so forth.

b) Oral and written communication skills

Professional counselors must be able to communicate clearly and effectively with clients, colleagues, and others. Students' oral and written communication skills will be evaluated based on students' grades and the observations of instructors.

c) Motivation for academic and professional competence

This is manifest on a regular basis by your classroom performance and preparation. It is manifest by your attitude toward learning and professional development and by your willingness to continually learn and improve your mastery.

d) Adherence to professional ethical standards

Professional ethical standards include those found in the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association's Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists' Code of Ethics, and the Board of Examiners of Psychologist's Code of Ethics and Professional Conduct. UB and ABS standards regarding academic integrity also constitute ethical expectations of students. Professionals and trainees must be aware of these standards and meet them; inattention to or ignorance of these standards does not remove accountability.

e) Openness to beliefs and values other than their own

You must exhibit the ability to work with people whose beliefs and values differ from your own. It should be clear through your interactions with faculty and other students that: (1) you do not impose your own values and beliefs on others, and (2) you do not let your own values and beliefs interfere with the counseling process.

f) Capacity for self-reflection and personal growth

You show that you are willing and able to accept criticism. You are responsive to feedback from those who are more trained and experienced than yourself and also from your peers. You attempt to change those personal and professional behaviors that need

changing. You manifest this through your interactions with faculty, with administrators, and other students.

g) Maturity as reflected by attitude toward self and others

You take your responsibilities seriously. You interact appropriately with peers and professionals. You manifest this attitude through your interactions in the classroom and in all the surrounding environments of UB's Counseling Psychology Programs.

h) Willingness to seek as well as provide therapeutic assistance.

Appendix B
Master's in Psychology and Counseling Accreditation Council (MPCAC) 2017 Curriculum Standards and Relevant Competencies

- A. Professional identity; and ethical and professional standards
- B. Evidence-based theories and practice of counseling and psychotherapy
- C. Multiculturalism and diversity
- D. Theories of psychopathology and relevant classification systems
- E. Tests, measurements, and other assessments of behavior
- F. Research methods and program evaluation
- G. Career development and/or the role of work in peoples' lives
- H. Biological basis of behavior
- I. Developmental basis of behavior
- J. Social/organizational/community basis of behavior
- K. Understanding and use of supervision during applied experiences

The full list of competencies can be accessed at: <http://mpcaccreditation.org/wp-content/uploads/2017/11/CurriculumStandardwithOperationalDefinitions.pdf>

More information about MPCAC and the Masters in Counseling Accreditation Committee ("MCAC"), an MPCAC committee, can be accessed at: <http://mpcaccreditation.org/>

Appendix C
University of Baltimore Formal Evaluation

University of Baltimore College of Arts and Sciences
Applied Behavioral Sciences – Counseling Psychology Concentration

Formal Student Evaluation and Feedback

Date:

Semester / Year:

Student Name:

Master's Specialization: **General Track** **Science** **Practitioner**

OR: CPCS

Faculty Mentor:

Purpose: Faculty feedback on student performance and progress in the program is provided on this form, noting areas of strength and areas for growth. Narrative feedback from faculty is optional.

Process: Faculty mentors will be responsible for writing and disseminating students' formal evaluations for all of their assigned mentees. Full-time faculty members will consult on the final evaluations of each student. Annual formal evaluations will be completed in the Spring semester of each academic year, and will be emailed to students' University of Baltimore email addresses no later than May 31.

When faculty have serious concerns about a student's progress or performance, a face-to-face meeting will be scheduled with the student to discuss the evaluation and areas of concern in further detail. Students who have concerns about their completed formal evaluations should first contact their faculty mentors for face-to-face discussions in accordance with the informal grievance procedures.

Student Name:

| | Significantly Below Develop- mentally Expected Level | Below Develop- mentally Expected Level | At Develop- mentally Expected Level | Exceeds Develop- mentally Expected Level | N/A |
|---|---|--|--|--|-----|
| Academics | | | | | |
| Quality of completed assignments | | | | | |
| Quality of class participation | | | | | |
| Attitude | | | | | |
| Attendance | | | | | |
| Punctuality | | | | | |
| Writing skills | | | | | |
| Clinical Skills | | | | | |
| Basic attending and listening skills | | | | | |
| Case conceptualization | | | | | |
| Use of appropriate counseling techniques | | | | | |
| Evidenced-based treatment planning | | | | | |
| Development of a theoretical orientation | | | | | |
| Record keeping / Case notes | | | | | |
| Ethical and Professional Behavior | | | | | |
| Ethical knowledge, awareness and conduct | | | | | |
| Professional values, attitudes, and conduct | | | | | |
| Personal Characteristics | | | | | |
| Maturity | | | | | |
| Respect | | | | | |
| Motivation | | | | | |
| Response to feedback | | | | | |
| MPCAC Standards | | | | | |
| Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with others | | | | | |
| Exhibits behavior and comporment that reflect the values and attitudes of counseling and psychology | | | | | |
| Relates effectively with others | | | | | |
| Demonstrates cultural self-awareness, knowledge and skills | | | | | |
| Demonstrates cultural awareness of others, knowledge and skills | | | | | |
| Engages in appropriate self-care strategies | | | | | |

(OPTIONAL) – FACULTY NARRATIVE FEEDBACK

Note any areas of particular strength, areas for growth, or concerns:

- When applicable to areas of concern, identify recommended remedial actions and appropriate timeline, attempts to communicate with student, and follow-up plans using Remediation Plan Form.

