

# **A Guide to Student Portfolios**

## **Clinical Mental Health Counseling Program**

Department of Counseling & School Psychology



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## Portfolios – The Basics

### ***A Portfolio is required.***

As a student in the Clinical Mental Health Counseling program at SCSU, 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 the semester in which you complete Counseling Procedures (CSP 550). The Gate 3 Portfolio Review occurs at the end of the semester in which you complete Practicum (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). Drop off your proposal with the Clinical Mental Health Counseling Program Coordinator at the CSP department office.*

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

Your advisor 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. *Consult the rubrics now!*

### ***A variety of materials can be included in your portfolio.***

Your portfolio will include materials reflecting competence in 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, In-Class Counseling Practice Tapes
- 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.

## Clinical Mental Health Counseling Program Objectives

The objectives of the Clinical Mental Health 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	CMHC
<b>PROFESSIONAL IDENTITY:</b> 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"> <li>● CSP 570</li> <li>● Field Work Evaluations</li> <li>● Portfolio</li> <li>● Comp Exam</li> </ul>
<b>PROFESSIONAL IDENTITY:</b> Demonstrates an understanding of the history of counseling, especially in terms of ethics and legal standards.	<ul style="list-style-type: none"> <li>● CSP 570</li> <li>● Field Work Evaluations</li> <li>● Portfolio</li> <li>● Comp Exam</li> </ul>
<b>SOCIAL &amp; CULTURAL DIVERSITY:</b> 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"> <li>● Immersed in all courses</li> <li>● CSP 578</li> <li>● Field Work Evaluations</li> <li>● Portfolio</li> <li>● Comp Exam</li> </ul>
<b>HUMAN GROWTH &amp; DEVELOPMENT:</b> Applies developmental theories to counseling.	<ul style="list-style-type: none"> <li>● CSP 568</li> <li>● Field Work Evaluations</li> <li>● Portfolio</li> <li>● Comp Exam</li> </ul>
<b>CAREER DEVELOPMENT:</b> Exhibits an understanding of career counseling and program planning.	<ul style="list-style-type: none"> <li>● CSP 572</li> <li>● CSP 573</li> <li>● Field Work Evaluations</li> <li>● Portfolio</li> <li>● Comp Exam</li> </ul>
<b>HELPING RELATIONSHIPS:</b> Explains major counseling and consultation theories.	<ul style="list-style-type: none"> <li>● CSP 569</li> <li>● Portfolio</li> <li>● Comp. Exam</li> </ul>

<p><b>HELPING RELATIONSHIPS:</b> Demonstrates counselor characteristics and behaviors that influence helping processes.</p>	<ul style="list-style-type: none"> <li>• CSP 569</li> <li>• CSP 570</li> <li>• Retention &amp; Continuation Policy Assessment</li> <li>• Field Work Evaluations</li> <li>• Comp Exam</li> </ul>
<p><b>HELPING RELATIONSHIPS:</b> 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"> <li>• CSP 550</li> <li>• CSP 569</li> <li>• CSP 595</li> <li>• Portfolio</li> <li>• Field Work Evaluations</li> </ul>
<p><b>GROUP WORK:</b> 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"> <li>• CSP 555</li> <li>• CSP 656</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• Comp Exam</li> </ul>
<p><b>ASSESSMENT:</b> Integrates assessment and appraisal interpretation into counseling, taking into account ethical and legal standards.</p>	<ul style="list-style-type: none"> <li>• CSP 540</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• Comp Exam</li> </ul>
<p><b>RESEARCH AND PROGRAM EVALUATION:</b> 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"> <li>• CSP 691</li> <li>• Field Work Evaluations</li> <li>• Portfolio</li> <li>• Comp Exam</li> </ul>
<p><b>PSYCHOPATHOLOGY:</b> Evidences understanding of diagnostic and treatment processes for psychopathological disorders.</p>	<ul style="list-style-type: none"> <li>• CSP 571</li> <li>• CSP 574</li> <li>• Field Work Evaluations</li> </ul>

# Clinical Mental Health Counseling Portfolio Information

## ***Stages of Portfolio Review:***

- Gate 1: Admission to Clinical Mental Health Counseling Program
- Gate 2: Completion of Counseling Procedures (CSP 550)
- Gate 3: Completion of Practicum (CSP 553)
- Gate 4: Completion of Program (CSP 676)

## ***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) [Must be included]

### **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]
- Professional workshop or conference attendance [Must be included]
- Professional presentations
- Professional publications
- Recognition/Awards
- CSP Program Initiatives (Work within GSAC, continuing education, research)
- Professional activities outside the program
- 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).

