



Professional Counseling Program

Specialization Areas

Clinical Mental Health/Clinical Rehabilitation/School Counseling

Graduate Student Handbook

Academic Year 2023
Effective beginning Fall 2022

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Professional Counseling Program

Mission

The mission of the Professional Counseling Program is to provide quality master's level training to develop highly qualified counselors who demonstrate a strong professional identity, engage in ethical and competent practice, and are effective in serving a diverse population.

Vision

The Graduate Program

The Professional Counseling Program is comprised of three different specializations: Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. All students take the same core coursework and then specialized courses based upon their chosen specialization. Internship must be completed in the specialization area selected. The Professional Counseling Program focuses first on the training of professional counselors, and then on the specialization area.

All three specialization areas for the Professional Counseling Program include the same core classes:

- PCOU 5310 Survey of Abnormalities
- PCOU 5320 Professional Orientation
- PCOU 5323 Legal and Ethical Issues
- PCOU 5325 Career Development and Counseling
- PCOU 5328 Group Counseling
- PCOU 5331 Theories in Counseling
- PCOU 5333 Skills and Techniques
- PCOU 5335 Multicultural Counseling
- PCOU 5341 Seminar in Counseling Research
- PCOU 5359 Assessment in Counseling
- PCOU 5385 Lifespan Development
- PCOU 5391 Mental Health Psychopathology

All three specialization areas include the same emphasis classes:

- PCOU 5321 Alcohol and Drug Abuse
- PCOU 5322 Family Counseling
- PCOU 5339 Business Counseling Practice

All three specialization areas include:

- PCOU 5394 Practicum
- PCOU 5395 Internship (6 credit hours)

The difference between the three specializations are the elective areas.

The Clinical Mental Health Counseling Specialization has the following electives:

PCOU 5329 Child and Adolescent (this class can be replaced with any other elective, but the elective must be approved by faculty)

PCOU 5330 Crisis Counseling

The school Counseling Specialization has the following electives:

PCOU 5329 Child and Adolescent

PCOU 5324 The School Counselor

The Clinical Rehabilitation Counseling Specialization has the following electives:

PCOU 5326 Medical Orientation





PCOU 5342 Psychosocial Aspects

The current class rotation is in the appendices.

Accreditation

The Professional Counseling Program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The current CACREP accreditation is from 2016-2024.

Faculty and Staff

| | |
|---|--|
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| | <p>Jasmine Hayes Administrative Assistant Office: 301 Phone: 936-468-1395 Email: hayesjl1@sfasu.edu</p> |
|  | <p>Michael Walker, Ph.D. Department Chair Office:302A Phone: 936-468-1238 Email: mwalker@sfasu.edu</p> |

Professional Counseling Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1)

Students articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)

Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)

Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)

Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)

Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)

Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)

Students identify effective assessment strategies to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)

Students evaluate research methods to inform evidence-based practice

Admissions to the Professional Counseling Program

Provisional Admission

Students who have an overall undergraduate or graduate GPA between 2.5 to 2.69 on a 4.0 scale may be considered for provisional admission. Students must earn a B or higher in classes to remain in the program. If their overall GPA is less than 3.0 during their first semester in the Professional Counseling Program, they will be dismissed from the program.

Clear Admission

Students are required to have an overall 2.7 GPA on a 4.0 scale for full admission.

Application Deadlines

Fall Admission: March 1

Spring Admission: October 1

Applications that are not complete by the above stated deadlines will not be considered for enrollment until the following semester. Student must contact graduate school gschool@sfasu.edu to change semester for admission.

Transfer of Credits

Students who transfer from a different university may transfer 9-12 credit hours. The hours must be reviewed and approved by the Professional Counseling faculty. Once the credit hours are approved a transfer credit form must be completed.

Advising

Once a student is admitted into the Professional Counseling Program, they are assigned a faculty advisor. This is provided in an e-mail sent from the Professional Counseling administrative assistant. This allows the student to review the class rotation and understand the progression of when to take classes. The faculty advisor will assist the student in completing a degree map, developing a schedule for degree completion, and selection of courses each semester. Students can follow the degree plan and register in classes. Students are encouraged to contact the advisor prior to the opening of the registration period. Faculty may not be available during the time between semesters. Several courses have enrollment caps to provide for adequate supervision. Enrollment is on a first come basis and delayed advising can result in the desired courses being unavailable. Because the faculty advisor is critical to the success of each student, students may request reassignment of advisors. This is done by requesting an appointment with the Program Coordinator or the Department Chair if your advisor is the Program Coordinator.

