



Southern Connecticut State University

A Guide to Student Portfolios

School Counseling Program

Department of Counseling & School Psychology
Southern Connecticut State University



Contents

Portfolios – The Basics	4
<i>A Portfolio is required.</i>	<i>4</i>
<i>Your Portfolio will be reviewed three times.</i>	<i>4</i>
<i>“Rubrics” help you create your portfolio and help your advisor evaluate it.</i>	<i>4</i>
<i>A variety of materials can be included in your portfolio.</i>	<i>4</i>
<i>Start preparing your portfolio from day one and try these tips:.....</i>	<i>5</i>
SAILS: Overview and Competencies for Certification.....	5
School Counseling Program Objectives	6
School Counseling Portfolio Information	8
<i>Stages of Portfolio Review</i>	<i>8</i>
<i>Portfolio Section Narratives:.....</i>	<i>8</i>
<i>Portfolio Sections:</i>	<i>8</i>
Gate 2 Portfolio Review Rubric.....	11
Gate 3 Portfolio Review Rubric.....	15
Gate 4 Portfolio Review Rubric.....	20

Appendices

Appendix A	Service Requirement Instructions and Forms
Appendix B	Diversity Self Assessment Instructions and Form
Appendix C	Diversity Passport Instructions and Form
Appendix D	Self Evaluation of Attitudes and Beliefs Instructions and Form
Appendix E	Counseling Session Rating Forms Instructions and Form
Appendix F	Counseling Skills Presentation Rubric Instructions and Form

Portfolios – The Basics

A Portfolio is required.

As a student in the School Counseling program at Southern Connecticut State University, you are *required* to create a portfolio documenting both your academic work and the extracurricular and professional activities completed during your time in the program. This portfolio is designed to be a reflection of you and your competence in several areas.

Your Portfolio will be reviewed three times.

Your portfolio will be reviewed by your advisor (or a designated faculty member) at three of the four program “gates” – junctures in the program at which you are evaluated. By virtue of being admitted to the program, you have already successfully completed Gate 1. Therefore, your first portfolio review is the Gate 2 Portfolio Review, which occurs at the end of your first year, in School Counseling Services (CSP 570). The Gate 3 Portfolio Review occurs at the end of the semester in which you complete Practicum (CSP 552/CSP 553). The Gate 4 Portfolio Review occurs at the end of the semester in which you complete the program, which is typically concurrent with the completion of Internship (CSP 676). *It is your responsibility to submit your portfolio for each review by the posted deadlines (normally three to four weeks before the official end of the relevant semester). Make an appointment with the School Counseling Program Coordinator at the CSP department office to review.*

“Rubrics” help you create your portfolio and help your advisor evaluate it.

Your advisor or designated faculty member will use a Portfolio Review Rubric – a set of criteria for assessing knowledge and performance – to evaluate your portfolio at each gate. Prior to submitting your proposal at a given gate, please consult the Portfolio Review Rubric Overview and the specific Portfolio Review Rubric for that gate. The rubric will help you better understand the criteria on which you will be evaluated and will guide you in assembling the materials that must be included in your portfolio at that gate.

A variety of materials can be included in your portfolio.

Your portfolio will include materials reflecting competence in the *SAILS* domains. *SAILS* is an acronym which stands for **S**cholarship, **A**ttitudes and Dispositions, **I**ntegrity, **L**eadership, and **S**ervices. These five categories represent the conceptual framework developed by the School of Education at Southern Connecticut State University. Your portfolio will also include materials reflecting competence in the core content areas designated by the Council for Accreditation of Counseling and Related Educational Program (CACREP), as specified in the Portfolio Review Rubric Overview and the individual Portfolio Review Rubrics. In addition to the materials required or suggested by the rubrics (e.g., CV or resume, transcript, and service requirement documentation), you can include any of the following material to highlight relevant personal information and professional development activities:

- Personal Statement (professional goals, philosophy, areas of interest or expertise, etc.)
- Licenses, Certificates, and Certifications
- Awards, Honors, Scholarships, Fellowships
- Teaching Experiences, Field Experiences
- Research Presented for Publication, Conference Presentations
- Professional Development Workshops or Conferences
- Memberships in Professional Associations
- Letters of Recommendation, Evaluations

- Acceptance Letters from SCSU and Department of CSP
- Your Planned Program of Study (with Signatures)
- Presentation Slides and/or photos of you presenting at conferences, or of large material

Start preparing your portfolio from day one and try these tips:

- Start a folder for each class so that your work is organized and easier to retrieve.
- Include presentations made with others as well as papers written individually.
- Reprint work from class without professors' comments, unless specified in the rubrics.
- Be creative. Be yourself. This is your chance to show your professional competence.

SAILS: Overview and Competencies for Certification

Your portfolio will include materials reflecting competence in the *SAILS* domains. *SAILS* is an acronym which stands for **S**cholarship, **A**ttitudes and Dispositions, **I**ntegrity, **L**eadership, and **S**ervices. These five categories represent the conceptual framework developed by the School of Education at Southern Connecticut State University. *SAILS* is the metaphor through which our values, beliefs, and dispositions are revealed. This framework ties coursework, field experiences, and faculty-student-teacher interactions together. Every certification program in the School of Education at SCSU is guided by *SAILS* and a four-gate program. Every gate addresses each of the five categories and each candidate must meet certain competencies at each gate.