After the first two sections, the portfolio should have the following separate sections, with information added in each section designed to meet CACREP standards at Gate 2, 3, and 4 (listed below).

<b>Gate 1 (Admission)</b>		
<b>Gate 2 (CSP 550)</b>	<b>Gate 3 (CSP 553)</b>	<b>Gate 4 (CSP 676)</b>
Unofficial Transcript	Unofficial Transcript	Unofficial Transcript
Resume	Updated Resume	Updated Resume
Service Requirement Forms	Service Requirement Forms Diversity Passport: 5 Service hours in diverse setting	Service Requirement Forms and final Service Requirement Summary Form
Professional Memberships	Professional Memberships	Professional Memberships
Professional Workshops/Conferences	Professional Workshops/Conferences Diversity Passport: Attend workshop related to diversity	Professional Workshops/Conferences
Statement of Professional Goals and Philosophy	Updated Statement of Professional Goals and Philosophy	Updated Statement of Professional Goals and Philosophy
Counseling Perspectives Paper (CSP 569)	Final Student Evaluation from Site Supervisor (553)	Final Student Evaluation from Site Supervisor (CSP 676)
Professional Dispositions Evaluation (CSP 550)	Professional Dispositions Evaluation (CSP 553)	Agency Context Worksheet (CSP 676)  Diversity Passport: Evidence of diverse fieldwork setting (as evidenced above)
Diversity Passport: Cultural Immersion Response Paper	Agency Context Worksheet (CSP 553) Diversity Passport: Evidence of diverse fieldwork setting (as evidenced above)	Culminating Diversity Project
Diversity Passport Option: Attend 2 Beyond Tolerance Discussions	Diversity Passport Option: Attend 1 Multicultural Movie Night	Impact on K-12 Student Learning/Client Growth (CSP 676)
Diversity Passport Option: Attend 1 Multicultural Movie Night	Research Proposal (CSP 691)	Case Presentation and Literature Review (CSP 554)

	Professional Dispositions Evaluation	Comprehensive Exam
		Exit Interview



# Gate 2 Portfolio Review Rubric

## Clinical Mental Health 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.**

\_\_\_\_\_ Resume  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Current Transcripts (Grad GPA  $\geq$  3.0)  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Statement of Professional Goals and Philosophy  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Membership in Professional Organizations  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Counseling Perspectives Paper (CSP 569)  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Attendance at Professional Workshops/Conferences  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Documentation of Progress toward Service Requirement (Service Requirement Forms)  
3 =  $\geq$  10 hours; 2 =  $\geq$  5 hrs; 1 = 5 hrs or less

\_\_\_\_\_ Professional Dispositions (CSP 550 and TBD)

**Comments:**

# Service Requirement Verification Form

Clinical Mental Health Counseling Program

Counseling & School Psychology  
Southern Connecticut State University

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Organization name/location: \_\_\_\_\_

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 clinical mental health counseling program:

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## **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 Form Instructions*

**You must complete 20 volunteer service hours (at least 5 hours must be in a diverse setting).**

As a student in the Clinical Mental Health 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 cannot 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.