Admission to Candidacy

The Admission to Candidacy is a formal evaluation occurs at the completion of 15 to 18 hours or after completing two semesters. Candidacy is only completed during fall and spring semesters. Students must make application for candidacy and obtain the signature of their advisor. The Candidacy Committee will be comprised of at least two faculty members. During this interview, the student and the Committee will review the student's academic progress, counseling dispositions, and address any personal issues that may be of concern (Questions that may be asked are attached in Appendices. Additionally, questions may be asked as well). The purpose of the interview is to recommend continuation in the program or determine areas of improvement needed to continue. Students who successfully complete the Admission to Candidacy will also be required to complete a degree plan. Students who are not admitted to candidacy will be given a remediation plan and a time frame for completion. Students who are denied admission to

candidacy may sit for the interview one additional time. If admission is denied a second time, the student will not be allowed to continue in the program. The following areas are considered for admission to candidacy:

- **Academic Progress**

All students must demonstrate adequate academic progress. Students are allowed 2 Cs in the program. Upon receiving the third C, students are removed from the program. Students who make a grade lower than a C in any course will be dismissed from the program. Courses may be repeated to improve the grade. Repeating a course does not remove the C from the record for the purpose of determine adequate academic progress. A grade of a B or higher is required in pre-requisite courses prior to enrollment in later courses (PCOU 5333 and PCOU 5328 require a grade of B or higher for enrollment to be allowed into PCOU 5394).

Students are required to maintain a grade point average of 3.0 or above to continue admission to the Graduate School and Counseling program. Students who fall below a 3.0 are placed on academic probation for one semester. Failure to raise the GPA to a 3.0 during that semester will result in academic suspension. Once a student is placed on academic suspension, they are unable to enroll in any classes for a minimum of one semester before being able to enroll in classes.

- **Counselor Dispositions**

Counseling is a profession that requires interacting with a diverse population. Professional Counselors must be able to interact with individuals and demonstrate unconditional positive regard, an attitude of respect for individual values and beliefs, good interpersonal skills, and effective communication skills. Due to the nature of the work and the ethical obligation to protect future clients, faculty must evaluate an individual's fitness for the profession. This is an ongoing process and concerns are addressed as they arrive. Faculty members fill out a Student Evaluation Scale each semester to identify problems early on and communicate the concerns to the advisor. If concerns escalate, a Performance Fitness Evaluation is completed, and a remediation plan is developed. These forms are included in the appendix. Students are given every opportunity to demonstrate growth and improvement. Ultimately, if the student does not meet the goals of the remediation plan or demonstrate a lack of fitness for the profession, dismissal from the program can occur.

- **Personal Issues**

There are times in which the training processes trigger personal issues that may interfere with the ability to be an effective counselor. When this occurs, students may be required to do their own personal work by seeking individual counseling. Counseling services are available at no cost to students through the SFASU Counseling and Career Services.

Serious violations of personal or professional ethics can result in dismissal from the program. This includes issues related to a violation of the SFASU Academic Integrity Policy (SFASU Policy A-9.1). All counseling students are expected to adhere to the Code of Ethics of the American Counseling Association, American School Counseling Association, and the Code of Professional Ethics for Rehabilitation Counselors.

Program Application Deadlines

Deadlines for applications are emailed to students each semester. Those deadlines include Candidacy application, Practicum application, and Internship application. It is the student's responsibility to be aware of deadlines and adhere to them. Failure to meet the deadlines can result in delaying your progress through the program. Deadlines are:

Fall Candidacy – September 1
Spring Candidacy – February 1

Fall Practicum – June 1
Spring Practicum – September 1
Summer Practicum – February 1

Fall Internship – February 1
Spring Internship – September 1

Communication of Program Information

All program communications occur through the SFASU email system. Students must monitor their SFASU email account on a regular basis. Students can forward their SFASU email to another email account to consolidate accounts for more efficient monitoring. Be aware that some employer email systems may block the SFASU email or identify it as spam.

Background Checks

Students should be aware that the certification and licensure process involves a background check. A history of conviction may result in the failure to be certified or licensed. It is the responsibility of the student to communicate with certification and licensure boards to determine whether their personal legal history will result in disqualification for certification or licensure.