SCHOLARSHIP: is the value we place on teaching and other student services as essentially intellectual endeavors. Teachers and other student service providers are knowledgeable and intellectually curious.

Learning Outcomes

- Demonstrates the content knowledge needed to teach an academic discipline.
- Demonstrates the pedagogical knowledge needed to teach an academic discipline.
- Plans for effective instruction.
- Assesses student performance and incorporates that assessment into planning and teaching.
- Successfully uses technology to support learning.

ATTITUDES and DISPOSITIONS: represent the understanding that thoughtful teaching and student services require behaviors and approaches that are grounded in beliefs nurturing cognitive, emotional, and moral development.

Learning Outcomes

- Values diversity and social justice.
- Reflects on their own performance.
- Engages in honest self-assessment.

INTEGRITY: represents the necessity of an ethical framework to guide all our actions.

Learning Outcomes

- Acts in a professional, ethical, and moral manner.
- Demonstrates honesty and empathy both professionally and personally.

LEADERSHIP: represents the expectation that teachers, counselors, coaches as well as superintendents and principals will enact their knowledge, beliefs, and values and raise questions when appropriate.

Learning Outcomes

- Appreciates the interconnectedness of the relationships of students, teachers, and parents.
- Engages in critical thinking.

SERVICE: is a willingness to care for and give to others without expectation of recompense.

Learning Outcomes

- Contributes time and expertise to the community in which s/he works, lives, and learns.

School Counseling Program Objectives

The objectives of the School Counseling programs are based on counseling standards, human development needs and ethical considerations in today’s multicultural society. Students’ progress in meeting these objectives is evaluated at several stages throughout students’ academic experience at SCSU. The portfolio is one way to evaluate these objectives. Keep this in mind when preparing your portfolio for the separate sections.

Program Objective	SC
PROFESSIONAL IDENTITY: Evidences understanding of the role of a counselor and identify as such through professional organizations, affiliations and plans for licensure/certification	<ul style="list-style-type: none"> • CSP 570 • Field Work Evaluations • Portfolio • Comp Exam
PROFESSIONAL IDENTITY: Demonstrates an understanding of the history of counseling, especially in terms of ethics and legal standards	<ul style="list-style-type: none"> • CSP 570 • Field Work Evaluations • Portfolio • Comp Exam
SOCIAL & CULTURAL DIVERSITY: Evidences familiarity with and sensitivity to multicultural and pluralistic trends, including those associated with socio-economic status, gender roles, gender orientation, race/ethnicity, sexual orientation, ability, age, nationality, and religion	<ul style="list-style-type: none"> • Immersed in all courses • CSP 578 • Field Work Evaluations • Portfolio • Comp Exam
HUMAN GROWTH & DEVELOPMENT: Applies developmental theories to counseling	<ul style="list-style-type: none"> • CSP 568 • Field Work Evaluations • Portfolio • Comp Exam
CAREER DEVELOPMENT: Exhibits an understanding of career counseling and program planning	<ul style="list-style-type: none"> • CSP 572 • CSP 573 • Field Work Evaluations • Portfolio • Comp Exam
HELPING RELATIONSHIPS: Explains major counseling and consultation theories	<ul style="list-style-type: none"> • CSP 569 • Portfolio • Comp. Exam

<p>HELPING RELATIONSHIPS: Demonstrates counselor characteristics and behaviors that influence helping processes</p>	<ul style="list-style-type: none"> • CSP 569 • CSP 570 • Retention & Continuation Policy Assessment • Field Work Evaluations • Comp Exam
<p>HELPING RELATIONSHIPS: Develops a personal approach to counseling that is consistent with the counselor's values and beliefs, taking into account the individual client's characteristics</p>	<ul style="list-style-type: none"> • CSP 550 • CSP 569 • CSP 595 • Portfolio • Field Work Evaluations
<p>GROUP WORK: Demonstrates an understanding of group dynamics, group processes, group development, group leadership styles and group roles, as it applies to group counseling</p>	<ul style="list-style-type: none"> • CSP 555 • CSP 656 • Field Work Evaluations • Portfolio • Comp Exam
<p>ASSESSMENT: Integrates assessment and appraisal interpretation into counseling, taking into account ethical and legal standards</p>	<ul style="list-style-type: none"> • CSP 540 • Field Work Evaluations • Portfolio • Comp Exam
<p>RESEARCH AND PROGRAM EVALUATION: Evidences ability to write a research proposal, read and critique research and perform a program evaluation, with special attention to ethical and legal obligations</p>	<ul style="list-style-type: none"> • CSP 691 • Field Work Evaluations • Portfolio • Comp Exam
<p>ACADEMIC DEVELOPMENT: Exhibits an understanding of the role of the School Counselor on academic development within the school system</p>	<ul style="list-style-type: none"> • CSP 553 • CSP 570 • Field Work Evaluations
<p>CONSULTATION: Demonstrates an understanding of the importance of consultation and exhibits ability in working with students, parents, teachers and school administrators</p>	<ul style="list-style-type: none"> • CSP 674 • Field Work Evaluations
<p>LEADERSHIP: Exhibits an understanding of leadership roles within the school and exhibits superior leadership qualities as a School Counselor</p>	<ul style="list-style-type: none"> • CSP 570 • CSP 676 • Field Work Evaluations • Portfolio