## Counseling Perspectives Paper (CSP 569)

<b>Personal Theory Paper Grade Rubric</b>			
<b>Points Possible:</b>	<b>High Mastery 3</b>	<b>Medium Mastery 2</b>	<b>Low Mastery 1</b>
Introduction	Introduction clearly presents the topic and lays out structure of the paper	Introduction minimally presents the topic or overall structure of the paper	Introduction fails to present the topic or overall structure of the paper
Needs and motivation	Needs and motivations in seeking a career in counseling are clearly presented	Needs and motivations in seeking a career in counseling are minimally presented	Needs and motivations in seeking a career in counseling are not clearly presented
Help or hindrance	Needs and motivations that may hinder or help your development as a counselor are clearly presented	Needs and motivations that may hinder or help your development as a counselor are minimally presented	Needs and motivations that may hinder or help your development as a counselor are not clearly presented
Beliefs about human nature	Underlying assumptions/beliefs about human nature are clearly presented	Underlying assumptions/beliefs about human nature are minimally presented	Underlying assumptions/beliefs about human nature are not clearly presented
Development and structure of personality	Personal ideas about the development and structure of personality and assumptions/beliefs about the development of mental illness are clearly presented and integrated with chosen theories	Personal ideas about the development and structure of personality and assumptions/beliefs about the development of mental illness are minimally presented and integrated with chosen theories	Personal ideas about the development and structure of personality and assumptions/beliefs about the development of mental illness are not clearly presented or are poorly integrated with chosen theories
Therapeutic relationship	Therapeutic relationship of the chosen theories are clearly presented as congruent with your interpersonal style	Therapeutic relationship of the chosen theories are minimally presented as congruent with your interpersonal style	Therapeutic relationship of the chosen theories are not clearly presented as congruent with your interpersonal style
Counselor – client roles	The roles of counselor/client of the chosen theories are clearly presented as congruent with your values, beliefs, and interpersonal style	The roles of counselor/client are of the chosen theories are minimally presented as congruent with your values, beliefs, and interpersonal style	The roles of counselor/client are of the chosen theories are not clearly presented as congruent with your values, beliefs, and interpersonal style
Important aspects of session	Important aspects of the content/process of a counseling session are clearly presented as congruent with your values, beliefs, and interpersonal style	Important aspects of the content/process of a counseling session are minimally presented as congruent with your values, beliefs, and interpersonal style	Important aspects of the content/process of a counseling session are not clearly presented as congruent with your values, beliefs, and interpersonal style
Beliefs about change	Beliefs about change/improvement and goals of counseling according to the chosen theories are clearly presented as congruent with your interpersonal style	Beliefs about change/improvement and goals of counseling according to the chosen theories are minimally presented as congruent with your interpersonal style	Beliefs about change/improvement and goals of counseling according to the chosen theories are not clearly presented as congruent with your interpersonal style
Advantages and limitations	Advantages and limitations of the chosen theories are clearly presented	Advantages and limitations of the chosen theories are minimally presented	Advantages and limitations of the chosen theories are not clearly presented
Summary of paper	Summary of the paper and integration of key points is clear and concise	Summary of the paper and integration of key points is minimally clear and concise	Summary of the paper and integration of key points is not clear and concise
APA and writing style	Paper adheres to APA writing style, including spelling, grammar, and clarity/flow and is between 8-10 pages of body	Paper minimally adheres to APA writing style, including spelling, grammar, and clarity/flow and is between pages of body	Paper fails to consistently adhere to APA writing style, including spelling, grammar, and clarity/flow or is not between pages of body

## Southern Connecticut State University Professional Dispositions Assessment (CSP 550)

The Connecticut State Department of Education requires that a candidate for certification and students within Southern’s School of Education “has the qualities of character and personal fitness for teaching” (CTSDE, 2011). The accrediting body for the School of Education at Southern Connecticut State University is the National Council for Accreditation of Teacher Education (NCATE). They define professional dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2010). These professional dispositions are to be operationalized based on the mission and conceptual framework of the school of education, and must include “fairness and the belief that all students can learn” (NCATE, 2010).

The mission of the School of Education states that:

The School of Education is a professional school whose mission is to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning, have the personal and professional integrity to value themselves and others, who have the leadership skills to promote continuous improvement of the educational systems in which they work, and demonstrate commitment and responsibility to the communities in which they live. (SOE, n.d.)

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the School of Education believes that professional dispositions can also be observed in a classroom setting before fieldwork begins. The following measure of dispositions is intended as a tool not only to assess behaviors observed, but also as a guide for growth. For each indicator there are a few exemplary behaviors that may be used as targets of performance by candidates. The School of Education is committed to the growth of candidates as well as the impact they will have beyond the classroom through “a belief that no matter what position in life one currently occupies, it is possible to improve or find greater self-fulfillment if one desires to do so” (SOE, n.d.).

1.	<b>Embraces strengths and needs.</b>	3	2	1	n
	Candidate believes learners/clients have differing strengths and needs that serve as a basis for growth. The candidate identifies and uses those strengths and needs to plan and deliver effective instruction/counseling. (InTASC 1h, 1i, 7n, 8s)				
	In Class Exemplars:	In the Field Exemplars:			
	<ul style="list-style-type: none"> <li>• Makes only productive comments about classmates and faculty members.</li> <li>• Actively listens when classmates contribute in class.</li> <li>• Willing to work/collaborate with any classmate</li> </ul>	<ul style="list-style-type: none"> <li>• Can articulate the strengths and needs of students/clients.</li> <li>• Treatment/instructional Planning demonstrate a clear connection with identified strengths and needs.</li> </ul>			
2.	<b>Engages in reflective practice (praxis).</b>	3	2	1	n
	Candidate takes responsibility for each learner’s mastery of disciplinary content/counseling progress and skills and uses ongoing analysis and reflection to improve planning and practice. (InTASC 2l, 9l, 1j, 4r)				
	In Class Exemplars:	In the Field Exemplars:			
	<ul style="list-style-type: none"> <li>• Accepts constructive criticism and input from faculty.</li> <li>• Incorporates suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts constructive criticism and input from faculty supervisors and/or site supervisors.</li> </ul>			