Comprehensive Exams

All students must pass a comprehensive exam over the content of their master's coursework. The exam is taken during the practicum semester of enrollment, after content coursework has been completed. The qualifying exam is the Counseling Profession Comprehensive Exam (CPCE) developed by the Center for Credentialing and Education and consists of 160 questions covering 8 core content areas (Human Growth and Development, Assessment and Training, Social and Cultural Diversity, Career Development, Research and Program Evaluation, Counseling and Helping Relationships, Professional Counseling Orientation and Ethical Practice, and Group

Counseling and Group Work). A registration fee for the test is required and there is also a fee for the SFASU testing center. The test is administered on campus every semester. The test administration dates, and application deadline will be publicized each semester. The test is typically administered around mid-semester during long semesters and in late June or early July during the summers. The test dates are during a one-week interval, and students have four hours to complete the exam.

Students must be enrolled during the semester in which the exam is initially taken. Students who are unsuccessful in completing the initial administration of the exam may retake it during the next administration later in the semester. The exam may be taken twice. If the student is unsuccessful in obtaining a satisfactory score after two attempts the faculty will review and the student may not be eligible for graduation with a master's degree from SFASU, may be required to take additional classes, or the student will have to complete a remediation plan.

The passing score on the CPCE is a 78 raw score. The student must meet this requirement to move to the internship class.

Academic Appeals (SFASU Policy 6.3)

This policy provides a formal process for students to appeal academic decisions. All relevant documentation under consideration at each step will be forwarded to the appropriate parties at the next procedural level. Any further appeal must be made within ten (10) business days from the conclusion of each step. Recommendations or decisions at each level are generally made within four weeks of receiving the appeal. The burden of proof rests with the student throughout the process.

A student may appeal a final grade if inappropriate criteria were used in determining the grade, the instructor did not adhere to stated procedures or grading standards, or other compelling reasons exist to change the grade. A student may not appeal due to general dissatisfaction with a final grade or disagreement with the instructor's professional judgment regarding the quality of the student's work.

It is important to distinguish grounds for grade appeal from questions about quality of instruction. Successful grade appeals must be based on evidence that the student performed at a level sufficient to warrant a different grade. It is important for students to bring to the instructor's and the department's attention perceived deficiencies in instruction, but these by themselves do not normally warrant a change in grade.

Aside from final grades, a student may appeal substantial and/or unjustified deviation from academic policies, procedures, and/or requirements.

These steps are to be followed when making an academic appeal:

1. Students must first appeal to the individual with whom they have an academic dispute. In the case of a final grade dispute, they must appeal to the instructor within thirty (30) calendar days after the first-class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit head.
2. If the dispute is not resolved, the student may appeal to the academic unit head. The academic unit head then requests a written statement from the individuals involved in the dispute. The academic unit head provides both parties a written recommendation.
3. If the dispute remains unresolved after appeal to the academic unit head, either individual involved in the dispute may appeal in writing to the academic dean. The dean notifies both parties of the continuation of the appeal and provides a written recommendation.
4. Prior to making a recommendation, the dean may refer the appeal to the college council. If the college council has no student members, the dean asks the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council reviews all documentation and submits its recommendation to the dean.
5. After a decision is made by the dean, either party may appeal in writing to the provost and vice president for academic affairs. The dean's written recommendation in addition to all documentation is submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs. The provost and vice president for academic affairs evaluates all documentation and any additional oral presentations.
6. The provost and vice president for academic affairs informs the student and all persons involved in the appeal process of the final decision.

Faculty members are responsible for the evaluation of student course work conducted in their class and, under normal circumstances, are the sole judge of the grades received by the students in their course.

Retention, Remediation, and Dismissal

If a student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that interfere with the ability to function in the role of a professional counselor, a remediation plan will be developed and implemented. Remediation can involve repeating classes, other required professional development activities, and attending personal counseling. The program faculty will develop the goals for the plan, identify the required target measures of accomplishment and documentation of goal attainment, and the timeframe for completion. Students who are mandated to attend personal counseling will be required to sign a release of information that will allow the faculty to obtain information about the number of sessions attended, willingness to address the identified concerns, and progress toward the

identified goals. Personal information will not be shared with the faculty. Failure to complete the remediation plan will result in removal from the program.

Due Process

Students who are identified as at risk will have the opportunity to meet with the faculty to hear their concerns, provide additional information that may be relevant, and review the remediation plan. Students have the right to appeal the faculty decision to the Department Chair. Students wishing to appeal against the faculty decision will need to discuss the appeal process with the Department Chair.