School Counseling Portfolio Information

Stages of Portfolio Review

- Gate 1: Acceptance into the program
- Gate 2: Completion of School Counseling Services (CSP 570)
- Gate 3: Completion of Practicum (CSP 552/CSP 553)
- Gate 4: Completion of Program (typically concurrent with completion of CSP 676, teachers with 36 months with completion of CSP 675)

Portfolio Section Narratives:

Each section should begin with a narrative statement summarizing your experiences in the counseling program to date and a brief introduction to the content of the section. There is no required length for your portfolio. Quality of presentation is essential; consult the rubrics in this guide to ensure that you show competence in all sections of the standards.

Portfolio Sections:

The portfolio should have several sections (usually separated by labeled dividers) for ease of review and scoring.

1. Introduction

Introduce the portfolio in a professional manner. Sample items that might be included are:

- Statement of professional goals and philosophy
- Statement of areas of specialization or interest
- Professional Resume or Curriculum Vitae [Must be included]
- Current Transcript (can be unofficial)

2. Professional Growth and Development

Items in this area will reflect professional activities and may include any of the following:

- Professional memberships [Must be included]
- Service Requirement Forms [Must be included; See **Appendix A**]
- Professional workshop or conference attendance [Must be included]
- Professional presentations
- Professional publications
- Recognition/Awards
- Professional activities outside the program
- CSP Program Initiatives (Work within GSAC, continuing education, research)
- Licenses or certifications acquired
- Field Site Supervisor Evaluations [Must be included; Use evaluations from Practicum and Internship Handbook]

Additional Materials Required at Specific Gates:

- Materials specified in each of the separate Portfolio Review Rubrics for Gates 2, 3, and 4
- Documentation of knowledge or competence in the following areas as designated by Council for Accreditation of Counseling and Related Educational Program (CACREP):

Note: Relevant material for each gate will come primarily from the course(s) listed in parentheses, although there may be relevant material from other courses as well. Further descriptions of the CACREP standards can be found at <http://www.cacrep.org>

After the first two sections, the portfolio should have the following separate sections, with information added in each section designed to meet CACREP standards:

3. Professional Orientation & Ethics
 - a. Course Materials
4. Social and Cultural Diversity
 - a. Diversity Self-Assessment [See **Appendix B**]
 - b. Diversity Passport for Gates 2, 3, 4 [See **Appendix C**]
5. Human Growth and Development
 - a. Course Materials
6. Career Development
 - a. Course Materials
7. Helping Relationships
 - a. Self Evaluation of Attitudes and Beliefs for Gate 2 [See **Appendix D**]
 - b. CSP 550 Materials for Gate 2 [See **Appendix E & F**]
 - c. Course Materials
8. Group Work
 - a. Course Materials
9. Assessment
 - a. Course Materials
10. Research and Program Evaluation
 - a. Course Materials
11. Academic Development
 - a. Course Materials
12. Consultation
 - a. Course Materials
13. Leadership
 - a. Course Materials
 - b. CSP 570 Leadership Performance Skills Peer Evaluation Form for Gate 2

Gate 2 (CSP 570)	Gate 3 (CSP 552/553)	Gate 4 (CSP 676)
Professional Orientation & Ethics (CSP 570)	Professional Orientation & Ethics (CSP 570)	Professional Orientation & Ethics (CSP 570)
Social and Cultural Diversity (Diversity Self-Assessment; Diversity Passport)	Social and Cultural Diversity (Diversity Passport, CSP 578)	Social and Cultural Diversity (Diversity Passport, CSP 578)
NA	Human Growth and Development (CSP 568)	Human Growth and Development (CSP 568)
NA	Career Development (CSP 572, CSP 573)	Career Development (CSP 572, CSP 573)
Helping Relationships (CSP 569, CSP 550)	Helping Relationships (CSP 569, CSP 550)	Helping Relationships (CSP 569, CSP 550, CSP 606)
NA	Group Work (CSP 555, CSP 656)	Group Work (CSP 555, CSP 656)
NA	Assessment (CSP 540)	Assessment (CSP 540)
NA	Research and Program Evaluation (CSP 691)	Research and Program Evaluation (CSP 691)
Academic Development (CSP 570)	Academic Development (CSP 570, CSP 552)	Academic Development (CSP 570, 552)
NA	NA	Consultation (CSP 694)
Leadership (CSP 570)	Leadership (CSP 570)	Leadership (CSP 570, 676)

Gate 2 Portfolio Review Rubric

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

Candidate: _____ SCSU ID#: _____

Reviewer: _____ Review Date: _____

Please check off or rate for each of the areas listed those criteria that the student has fulfilled and included in their portfolio.