Appendix D
UB Practicum/Internship Evaluation

UNIVERSITY OF BALTIMORE
SUPERVISOR'S EVALUATION OF PRACTICUM/INTERNSHIP
STUDENT FORM

Dear Supervisor:

Thank you for training our UB graduate student during the past semester. Please provide your written evaluation of the abilities and professionalism of the UB student you supervised. We will use your evaluation in our assessment of the student's overall performance this semester.

Name of Student _____

Name of Supervisor: _____

License of Supervisor _____

Name and Address of Agency: _____

Semester: ___ Fall ___ Spring ___ Summer Year 20 ___

_____ Credits

_____ Total Hours On-Site (includes general hours on site & client contact hours)

_____ Total Client Contact Hours (indicate # of individual, intake, & group hours below):

_____ Individual Counseling Hours

_____ Intake or Assessment Hours

_____ Group Counseling Hours

_____ Other Hours: please specify: _____

_____ Individual Supervision Hours

_____ Group Supervision Hours

Number of clients supervised _____

Type(s) of client problems:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

In what types of clinical activities did this student participate?

How well did this student perform these activities?

Competencies demonstrated: Please rate performance/skills in each of the following domains using the rating scale below.

N/A – not applicable; student has not had requisite coursework/field experience to demonstrate

N/D – not demonstrated; student has not had the opportunity to demonstrate this skill

1* – Far below expectations – needs much improvement – a concern

2* – Below Expectations – needs some improvement to meet standards

3 – Acceptable – meets standards at average level for a practicum student or intern

4 – Above Expectations – performs above average level for practicum student or intern

5 – Far Above Expectations – a definite strength, performs well beyond average

*For any supervisor rating of 1 or 2, please explain and provide context for these ratings in the final narrative section

| Domain/Skill | Student self-rating | Supervisor rating |
|--|---------------------|-------------------|
| Professional identity, and ethical and professional standards | | |
| Demonstrates knowledge and understanding of relevant ethical guidelines and professional laws/rules | | |
| Demonstrates awareness and sensitivity to ethical dilemmas, and applies an ethical decision making model | | |
| Integrates ethical values into professional conduct | | |
| Evidences adherence to professional values throughout professional work | | |
| Demonstrates understanding of counseling and psychological practice as an applied behavioral science | | |
| Maintains professionally appropriate communication and conduct across different settings | | |
| Assesses personal accountability and accepts responsibility for own actions | | |
| Demonstrates concern for the welfare of others | | |
| Displays an appropriately defined professional identity | | |
| Demonstrates punctual and professional handling of records | | |
| Evidence-based practice of counseling and psychotherapy | | |
| Demonstrates knowledge of theories of counseling and psychotherapy | | |
| Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals | | |
| Negotiates differences and handles conflict satisfactorily | | |
| Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately | | |
| Communicates clearly using verbal, nonverbal, and written skills, and utilizes professional language appropriately | | |

| | | |
|--|--|--|
| Formulates and conceptualizes cases, develops treatment plans, and implements interventions using at least one consistent theoretical orientation | | |
| Displays skills in developing the therapeutic alliance | | |
| Evaluates intervention progress and modifies intervention or strategies on the basis of observed data | | |
| Integrates theory and evidenced-based practice in clinical work | | |
| Multiculturalism and diversity | | |
| Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context. | | |
| Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context | | |
| Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation. | | |
| Understanding of psychopathology and diagnosis | | |
| Demonstrates knowledge of theories of psychopathology relevant to clients | | |
| Demonstrates knowledge of diagnostic classifications and evaluates their limitations | | |
| Applies empirically supported theories of behavior to case formulation, diagnosis, and treatment planning, with appropriate consideration of cultural and developmental factors | | |
| Understanding, use of, and response to supervision | | |
| Demonstrates understanding of the role and practice of supervision | | |
| Responds appropriately to feedback and supervision | | |
| Engages in reflective practices by synthesizing supervisor feedback and experience in applied work | | |
| Engages in appropriate self-care | | |

FOR THE STUDENT (SELF-EVALUATION):

Areas for growth:

Areas of strength and/or ways you have improved over the semester:

Overall performance:

Grade you would assign yourself: A A- B+ B B- C+ C C- F

Student's Signature

Date

FOR THE SUPERVISOR (EVALUATION OF THE STUDENT):

Areas for growth:

Areas of strength and/or ways student has improved over the semester:

Overall performance:

Grade you would assign the student: A A- B+ B B- C+ C C- F

Supervisor's Signature

Date

Appendix E Professional Counseling Performance Evaluation (PCPE)

Rating Scale: N – No Opportunity to observe 0 – Does not meet criteria for program level 1 – Meets criteria minimally for program level
2 – Meets criteria inconsistently for program level 3 – Meets criteria consistently for program level

| Communication Skills and Abilities | | | | | |
|---|---|---|---|---|---|
| 1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created. | N | 0 | 1 | 2 | 3 |
| 2. The student demonstrates effective communication skills including: | | | | | |
| a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc. | N | 0 | 1 | 2 | 3 |
| b. Understanding content – understanding the salient elements of the client’s story. | N | 0 | 1 | 2 | 3 |
| c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings. | N | 0 | 1 | 2 | 3 |
| d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner. | N | 0 | 1 | 2 | 3 |
| e. Congruence – genuineness, external behavior consistent with internal affect. | N | 0 | 1 | 2 | 3 |
| f. Establishing and communicating empathy – taking the perspective of the individual, without over identifying, and communicating this experience to the individual. | N | 0 | 1 | 2 | 3 |
| g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. | N | 0 | 1 | 2 | 3 |
| h. Immediacy – communicating by staying in the here and now. | N | 0 | 1 | 2 | 3 |
| i. Timing – responding at the optimal moment. | N | 0 | 1 | 2 | 3 |
| j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention. | N | 0 | 1 | 2 | 3 |
| k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose. | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively. | N | 0 | 1 | 2 | 3 |
| 4. The student collaborates with an individual to establish clear therapeutic goals. | N | 0 | 1 | 2 | 3 |
| 5. The student facilitates movement toward the individual’s goals. | N | 0 | 1 | 2 | 3 |
| 6. The student conceptualizes in a theoretically consistent manner. | N | 0 | 1 | 2 | 3 |
| 7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a theoretically consistent manner. | N | 0 | 1 | 2 | 3 |
| 8. The student creates a safe clinical environment. | N | 0 | 1 | 2 | 3 |
| 9. The student demonstrates the ability to analyze and resolve ethical dilemmas. | N | 0 | 1 | 2 | 3 |
| Professional Responsibility | | | | | |
| 1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession. | N | 0 | 1 | 2 | 3 |
| 2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships. | N | 0 | 1 | 2 | 3 |
| 4. The student demonstrates application of legal requirements relevant to counseling training and practice. | N | 0 | 1 | 2 | 3 |
| Competence | | | | | |
| 1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise. | N | 0 | 1 | 2 | 3 |
| 2. The student takes responsibility for compensating for her/his deficiencies. | N | 0 | 1 | 2 | 3 |
| 3. The student takes responsibility for assuring the welfare of other’s when encountering the boundaries of her/his expertise. | N | 0 | 1 | 2 | 3 |
| 4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience. | N | 0 | 1 | 2 | 3 |
| 5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others. | N | 0 | 1 | 2 | 3 |
| Maturity | | | | | |
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. | N | 0 | 1 | 2 | 3 |
| 2. The student demonstrates honesty, fairness, and respect for others. | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work. | N | 0 | 1 | 2 | 3 |
| 4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors. | N | 0 | 1 | 2 | 3 |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | N | 0 | 1 | 2 | 3 |
| 6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | N | 0 | 1 | 2 | 3 |
| Integrity | | | | | |
| 1. The student refrains from making statements which are false, misleading, or deceptive. | N | 0 | 1 | 2 | 3 |
| 2. The student avoids improper and potentially harmful dual relationships. | N | 0 | 1 | 2 | 3 |
| 3. The student respects the fundamental rights, dignity, and worth of all people. | N | 0 | 1 | 2 | 3 |
| 4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | N | 0 | 1 | 2 | 3 |
| 5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | N | 0 | 1 | 2 | 3 |

Created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education, and School Psychology Texas State University

**Appendix F
Remediation Plan Formⁱⁱ**

Date of Remediation Feedback Meeting with Student: _____

Faculty Members Present (Must include the Student's Faculty Mentor and/or Program Director): _____

Student Performance Remediation Plan (check one):

___ Initial Plan Review ___ Follow-up ___ Final Review

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Student Comments:

Signature of Student: _____ **Date:** _____
(Signature does not indicate agreement)

ⁱⁱ Portions of this form were adopted, with permission, from the Seton Hall University, Department of Professional Psychology & Family Therapy's Policy on the Retention and Remediation of Students, 2018, available at. <https://www13.shu.edu/offices/upload/studentretention.pdf>.

Remediation Plan and Schedule:

| Specific Behavioral Objectives and Target Dates | Method of Remediation | Met? (Y/N) |
|---|-----------------------|------------|
| A. | | |
| B. | | |
| C. | | |
| D. | | |

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable): _____

Student Comments:

Signatures:

Student: _____

Faculty Mentor: _____

Program Director: _____