Time Limitations

To ensure that graduates are trained in the most current professional environment, SFASU requires completion of the master's degree within a six-year period. Coursework that is prior to the six-year period may not be accepted for credit. Students can request a review of the content of the course syllabus to determine whether it encompasses current professional knowledge. Students will also be asked to demonstrate retention of the knowledge.

Experiential Process

Group Participation

According to CACREP, students are required to attend a group counseling experience for a minimum of 10 hours. Students are required to participate in a group counseling experience as a requirement of PCOU 5328. The group will be held after scheduled class and will be facilitated by an independent counselor.

Practicum

All students will complete a supervised practicum in the SFASU Counseling Clinic. This practicum will require completion of a minimum of 100 hours with a minimum of 40 hours of direct services to clients from the community or students who attend SFASU. To provide continuity of care for clients, students will remain with the assigned clients until the transition period is complete. Practicum students must complete 8-10 hours per week in the clinic. This may result in excess hours above the minimum stated requirements. During the practicum semester, students will be assigned clients from the clinic and will engage in counseling sessions with those clients. The client load will be dependent upon the current caseload of the clinic and the number of students enrolled in Practicum. Counseling sessions will be videotaped through the Clinic Valt. Students will have one hour of individual supervision with the Clinic Director and videos will be reviewed. In addition, students will also have 1½ hours of group supervision during the Practicum semester. This is an intense semester that requires being on campus several days a week. The Practicum experience will begin approximately two weeks prior to the end of the previous semester. A transition meeting will be held in which the current Practicum students

meet with the incoming students and transition the caseload. The incoming Counselor-in-Training (CIT) will co-facilitate the client sessions with the outgoing CIT for the last few sessions to provide for a smooth transition and continuity of care for the client.

Counseling Clinic

Mission

The Counseling Clinic is a university-based training program which provides counseling services and professional training opportunities for graduate counseling students and quality service provision for the client. The SFASU Counseling Clinic provides graduate counseling students the opportunity to gain practical experience as a counselor in a supervised clinical setting.

The Counseling Clinic is a service provided by the Professional Counseling Program. It is a training clinic in which services are provided by graduate students who are in the Practicum and Internship portion of their education. All services are supervised by a Licensed Professional Counselor. The Counseling Clinic combines a therapeutic and community focus which offers a full continuum of counseling care. The service is geared to each person's needs. Client progress is based on the person's ability to move through counseling according to individual readiness.

The program serves children, adolescents, and adults who are experiencing personal problems. They provide services that include individual, group, family, and couples counseling. Additional information is provided at the following link [Counseling Clinic](#).

Internship

Students are required to participate in internship during their last semester. The internship is six credit hours and requires a total of 600 hours, 240 direct and 360 indirect. The internship is an intensive field-based experience for candidates in the Professional Counseling Program. Candidates concentrate their experiences in settings appropriate to their program (Clinical Mental Health Counseling, School Counseling, or Clinical Rehabilitation Counseling). Placements occur in a variety of community agencies, private-practice facilities, schools, colleges, hospitals, non-profit organizations, or state agencies. Students will work with Practicum/Internship Coordinator to obtain and approve an internship site and get a completed affiliation agreement. A qualified onsite supervisor (must have a master's degree and a license and have been practicing for a minimum of two years in the field, school counselors must have a supervisor with a School Counselor Certification, and they must have been practicing for a minimum of three years) must be available for one hour of weekly supervision and consultation as needed. In addition, interns will meet with the Internship Faculty for one and a half hours of group supervision. The internship may or may not provide compensation. Students should plan for necessary financial resources prior to the internship semester. A list of current approved sites can be obtained from the Practicum/Internship Coordinator. Application for internship and approval for placement are required prior to registration. Candidates must have successfully completed the required practicum experience and received a passing score on comprehensive examinations prior to enrolling in internship.

Endorsement Policy

The Professional Counseling Program faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met including appropriate internship placements.

Faculty may recommend graduates for employment for positions in which the student meets the posting requirements and has demonstrated competence to perform the stated responsibilities.

Professional Organizations

A critical element of professional identity is related with association with the greater counseling profession. Students are required to join a professional organization upon entering the program and provide proof of membership. The Texas Counseling Association is the professional association representing counselors in the State of Texas. There are divisions within TCA that represent the specialty areas. There are also numerous national organizations including the American Counseling Association, American School Counseling Association, and American Rehabilitation Counselors Association. Most professional organizations have reduced membership rates and conference rates for students. Attendance at least one professional conference is encouraged during your period of enrollment.