_____ Current Curriculum or Resume [Section Introduction]

Scholarship: is the value we place on teaching and other student services as essentially intellectual endeavors. Teachers and other student service providers are knowledgeable and intellectually curious.

_____ Current Transcripts [Section Introduction]

_____ No grade < B
3 = target; 1 = unacceptable

_____ Grad GPA \geq 3.0
3 = target; 1 = unacceptable

_____ Completion of *CSP 570: School Counseling Services*
3 = A+, A; 2 = A-, B+, B; 1 = B-

_____ Professional Practice Skills Evident [CSP 550 Counseling Session Rating Forms – Section Helping Relationships]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Attitudes & Dispositions: represent the understanding that thoughtful teaching and student services require behaviors and approaches that are grounded in beliefs nurturing cognitive, emotional, and moral development.

_____ Membership in Professional Organizations [Section Professional Growth & Development]
3 = more than one; 2 = one; 1 = none

_____ Performance Evaluation - Professional Competencies [CSP 570 Diversity Self Assessment]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ Professional Philosophy [CSP 569 Final Paper – Section Helping Relationships]
3 = A+, A; 2 = A-, B+, B; 1 = B-

Integrity: represents the necessity of an ethical framework to guide all our actions.

_____ Performance Evaluation - Professional Qualities [CSP 550 Ethical Issues Paper, graded – Professional Identity & Ethics Section]
3 = A+, A; 2 = A-, B+, B; 1 = B-

_____ Ethical Evaluation - Class activity [CSP 570; Section Professional Identity & Ethics]
3 = A+, A; 2 = A-, B+, B; 1 = B-

Leadership: represents the expectation that teachers, counselors, coaches as well as superintendents and principals will enact their knowledge, beliefs, and values and raise questions when appropriate.

_____ Attendance at Professional Workshops/Conferences
3 = \geq Two attended; 2 = One attended; 1 = None attended

_____ Student Projects & Presentations [Can come from any Section]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ Performance Evaluation – Leadership [CSP 570 Leadership Performance Skills Peer Evaluation Form]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ CSP Program Initiatives [Documentation from GSAC, continuing education, research, practical application outside the classroom, etc.; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Service: is a willingness to care for and give to others without expectation of recompense.

_____ Documentation of Progress toward Service Requirement [Service Requirement Forms; Section Professional Growth & Development]
3 = \geq 10 hours; 2 = \geq 5 hrs; 1 = < 5 hrs

Documentation of knowledge or competence in the following areas as designated by Council for Accreditation of Counseling and Related Educational Program (CACREP):

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE (CSP 570) - studies that provide an understanding of all of the following aspects of professional functioning:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

SOCIAL AND CULTURAL DIVERSITY (DIVERSITY SELF ASSESSMENT & PASSPORT) - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

HELPING RELATIONSHIPS (CSP 569, 550) - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

ACADEMIC DEVELOPMENT (CSP 570) - studies that provide an understanding of the development of academic skills, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Understands the relationship of the school counseling program to the academic mission of the school.
- b. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- c. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

LEADERSHIP (CSP 570) - studies that provide an understanding of the role of the school counselor as leader, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Knows the qualities, principles, skills, and styles of effective leadership.
- b. Knows strategies of leadership designed to enhance the learning environment of schools.
- c. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
- d. Understands the important role of the school counselor as a system change agent.
- e. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

Gate 2: Overall Rating (Circle One)

- 1 Unacceptable
Areas in need of improvement:
- 2 Acceptable
- 3 Target

Comments:

Gate 3 Portfolio Review Rubric

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

Candidate: _____ SCSU ID#: _____

Reviewer: _____ Review Date: _____

Please fill out the following information based on the practicum site of the student:

School _____ Start/End Date _____

Site Supervisor Name _____

Please check off or rate for each of the areas listed those criteria that the student has fulfilled and included in their portfolio:

_____ Current Curriculum Vitae or Resume [Section Introduction]

Scholarship: is the value we place on teaching and other student services as essentially intellectual endeavors. Teachers and other student service providers are knowledgeable and intellectually curious.

_____ Current Transcripts [Section Introduction]

_____ No grade < B
3 = target; 1 = unacceptable

_____ Grad GPA ≥ 3.0
3 = target; 1 = unacceptable

_____ Completion of *CSP 552: Counseling Practicum*
3 = A+, A; 2 = A-, B+, B; 1 = B-

_____ Completion of *CSP 553: Counseling Practicum Seminar*
3 = A+, A; 2 = A-, B+, B; 1 = B-

_____ Professional Practice Skills Evident [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Attitudes & Dispositions: represent the understanding that thoughtful teaching and student services require behaviors and approaches that are grounded in beliefs nurturing cognitive, emotional, and moral development.

_____ Membership in Professional Organizations [Documentation]
3 = more than one; 2 = one; 1 = none

_____ Professional Competencies [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Integrity: represents the necessity of an ethical framework to guide all our actions.

_____ Performance Evaluation - Professional Qualities [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Leadership: represents the expectation that teachers, counselors, coaches as well as superintendents and principals will enact their knowledge, beliefs, and values and raise questions when appropriate.