	<p>into assignments and/or class performance.</p> <ul style="list-style-type: none"> <li>• Is respectful when classmates ask questions seeking clarification of course content.</li> <li>• Responsive to classmates' request for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates suggestions for improvement into future practice.</li> <li>• Uses reflective practices to adjust future instruction/counseling practice.</li> </ul>				
<b>3.</b>	<b>Engages in learning process.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate believes that students construct knowledge by exploration and discovery. Therefore, candidate creates learning/support environments that encourage independent and collaborative exploration, discovery, and expression. (InTASC 5s, 3p)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Readily participates in class discussions.</li> <li>• Participates in active, hands-on activities.</li> <li>• Participates in group work.</li> <li>• Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings).</li> </ul>	<ul style="list-style-type: none"> <li>• Design learning activities that foster the active construction of knowledge.</li> <li>• Plan for both independent and group work.</li> </ul>				
<b>4.</b>	<b>Engages in broad, flexible thinking.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate facilitates learners'/clients' critical analysis of multiple perspectives within and beyond the discipline and explores using this knowledge as a lens to address global and local issues. (InTASC 4p, 5r, 5q)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Seeks source material beyond those assigned.</li> <li>• Listens respectfully to dissenting or differing ideas/opinions.</li> <li>• Engages in respectful discussion of dissenting or differing ideas.</li> <li>• Looks for dissenting or differing views when forming arguments/opinions.</li> <li>• Applies course content to diverse settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Relates teaching/counseling to real-world issues</li> </ul>				
<b>5.</b>	<b>Employs assessment effectively.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate is committed to the ethical use of multiple types of effective assessments (e.g. assessments aligns with instruction, accommodations are made when appropriate, and attempts are made to minimize bias) and to supporting learners'/clients' ability to use assessment feedback as the basis for self-reflection on progress and to improve performance. (InTASC 6q, 6s, 6t, 6v, 6u, 6r, 8p)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Uses assessment feedback as the basis for self-reflection on progress and to improve performance.</li> <li>• Uses performance on multiple types of course assessments to better understand themselves as a learner.</li> <li>• Able to describe ethical and unethical use of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Models the iterative process of reflective practice (praxis), sharing insights from one's own experiences.</li> </ul>				

6.	<b>Plans well; maintain flexibility.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate takes professional responsibility to use short- and long-term planning as a means of ensuring student learning/client growth; understanding plans must always be open to adjustment and revision based on learner/client needs and changing circumstances. (InTASC 7p, 7q)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Submits work on time.</li> <li>• Schedules personal commitments so as not to conflict with class meetings and assignment completion.</li> <li>• Readily accept necessary changes in course schedules.</li> <li>• Arrives at class on time and remains engaged for duration of course.</li> <li>• Has necessary learning materials available for full class participation.</li> <li>• Has read all required materials and is prepared to contribute in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and uses data from multiple sources.</li> </ul>				
7.	<b>Employs relevant, current technology.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning/client growth. (InTASC 8r)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Utilizes SCSU technological resources as assigned/required (e.g., monitor SCSU email, participate in discussion boards, course web site, TK 20).</li> <li>• Integrates technology meaningfully into class presentations and class work</li> <li>• Uses technology-based collaboration tools.</li> <li>• Accesses and utilizes the digital holdings of libraries.</li> <li>• Uses technology resources to seek information and problem-solve independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates available technology into teaching and learning activities.</li> <li>• Stays current with technology.</li> <li>• Differentiates between having technology and using technology to promote and support student/client learning.</li> <li>• Utilizes technology as a tool for clients: to improve access to resources and/or to encourage personal and professional enhancement and growth.</li> </ul>				
8.	<b>Demonstrates reflective, self-directed learning.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate sees him/herself as a learner continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. He/she is committed to deepening understanding of his/her own frames of reference, this includes: culture, gender, language, abilities, ways of knowing content knowledge, and possible biases. (InTASC 9m, 4o, 4p, 10t, 9n)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Ready, willing and enthusiastic about learning.</li> <li>• Attentive in class, including taking notes when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends local (if not regional/national/international) conferences.</li> <li>• Spends time developing and reflecting on personal vision and mission.</li> <li>• Acknowledges possible biases inherent in lived experiences that may not be common across all stakeholders.</li> <li>• Actively works to mitigate these biases.</li> </ul>				