TCA encourages student participation through volunteer service on committees or at conferences. The annual Professional Growth Conference is held in November and has activities and sessions specifically developed to meet the needs of graduate students. During legislative sessions, students are encouraged to participate in field trips to one of the three TCA Advocacy Days. In addition, Piney Woods Counseling Association is a chapter of TCA and holds 3 meetings each year in which professional development credits can be obtained.

Timeline for Required Actions

| What Action to be Taken: | What Action Should be Taken: | Where to Secure Forms/Information: | Whom to See: |
|---|--|--|--|
| Develop class schedule and complete degree plan | After notice of admission | Advisor will provide current degree map | Faculty Advisor will be assigned to each student |
| Attend mandatory New Student Orientation | Check e-mail for important dates and locations for New Student Orientation | Receive an e-mail from the Program Coordinator about dates and times | Program Coordinator |

| | | | |
|--|--|--|---|
| Apply for Admission to Candidacy | After completing 15 -18 semesters of graduate work | Forms are available from administrative assistant – email counselingprogram@sfasu.edu | Administrative Assistant |
| Apply for Practicum | Prior to application deadline semester before enrollment | Forms are available from administrative assistant – email counselingprogram@sfasu.edu | Administrative Assistant |
| Prepare for Comprehensive Exam | Comprehensive Exam (CPCE) is taken during enrollment of practicum | Practicum Instructor will help with sign up process for CPCE | Practicum Instructor |
| Apply for Internship | Prior to application deadline semester before enrollment. For fall internship apply by Feb 1, for Spring internship apply by Sept 1. | Forms are available from administrative assistant – email counselingprogram@sfasu.edu | Administrative Assistant |
| Complete endorsement for LPC in Texas | Students must have signature from Practicum/Internship Coordinator for LPC endorsement. | BHEC forms for LPC Application | https://www.bhec.texas.gov/ |
| Apply for graduation, pay graduation fee | By deadline in current Graduate School Bulletin | SFASU Website | Registrar |
| Purchase cap and gown | Mid semester during last semester of enrollment | Campus Bookstore | Campus Bookstore |

Appendices

Professional Counseling Program Degree Information

Specialization include Clinical Mental Health Counseling (CMHC),
Clinical Rehabilitation Counseling (CRC),
School Counseling (SC)

| COURSE | # of hours | Major Courses(C) Emphasis Courses (E) Specialization (S) | Format Face-to-Face (F2F) Online | Fall | Spring | Summer |
|--|-------------------|---|---|-------------|---------------|---------------|
| PCOU 5310 Survey of Abnormalities + | 3 | C | F2F | x | x | |
| PCOU 5320 Professional Orientation to Counseling + | 3 | C | F2F | x | x | |
| PCOU 5321 Seminar in Alcohol and Drug Abuse | 3 | E | Online | x | x | |
| PCOU 5322 Family Counseling | 3 | C | F2F | x | x | |
| PCOU 5323 Legal and Ethical Issues in Counseling | 3 | C | Online | | | x |
| PCOU 5324 School Counselor | 3 | S – SC | Online | | | x |
| PCOU 5325 Career Development and Counseling | 3 | C | Online/zoom | x | x | |
| PCOU 5326 Medical Orientation | 3 | S – CRC, CMHC | F2F | | | x |
| PCOU 5328 Group Counseling | 3 | C | F2F | x | x | |
| PCOU 5329 Child and Adolescent Therapy | 3 | S – SC, CMHC | Online | | | x |
| PCOU 5330 Crisis Counseling | 3 | S - CMHC | Online | | | x |
| PCOU 5331 Theories of Counseling + | 3 | C | F2F | x | x | |
| PCOU 5333 Counseling Skills and Techniques | 3 | C | F2F | x | x | |
| PCOU 5335 Multicultural Counseling | 3 | C | Online | x | x | |
| PCOU 5339 Professional Counseling Practice | 3 | E | F2F | | | x |
| PCOU 5341 Seminar in Counseling Research + | 3 | C | F2F | x | x | |
| PCOU 5340 Special Studies in Counseling | 3 | S – CMHC | Online | | | x |
| PCOU 5342 Psychosocial Aspects | 3 | S – CRC | F2F | | | x |
| PCOU 5359 Assessment in Counseling | 3 | C | F2F | x | x | |
| PCOU 5385 Lifespan Development + | 3 | C | Online | x | x | |
| PCOU 5391 Mental Health and Psychopathology | 3 | C | F2F | x | x | |
| PCOU 5934 Practicum in Counseling | 3 | C | F2F | x | x | x |
| PCOU 5935 Internship in Counseling | 6 | C | Zoom/F2F | x | x | |

+ Classes must be taken within the first year of acceptance to the Professional Counseling Program

C – Classes must be taken before Practicum, Practicum is taken before Internship

E – Classes can be taken any time during the program

S – Classes are part of specialization

Admission to Candidacy Questions

What has been the biggest challenge for you as a graduate student?