_____ Attendance at Professional Workshops/Conferences [Section Professional Growth & Development]
3 = ≥ Three attended; 2 = Two attended; 1 = One or less attended

_____ Student Projects & Presentations [Can come from any Section]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ CSP Program Initiatives [Documentation from GSAC, continuing education, research, practical application outside the classroom, etc.; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ Leadership [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Service: is a willingness to care for and give to others without expectation of recompense.

_____ Documentation of Progress toward Service Requirement [Service Requirement Forms; Section Professional Growth & Development]
3 = ≥ 15 hours; 2 = ≥ 10 hrs; 1 = < 10 hrs

Documentation of knowledge or competence in the following areas as designated by Council for Accreditation of Counseling and Related Educational Program (CACREP):

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE (CSP 570) - studies that provide an understanding of all of the following aspects of professional functioning:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

SOCIAL AND CULTURAL DIVERSITY (DIVERSITY PASSPORT, CSP 578) - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

HUMAN GROWTH AND DEVELOPMENT (CSP 568) - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

CAREER DEVELOPMENT (CSP 572, 573) - studies that provide an understanding of career development and related life factors, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. career development theories and decision-making models;
- b. career, vocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

HELPING RELATIONSHIPS (CSP 569, 550) - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

GROUP WORK (CSP 555, 656) - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

ASSESSMENT (CSP 540) - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

RESEARCH AND PROGRAM EVALUATION (CSP 691) - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

ACADEMIC DEVELOPMENT (CSP 570) - studies that provide an understanding of the development of academic skills, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Understands the relationship of the school counseling program to the academic mission of the school.
- b. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- c. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

LEADERSHIP (CSP 570) - studies that provide an understanding of the role of the school counselor as leader, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Knows the qualities, principles, skills, and styles of effective leadership.
- b. Knows strategies of leadership designed to enhance the learning environment of schools.
- c. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
- d. Understands the important role of the school counselor as a system change agent.
- e. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

Gate 3: Overall Rating (Circle One)

- 1 Unacceptable
Areas in need of improvement:
- 2 Acceptable
- 3 Target

Comments:

Gate 4 Portfolio Review Rubric

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

Candidate: _____ SCSU ID#: _____

Reviewer: _____ Review Date: _____

Please fill out the following information based on the internship site of the student:

School _____ Start/End Date _____

Site Supervisor Name _____

Please check off or rate for each of the areas listed those criteria that the student has fulfilled and included in their portfolio:

_____ Current Curriculum Vitae or Resume [Section Introduction]

Scholarship: is the value we place on teaching and other student services as essentially intellectual endeavors. Teachers and other student service providers are knowledgeable and intellectually curious.

_____ Current Transcripts [Section Introduction]

_____ No grade < B
3 = target; 1 = unacceptable

_____ Grad GPA ≥ 3.0
3 = target; 1 = unacceptable

_____ Completion of CSP 676: *Second Semester*
3 = A+, A; 2 = A-, B+, B; 1 = B-

_____ Passing Score on Comprehensive Exam
3 = target; 1 = unacceptable

_____ Professional Practice Skills Evident [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Attitudes & Dispositions: represent the understanding that thoughtful teaching and student services require behaviors and approaches that are grounded in beliefs nurturing cognitive, emotional, and moral development.

_____ Membership in Professional Organizations [Section Professional Growth & Development]
3 = more than one; 2 = one; 1 = none

_____ Professional Competencies [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Integrity: represents the necessity of an ethical framework to guide all our actions.

_____ Performance Evaluation - Professional Qualities [Field Site Supervisor Evaluation]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Leadership: represents the expectation that teachers, counselors, coaches as well as superintendents and principals will enact their knowledge, beliefs, and values and raise questions when appropriate.

_____ Attendance at Professional Workshops/Conferences [Section Professional Growth & Development]
3 = ≥ Three attended; 2 = Two attended; 1 = One or less attended

_____ Student Projects & Presentations [Can come from any Section]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ CSP Program Initiatives [Documentation from GSAC, continuing education, research, practical application outside the classroom, etc.; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

_____ Leadership [Field Site Supervisor Evaluation; Section Professional Growth & Development]
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

Service: is a willingness to care for and give to others without expectation of recompense.

_____ Documentation of Progress toward Service Requirement [Service Requirement Forms; Section Professional Growth & Development]
3 = ≥ 15 hours; 2 = ≥ 10 hrs; 1 = 10 hrs or less

Documentation of knowledge or competence in the following areas as designated by Council for Accreditation of Counseling and Related Educational Program (CACREP):

PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE (CSP 570) - studies that provide an understanding of all of the following aspects of professional functioning:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. history and philosophy of the counseling profession;
- b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. self-care strategies appropriate to the counselor role;
- e. counseling supervision models, practices, and processes;
- f. professional organizations, including membership benefits, activities, services to members, and current issues;
- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. the role and process of the professional counselor advocating on behalf of the profession;
- i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

SOCIAL AND CULTURAL DIVERSITY (DIVERSITY PASSPORT, CSP 578) - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. theories of multicultural counseling, identity development, and social justice;
- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