9.	<b>Adheres to high, ethical standards.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
Candidate understands the expectations of the profession including codes of ethics and professional standards of practice, and relevant law and policy, and contributes to the advancement of the profession. (InTASC 10s, 9o)						
In Class Exemplars:			In the Field Exemplars:			
<ul style="list-style-type: none"> <li>• Adheres to the policies outlined in CSP student handbook and SCSU graduate catalog.</li> <li>• Makes proactive attempts to understand expectations of course.</li> <li>• Seeks help and direction from the instructor and classmates to be successful in course.</li> <li>• Adheres to course and university deadlines (e.g., assignments and applications are submitted on time, student comes to class on time.)</li> <li>• Assignments are professional in appearance using appropriate style guidelines.</li> <li>• Represents own work and activities accurately.</li> </ul>			<ul style="list-style-type: none"> <li>• Can identify and locate the appropriate professional standards.</li> <li>• Observed practices conform to the professional standards.</li> </ul> <p>Adheres to ACA/ASCA/NASP code of ethics.</p> <ul style="list-style-type: none"> <li>• Makes proactive attempts to understand expectations of field placement.</li> <li>• Seeks help and direction to perform optimally in the field placement.</li> <li>• All materials distributed and/or displayed are error free and have a professional appearance.</li> <li>• Adheres to course deadlines.</li> </ul>			
10.	<b>Listens to, and considers, all points of view.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
Students, families, colleagues, professional peers, and community members communicate in a variety of ways with varied beliefs, norms and expectations. Through thoughtful and responsive listening and observing, the candidate solicits their input and contributions in a collegial manner, respectfully communicating and working collaboratively to successfully plan and meet challenging goals in positive and supportive learning environments. (InTASC 1k, 10q, 8q, 3n, 3q, 3r, 7o)						
In Class Exemplars:			In the Field Exemplars:			
<ul style="list-style-type: none"> <li>• Readily works on small group projects/papers.</li> <li>• Actively works to understand opposing views through attentive listening.</li> <li>• Interacts equally with all students.</li> </ul>			<ul style="list-style-type: none"> <li>• Proactively communicates with all stakeholders.</li> <li>• Consistently solicits and uses input and feedback.</li> <li>• Communications are professional, positive, and maintain the best interests of students/clients.</li> </ul>			
11.	<b>Embraces diversity.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
Learners/clients are individuals with differing personal and family backgrounds, various skills, abilities, perspectives, talents, and interests. The candidate embraces this diversity and makes learners/clients feel valued, helping them to learn to value each other and to use these peer relationships to establish an inclusive climate of learning. (InTASC 2m, 2n, 2o, 3o)						
In Class Exemplars:			In the Field Exemplars:			
<ul style="list-style-type: none"> <li>• Addresses all colleagues appropriately.</li> <li>• Compliments other students (“that’s a great idea”).</li> <li>• Uses humor appropriately.</li> <li>• Expresses understanding, sympathy, empathy, and concern.</li> </ul> <ul style="list-style-type: none"> <li>• Provides other students with relevant information / resources “I have a great article for you”.</li> <li>• Demonstrates respect for diverse cultures, languages and dialects.</li> <li>• Exhibits an understanding of multicultural</li> </ul>			<ul style="list-style-type: none"> <li>• Integrates diversity actively, combating the marginalization of groups or individuals.</li> <li>• Identifies and appreciates the varied contributions of individuals to create an inclusive climate.</li> <li>• Seeks to integrate diverse culture, languages and dialects into his/her instructional practice to engage students in learning.</li> <li>• Demonstrates respect for diverse culture, languages and dialects by not overcorrecting.</li> <li>• Works to professionally apply multicultural</li> </ul>			



	competencies and standards.	competencies and standards.				
<b>12.</b>	<b>Seeks professional growth.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support of student learning/client growth. (InTASC 10r)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Accepts request to collaborate with others.</li> <li>• Offers to collaborate with others.</li> <li>• Stays on-topic in classroom discussions (no chatting with friends)</li> <li>• Draws other students into discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads (and as appropriate shares) professional literature.</li> <li>• Belongs to and participates in professional organizations.</li> <li>• Attends and/or presents at professional conferences.</li> </ul>				
<b>13.</b>	<b>Contributes to school mission.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	The candidate actively shares responsibility for shaping and supporting the mission of his/her school or agency as one of advocacy for learners/clients and accountability for their success. (InTASC 10p)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Joins SCSU/CSP clubs and participates in events.</li> <li>• Joins professional organizations and clubs on and off campus.</li> <li>• Speaks supportively of SCSU/CSP.</li> <li>• Constructively criticizes SCSU/CSP.</li> <li>• Constructively represents SCSU/CSP to outside organizations and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks necessary resources to support student learning/client growth.</li> <li>• Promotes transparency in the sharing of data with all stakeholders.</li> <li>• Frames needs as positive and solution driven, with realistic timelines.</li> <li>• Explicitly integrates the school district/agency mission in all facets of work.</li> </ul>				