What has been your greatest success or achievement as a graduate student in the program?

How would you rate your academic performance on a scale from 1 to 10? (1 Extremely Poor, 5 Average Performance, 10 Doing very well)

Attendance? (Per semester how many classes are you missing?) Scale 1-10

Participation in class? Scale 1-10

Receptivity to Feedback from Professors? Scale 1-10

Time Management Skills? Scale 1-10

How have you grown as a person and as a professional?

What do you do to engage in self-care?

What would you like to see changed in the program?

Student Evaluation Scale

As part of the process of ongoing evaluation, students' academic performance, interpersonal skills, and counseling dispositions will be assessed each semester as indicators of the likelihood of success within the Professional Counseling Program and eventual performance as competent, professional master's level counselors. The SFASU Professional Counseling Program can recommend counseling or an independent mental health evaluation prior to granting degree candidacy. This information can be used for evaluative and decision-making purposes regarding continued participation in the program up to the point of graduation in order to protect the public welfare.

Potential as a graduate student and counselor

| | | | | | | |
|----------------------------------|-----------------------------------|----------|---------------------------------------|----------|----------|------------------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Very limited at this time | Low potential at this time | | Average Potential at this time | | | High Potential at this time |

| | | | | | | | |
|-------------------------|----------|----------|----------|----------|----------|----------|-------------------|
| Evaluation Areas | | | | | | | Don't Know |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

Identifiable Interest in Welfare of Others

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Receptivity to Feedback

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Academic Potential

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Interpersonal Skills

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Acceptance of Diverse Ideas and Values

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Professionalism and Ethical Behavior

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Social/Emotional Capacity to Work with Others in a Helping Capacity

| | | | | | | | |
|----------|----------|----------|----------|----------|----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | Don't Know |
|----------|----------|----------|----------|----------|----------|----------|-------------------|

Ability for Self-Awareness

- I support this student's continuation in the program.
- I do not support this student's continuation in the program
- Insufficient information to render judgement.

Please provide an explanation of non-support on the reverse side of this form.

Signature of Professor

Date

Performance Fitness Evaluation

- N No Opportunity to observe**
0 Does not meet criteria for program level
1 Meets criteria only minimally or inconsistently for program level
2 Always meets minimum requirements for program level
3 Always performs above minimum requirements in a satisfactory manner

Counseling Skills and Abilities

| | | | | | |
|---|---|---|---|---|---|
| 1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created | N | 0 | 1 | 2 | 3 |
| 2. The student demonstrates therapeutic 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 time limits, etc. | N | 0 | 1 | 2 | 3 |
| b. Understanding content - understanding the primary 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 client 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 client without over-identifying. | 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 - 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 therapeutic purpose | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically. | N | 0 | 1 | 2 | 3 |
| 4. The student collaborates with the client to establish clear therapeutic goals. | N | 0 | 1 | 2 | 3 |
| 5. The student facilitates movement toward client goals. | N | 0 | 1 | 2 | 3 |
| 6. The student demonstrates adequate knowledge of a wide variety of theoretical bases. | N | 0 | 1 | 2 | 3 |
| 7. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile 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 analysis and resolution of ethical dilemmas | N | 0 | 1 | 2 | 3 |

| Professional Responsibility | | | | | |
|--|---|---|---|---|---|
| 1. The student conducts self in an ethical 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. | 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 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 client welfare 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, or experience. | N | 0 | 1 | 2 | 3 |
| 5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients. | 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 clients. | N | 0 | 1 | 2 | 3 |
| 2. The student is honest, fair, and respectful of others. | N | 0 | 1 | 2 | 3 |
| 3. The student is aware 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. Student demonstrates ability to receive, integrate and utilize feedback from peers, teachers, 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 problem-solving processes, seeking to informally solve problems first with the individual(s) with whom the problem 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 |