HUMAN GROWTH AND DEVELOPMENT (CSP 568) - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

CAREER DEVELOPMENT (CSP 572, 573) - studies that provide an understanding of career development and related life factors, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. career development theories and decision-making models;
- b. career, vocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

HELPING RELATIONSHIPS (CSP 569, 550, 606) - studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

GROUP WORK (CSP 555, 656) - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

ASSESSMENT (CSP 540) - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. historical perspectives concerning the nature and meaning of assessment;
- b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

RESEARCH AND PROGRAM EVALUATION (CSP 691) - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. the importance of research in advancing the counseling profession;
- b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

ACADEMIC DEVELOPMENT (CSP 570) - studies that provide an understanding of the development of academic skills, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Understands the relationship of the school counseling program to the academic mission of the school.
- b. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
- c. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

CONSULTATION (CSP 694) - studies that provide an understanding of the development of academic skills, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
- b. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
- c. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
- d. Understands systems theories, models, and processes of consultation in school system settings.
- e. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
- f. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
- g. Knows school and community collaboration models for crisis/disaster preparedness and response.

LEADERSHIP (CSP 570) - studies that provide an understanding of the role of the school counselor as leader, including all of the following:

_____ 3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

- a. Knows the qualities, principles, skills, and styles of effective leadership.
- b. Knows strategies of leadership designed to enhance the learning environment of schools.
- c. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
- d. Understands the important role of the school counselor as a system change agent.
- e. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

Gate 4: Overall Rating (Circle One)

- 1 Unacceptable
Areas in need of improvement:
- 2 Acceptable
- 3 Target

Comments:

Service Requirement Form Instructions

You must complete 20 volunteer service hours.

As a student in the School Counseling program, you are required to complete at least 20 hours of volunteer work to complete your service requirement. Hours can be earned by providing volunteer time to the department, school, or university, to a public or private agency, or to a professional service organization.

Ask yourself where you'd like to volunteer.

Some questions to ask yourself in choosing how to complete your service requirement:

- What are your interests?
- What are your future career aspirations as a counselor?
- Where would you like to complete your practicum/internship?

You can count some hours.

You can count hours that are a result of:

- Involvement in a campus organization (e.g., CSP-GSAC, GSAC, Student Affairs committees)
- Volunteer work at an agency in area of community counseling that interests you (e.g., career counseling center, university counseling center, substance abuse clinic)

But you can't count other hours.

You *cannot* count hours that are a result of:

- Course assignments
- A paying position that you currently are involved in
- Attending a workshop, conference or lecture
- Any activity that preceded your acceptance into the program

Use the *Service Requirement Form* to document your service hours.

Fill out a separate Service Requirement Verification form for service hours at each setting.

Include the Service Requirement Summary form at Gate 2 and then update it at each gate until service hours are completed.

Put these forms in SECTION 2: Professional Growth & Development.

Service Requirement Verification Form

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

Name: _____

Address: _____

Phone #: _____

Location of service hours: _____

Number of service hours performed at location: _____

Detailed summary of what the service entailed and how it fits with the mission and goals of the school counseling program:

Contact Information for Service Location

Contact Person: _____

Phone Number: _____

Address: _____

Signature of Contact Person with which you have completed the number of hours stated above:

X _____

Service Requirement Summary Form

School Counseling Program
 Counseling & School Psychology
 Southern Connecticut State University

Please document your progress in completing the service requirement by listing (using the form below) the place or places where you have volunteered, the nature of the work, and the hours you completed at each setting.

Place	Nature of Work	as of Gate 2 Portfolio Review	as of Gate 3 Portfolio Review	as of Gate 4 Portfolio Review
Total Hours:				
Your Initials:				

Diversity Self-Assessment

Complete the diversity assessment form and calculate the total score.

Put this assessment in the Social and Cultural Diversity Section.

Diversity Self Assessment

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

Rate yourself honestly on the following items:

	Rarely	Sometimes	Always		
	1	2	3	4	5
1. I understand SCSU's policy on diversity.	1	2	3	4	5
2. I regularly assess my strengths and weaknesses in the area of diversity, and I consciously try to improve myself.	1	2	3	4	5
3. I'm always asking questions. I'm curious about new things and people.	1	2	3	4	5
4. When I don't understand what someone says, I ask for clarification.	1	2	3	4	5
5. I'm committed to respecting all students, faculty, and staff	1	2	3	4	5
6. I work willingly and cooperatively with people different from me.	1	2	3	4	5
7. I recognize how bonding with my own group may exclude or be perceived as excluding others.	1	2	3	4	5
8. I can communicate with and influence people who are different from me in positive ways.	1	2	3	4	5
9. I'm interested in the ideas of people who don't think as I do, and I respect their opinions even when I disagree.	1	2	3	4	5
10. Some of my friends are different from me in age, race, background, etc.	1	2	3	4	5
11. I recognize I'm a product of my background; my way isn't the only way.	1	2	3	4	5
12. I'm aware of my prejudices and consciously try to control my assumptions about people.	1	2	3	4	5
13. I try to help others understand my differences.	1	2	3	4	5
14. I work to make sure that people who are different from me are heard and are respected.	1	2	3	4	5
15. I help others succeed by sharing unwritten rules and showing them how to function better.	1	2	3	4	5