Counseling and School Psychology

Southern Connecticut  
State University



Diversity Passport

## Diversity Passport

### Gate 2

- Cultural Immersion Response Paper
- Attend 2 Beyond Tolerance Discussions or
- Attend 1 Multicultural Movie Night

### *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

# Gate 3 Portfolio Review Rubric

Clinical Mental Health 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:**

Agency \_\_\_\_\_ Start/End Date \_\_\_\_\_

Site Supervisor Name \_\_\_\_\_

\_\_\_\_\_ Resume  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Current Transcripts (Grad GPA  $\geq 3.0$ )  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Statement of Professional Goals and Philosophy  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Membership in Professional Organizations  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Counseling Perspectives Paper (CSP 569)  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Attendance at Professional Workshops/Conferences  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Documentation of Progress toward Service Requirement (Service Requirement Forms)  
3 =  $\geq 10$  hours; 2 =  $\geq 5$  hrs; 1 = 5 hrs or less

\_\_\_\_\_ Professional Dispositions (CSP 550 and TBD)

**Comments:**

# Service Requirement Verification Form

Clinical Mental Health Counseling Program

Counseling & School Psychology  
Southern Connecticut State University

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Organization name/location: \_\_\_\_\_

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 clinical mental health counseling program:

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## **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 \_\_\_\_\_



# CMHC Student Evaluation from Site/Faculty Supervisor (Practicum and Internship)

Site Supervisor    Course Instructor

**Directions:** This form is to be completed by the Site Supervisor at mid-term and semester end and given to the Practicum or Internship Seminar Instructor.

Name of Graduate Student: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum or Internship: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  Midterm    Final

Name / Address of Site: \_\_\_\_\_

### Rating Scale

- 1 – Unacceptable professional performance
- 3 – Meets criteria minimally
- 5 – Meets criteria consistently

### Intra/Interpersonal Professional Behavior

1. Openness to new ideas	1	2	3	4	5
2. Flexibility	1	2	3	4	5
3. Cooperative with others	1	2	3	4	5
4. Willingness to accept and use feedback	1	2	3	4	5
5. Awareness of own impact on others	1	2	3	4	5
6. Ability to deal with conflict	1	2	3	4	5
7. Ability to accept personal responsibility	1	2	3	4	5
8. Ability to express feelings effectively and appropriately	1	2	3	4	5
9. Attention to ethical and legal considerations	1	2	3	4	5
10. Initiation and motivation	1	2	3	4	5

### Ethics

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	1	2	3	4	5
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### Professional Competence

1. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	1	2	3	4	5
2. Provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	1	2	3	4	5

Administration					
1. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling	1	2	3	4	5
2. Applies current record-keeping standards related to clinical mental health counseling	1	2	3	4	5
Assessment					
1. Demonstrates the ability to use procedures for assessing and managing suicide risk	1	2	3	4	5
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	1	2	3	4	5
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	1	2	3	4	5
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	1	2	3	4	5
5. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	1	2	3	4	5
6. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	1	2	3	4	5
7. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	1	2	3	4	5
Counseling Skills					
1. Establishes relationships in such a manner that a therapeutic working alliance can be formed	1	2	3	4	5
2. Creating appropriate structure and maintaining professional boundaries	1	2	3	4	5
3. Understanding context – understanding the uniqueness of client's story elements and their underlying meanings	1	2	3	4	5
4. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner	1	2	3	4	5
5. Congruence – genuineness; external behavior consistent with internal affect	1	2	3	4	5
6. Establishing and communicating empathy	1	2	3	4	5
7. Non-verbal communication	1	2	3	4	5
8. Immediacy – staying in the here and now	1	2	3	4	5
9. Timing – responding at the optimal moment	1	2	3	4	5
10. Intentionality – clearly responding with clinical intention	1	2	3	4	5
11. Self-disclosure – skillful and carefully-considered for a specific therapeutic purpose	1	2	3	4	5
12. Demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	1	2	3	4	5
13. Creates a safe clinical environment	1	2	3	4	5
14. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	1	2	3	4	5
15. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	1	2	3	4	5

Referral and Advocacy					
1. Maintains information regarding community resources to make appropriate referrals	1	2	3	4	5
2. Applies effective strategies to promote client understanding of and access to a variety of community resources	1	2	3	4	5
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities	1	2	3	4	5
4. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	1	2	3	4	5
Multicultural Competence					
1. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorder	1	2	3	4	5
2. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	1	2	3	4	5
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	1	2	3	4	5
4. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	1	2	3	4	5
Research and Evaluation					
1. Applies relevant research findings to inform the practice of clinical mental health counseling	1	2	3	4	5
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments	1	2	3	4	5
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	1	2	3	4	5