	Rarely	Sometimes	Always		
	1	2	3	4	5
16. I apologize when I've offended someone.	1	2	3	4	5
17. I resist the temptation to make another group the scapegoat when something goes wrong.	1	2	3	4	5
18. I refrain from repeating rumors that reinforce bias or prejudice.	1	2	3	4	5
19. I recognize and avoid using language that reinforces stereotypes.	1	2	3	4	5
20. I include people different from me in informal networks and events.	1	2	3	4	5
21. I believe and convey that nontraditional students are as skilled and competent as others.	1	2	3	4	5
22. I get to know people as individuals who are different from me.	1	2	3	4	5
23. I turn over responsibility to people who are different from me as often as I do to people who are like me.	1	2	3	4	5
24. I disregard physical characteristics when interacting with others and when making decisions about competence or ability.	1	2	3	4	5
25. I avoid generalizing the behaviors or attitudes of one individual to another group. (e.g. "All men are...", or "All women are...")	1	2	3	4	5
26. I say "I think that's inappropriate" when I think someone is making a derogatory comment or joke.	1	2	3	4	5
27. I recognize that others may stereotype me, and I try to overcome incorrect assumptions that they may make.	1	2	3	4	5

Total Score _____

Diversity Passport Instructions

The CSP department has made a commitment to increase diversity and multicultural competence in students. In order to reach this objective, the Diversity Passport was created. Students must partake of several experiences which are designed to increase students' multicultural awareness, knowledge and skills. The requirements for each gate are listed on the form in Appendix E1. The individual requirements are described below.

Cultural Immersion Experience

This experience requires that you engage in an event where you are the minority. Think of in what way you are a majority in the following areas. Find one of the areas in which you are in the majority and identify an event that will expose you to a minority population. The campus hosts several groups/ clubs and other events can be found by asking your advisor, faculty or student mentor.

1. Age (e.g., Senior Citizen Home)
2. Developmental and Acquired Disabilities (e.g., Social Event)
3. Religion (e.g., Jewish Synagogue/Temple)
4. Ethnicity/Race (e.g., Black Church, Social Event)
5. Socio-Economic Status (e.g., Social Event)
6. Sexual Orientation (e.g., Social Event, Gay Bar)
7. Indigenous Heritage (Immigrant Status)
8. National Origin (Country of Birth; e.g., Social Event)
9. Gender/ Gender Orientation (e.g., Social Event)

After engaging in the event, you need to write a response paper that attends to the following questions:

1. What was the event?
2. In what way were you a minority?
3. How did you feel being the minority?
4. What did you realize about yourself and your background?
5. What did you learn from this experience?

Beyond Tolerance Discussion Groups

The Diversity Committee sponsors 6 discussion groups a year based upon group activities and discussions designed to improve student multicultural awareness and discussion skills. A certificate is given to all students after the group is complete to indicate participation.

Multicultural Movie Nights

The Diversity Committee sponsors 4 Movie nights a year where a movie with multicultural themes is viewed and then discussion questions based on counseling diverse populations is posed. A certificate is given to all students after the event is complete to indicate participation.

Service Hours

Five of the 20 hours required for your service hours must be completed in a diverse setting.

Conference/Workshop

Attend 1 conference/workshop on counseling diverse or multicultural populations.

Field Work

At least 1 of the Field work settings (Practicum or Internship semester) needs to be in a diverse setting

Culminating Diversity Project

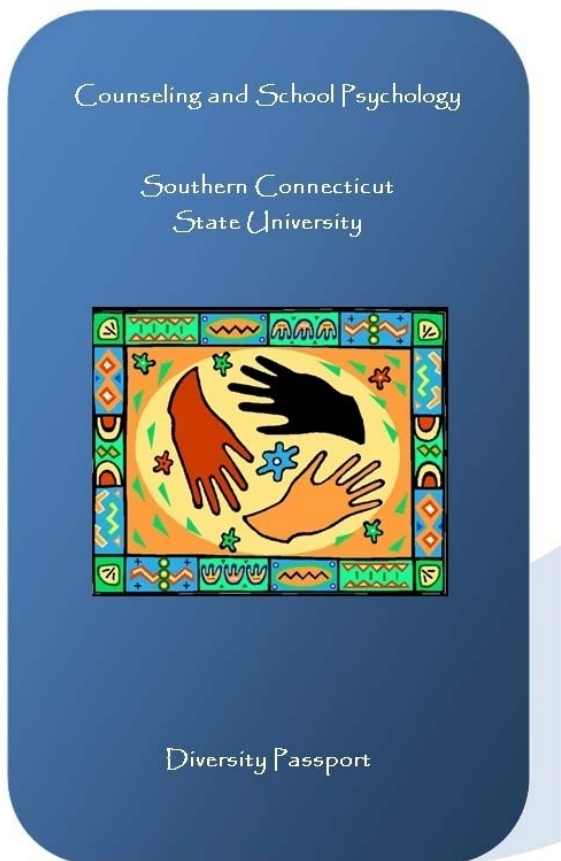
This final project is intended to bring the student's knowledge of diversity and counseling together in order to apply these directly to multicultural skills. For this project, the student can choose from the following projects:

- School-based Diversity Project (e.g., Hosting a diversity day in school; need internship faculty and site supervisor approval)
- Community-based Diversity Project (e.g., Hosting a community event based on multicultural awareness; need internship faculty and site supervisor approval)
- Agency-based Diversity Project (e.g., Offer a workshop to train other supervisors; need internship faculty and site supervisor approval)
- Student Leader in Beyond tolerance group for 1 academic semester
- Student Leader in Multicultural Movie nights for 1 academic semester

Put the passport and supporting evidence in the Social and Cultural Diversity Section.

Diversity Passport

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University



Gate 2

- Cultural Immersion Response Paper
- Attend 3 Beyond Tolerance Discussion
- Attend 1 Multicultural Movie Nights

Gate 3

- Attend 2 Multicultural Movie Nights
- 5 Service Hours
- Conference Workshop

Gate 4

- Field Work in at Least 1 Diverse Setting
- Culminating Diversity Project

Self-Evaluation of Attitudes and Beliefs Instructions

The student is required to complete the form and place in portfolio for Gate 2 only.

Put the self-evaluation in the helping relationships section.

Self-Evaluation of Attitudes and Beliefs

Name: _____

Please circle which choice you view as correct, thinking back to what you have learned thus far in your graduate study in the School Counseling program.

1. The counselor's primary obligation is to.....
 - a. promote the values of society
 - b. respect the integrity of the client and promote his/her welfare
2. Counselors who meet their personal needs through their work are.....
 - a. behaving unethically
 - b. behaving ethically so long as they do not do so at the expense of their clients
3. Relationships in which the clients, students, or supervisees have multiple relationships with each other are.....
 - a. Thought of in terms of being beneficial or harmful instead of always being avoided.
 - b. Avoided whenever possible
4. If counselors determine that they are unable to be of professional assistance to a client.....
 - a. ethical practice dictates that they terminate the relationship
 - b. the counselor should refer the client
5. When the personal problems or conflicts of counselors are likely to lead to harm to a client, counselors.....
 - a. seek assistance for their own problems
 - b. are honest with their clients about their difficulties and engage in detailed self-disclosure with the client.
6. What is your position with respect to receiving personal therapy before you begin working with clients.....
 - a. I don't feel the need, because I have few pressing problems
 - b. I would do it only if I were required to do so
 - c. I am willing to get involved in my own therapy as a client
7. How does the issue of perfectionism apply to you as a counselor.....
 - a. Whatever I do will never quite be enough
 - b. I will strive to be the best I can, and not demand of myself to not make mistakes
8. As a counselor I expect that my values will affect the counseling process.....
 - a. Only in cases in which I attempt to sway the client to my way of thinking
 - b. At all times, because I cannot separate my values from my work as a counselor
9. Counselors must practice within their boundaries of competence, which implies that they.....
 - a. Should develop a clearly defined specialty area
 - b. Consult with other professionals when they have concerns about ethical and professional practice
10. Informed consent implies that clients have a right to.....
 - a. Have information about counseling explained to them
 - b. Expect a guarantee that counseling will be effective

Counseling Session Rating Forms Instructions

As part of CSP 550, your 550 professor, teaching assistant, and/or classmates should complete several of these forms, based on your in-class practice sessions with classmates (whether viewed in person or on video).

These forms should be submitted at Gate 2 only.

Put the forms in the Helping Relationships Section.

Counseling Session Rating Form

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

Counselor's Name: _____ Client's ID: _____

Source:

Audiotape Videotape DVD Direct Observation Other (specify): _____

Date: _____ Time: _____ Place: _____

Directions: Supervisors, faculty, or peer of the counselor-in-training should complete this form.

1. Please check either yes (Y), no (N) or not applicable (NA) in front of the skill/competency you are observing.
2. Rate skill/competency on a scale of 3 to 1 (3 is excellent and 1 is poor).
3. Write brief comments on the skill/competency you are observing.
4. Write a brief summary of the session itself.

Skill/Competency	Yes	No	NA	Rate 3---1	Notes
Entry Behavior/ Structuring					
Attending Behavior					
Observation Skills					
Questioning Skills					
Positive Asset Search					
Encouraging, Paraphrasing, and Summarization					

Final

Skill/Competency	Yes	No	NA	Rate 3---1	Notes
Reflection of Feeling					
Confrontation					
Reflection of Meaning					
Silence					
Focusing					
Closure					

Notes:

Rater's Signature: _____ Date: _____

Counseling Skills Presentation Rubric

As part of CSP 550, your 550 professor or teaching assistant should complete this form.

Put this information in the Helping Relationships Section.

Skills Presentation Rubric

School Counseling Program
Counseling & School Psychology
Southern Connecticut State University

CSP 550

Component	Possible Points	Points
Presentation	2	
Role Play	2	
Handout	1	
	Total	