Overall Performance			
	Still Developing	Acceptable	Exemplary
1. Professionalism	1	2	3
2. Clinical skills	1	2	3
3. Ethical behavior	1	2	3

Supervisor Comments:

Student Comments:

I have reviewed and discussed this evaluation with my faculty supervisor.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Seminar Instructor

\_\_\_\_\_  
Date



## Southern Connecticut State University Professional Dispositions Assessment (CSP 553)

The Connecticut State Department of Education requires that a candidate for certification and students within Southern’s School of Education “has the qualities of character and personal fitness for teaching” (CTSDE, 2011). The accrediting body for the School of Education at Southern Connecticut State University is the National Council for Accreditation of Teacher Education (NCATE). They define professional dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2010). These professional dispositions are to be operationalized based on the mission and conceptual framework of the school of education, and must include “fairness and the belief that all students can learn” (NCATE, 2010).

The mission of the School of Education states that:

The School of Education is a professional school whose mission is to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning, have the personal and professional integrity to value themselves and others, who have the leadership skills to promote continuous improvement of the educational systems in which they work, and demonstrate commitment and responsibility to the communities in which they live. (SOE, n.d.)

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the School of Education believes that professional dispositions can also be observed in a classroom setting before fieldwork begins. The following measure of dispositions is intended as a tool not only to assess behaviors observed, but also as a guide for growth. For each indicator there are a few exemplary behaviors that may be used as targets of performance by candidates. The School of Education is committed to the growth of candidates as well as the impact they will have beyond the classroom through “a belief that no matter what position in life one currently occupies, it is possible to improve or find greater self-fulfillment if one desires to do so” (SOE, n.d.).

1.	<b>Embraces strengths and needs.</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate believes learners/clients have differing strengths and needs that serve as a basis for growth. The candidate identifies and uses those strengths and needs to plan and deliver effective instruction/counseling. (InTASC 1h, 1i, 7n, 8s)				
	In Class Exemplars:	In the Field Exemplars:			
	<ul style="list-style-type: none"> <li>• Makes only productive comments about classmates and faculty members.</li> <li>• Actively listens when classmates contribute in class.</li> <li>• Willing to work/collaborate with any classmate</li> </ul>	<ul style="list-style-type: none"> <li>• Can articulate the strengths and needs of students/clients.</li> <li>• Treatment/instructional Planning demonstrates a clear connection with identified strengths and needs.</li> </ul>			
2.	<b>Engages in reflective practice (praxis).</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate takes responsibility for each learner’s mastery of disciplinary content/counseling progress and skills and uses ongoing analysis and reflection to improve planning and practice. (InTASC 2l, 9l, 1j, 4r)				
	In Class Exemplars:	In the Field Exemplars:			
	<ul style="list-style-type: none"> <li>• Accepts constructive criticism and input from faculty.</li> <li>• Incorporates suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts constructive criticism and input from faculty supervisors and/or site supervisors.</li> </ul>			

	<p>into assignments and/or class performance.</p> <ul style="list-style-type: none"> <li>• Is respectful when classmates ask questions seeking clarification of course content.</li> <li>• Responsive to classmates' request for assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates suggestions for improvement into future practice.</li> <li>• Uses reflective practices to adjust future instruction/counseling practice.</li> </ul>				
<b>3.</b>	<b>Engages in learning process.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate believes that students construct knowledge by exploration and discovery. Therefore, candidate creates learning/support environments that encourage independent and collaborative exploration, discovery, and expression. (InTASC 5s, 3p)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Readily participates in class discussions.</li> <li>• Participates in active, hands-on activities.</li> <li>• Participates in group work.</li> <li>• Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings).</li> </ul>	<ul style="list-style-type: none"> <li>• Design learning activities that foster the active construction of knowledge.</li> <li>• Plan for both independent and group work.</li> </ul>				
<b>4.</b>	<b>Engages in broad, flexible thinking.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate facilitates learners'/clients' critical analysis of multiple perspectives within and beyond the discipline and explores using this knowledge as a lens to address global and local issues. (InTASC 4p, 5r, 5q)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Seeks source material beyond those assigned.</li> <li>• Listens respectfully to dissenting or differing ideas/opinions.</li> <li>• Engages in respectful discussion of dissenting or differing ideas.</li> <li>• Looks for dissenting or differing views when forming arguments/opinions.</li> <li>• Applies course content to diverse settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Relates teaching/counseling to real-world issues</li> </ul>				
<b>5.</b>	<b>Employs assessment effectively.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate is committed to the ethical use of multiple types of effective assessments (e.g. assessments aligns with instruction, accommodations are made when appropriate, and attempts are made to minimize bias) and to supporting learners'/clients' ability to use assessment feedback as the basis for self-reflection on progress and to improve performance. (InTASC 6q, 6s, 6t, 6v, 6u, 6r, 8p)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Uses assessment feedback as the basis for self-reflection on progress and to improve performance.</li> <li>• Uses performance on multiple types of course assessments to better understand themselves as a learner.</li> <li>• Able to describe ethical and unethical use of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Models the iterative process of reflective practice (praxis), sharing insights from one's own experiences.</li> </ul>				

6.	<b>Plans well; maintain flexibility.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate takes professional responsibility to use short- and long-term planning as a means of ensuring student learning/client growth; understanding plans must always be open to adjustment and revision based on learner/client needs and changing circumstances. (InTASC 7p, 7q)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Submits work on time.</li> <li>• Schedules personal commitments so as not to conflict with class meetings and assignment completion.</li> <li>• Readily accept necessary changes in course schedules.</li> <li>• Arrives at class on time and remains engaged for duration of course.</li> <li>• Has necessary learning materials available for full class participation.</li> <li>• Has read all required materials and is prepared to contribute in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Collects and uses data from multiple sources.</li> </ul>				
7.	<b>Employs relevant, current technology.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning/client growth. (InTASC 8r)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Utilizes SCSU technological resources as assigned/required (e.g., monitor SCSU email, participate in discussion boards, course web site, TK 20).</li> <li>• Integrates technology meaningfully into class presentations and class work</li> <li>• Uses technology-based collaboration tools.</li> <li>• Accesses and utilizes the digital holdings of libraries.</li> <li>• Uses technology resources to seek information and problem-solve independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates available technology into teaching and learning activities.</li> <li>• Stays current with technology.</li> <li>• Differentiates between having technology and using technology to promote and support student/client learning.</li> <li>• Utilizes technology as a tool for clients: to improve access to resources and/or to encourage personal and professional enhancement and growth.</li> </ul>				
8.	<b>Demonstrates reflective, self-directed learning.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	Candidate sees him/herself as a learner continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. He/she is committed to deepening understanding of his/her own frames of reference, this includes: culture, gender, language, abilities, ways of knowing content knowledge, and possible biases. (InTASC 9m, 4o, 4p, 10t, 9n)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Ready, willing and enthusiastic about learning.</li> <li>• Attentive in class, including taking notes when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Attends local (if not regional/national/international) conferences.</li> <li>• Spends time developing and reflecting on personal vision and mission.</li> <li>• Acknowledges possible biases inherent in lived experiences that may not be common across all stakeholders.</li> <li>• Actively works to mitigate these biases.</li> </ul>				

9.	<b>Adheres to high, ethical standards.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
Candidate understands the expectations of the profession including codes of ethics and professional standards of practice, and relevant law and policy, and contributes to the advancement of the profession. (InTASC 10s, 9o)						
In Class Exemplars:			In the Field Exemplars:			
<ul style="list-style-type: none"> <li>• Adheres to the policies outlined in CSP student handbook and SCSU graduate catalog.</li> <li>• Makes proactive attempts to understand expectations of course.</li> <li>• Seeks help and direction from the instructor and classmates to be successful in course.</li> <li>• Adheres to course and university deadlines (e.g., assignments and applications are submitted on time, student comes to class on time.)</li> <li>• Assignments are professional in appearance using appropriate style guidelines.</li> <li>• Represents own work and activities accurately.</li> </ul>			<ul style="list-style-type: none"> <li>• Can identify and locate the appropriate professional standards.</li> <li>• Observed practices conform to the professional standards.</li> </ul> <p>Adheres to ACA/ASCA/NASP code of ethics.</p> <ul style="list-style-type: none"> <li>• Makes proactive attempts to understand expectations of field placement.</li> <li>• Seeks help and direction to perform optimally in the field placement.</li> <li>• All materials distributed and/or displayed are error free and have a professional appearance.</li> <li>• Adheres to course deadlines.</li> </ul>			
10.	<b>Listens to, and considers, all points of view.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
Students, families, colleagues, professional peers and community members communicate in a variety of ways with varied beliefs, norms and expectations. Through thoughtful and responsive listening and observing, the candidate solicits their input and contributions in a collegial manner, respectfully communicating and working collaboratively to successfully plan and meet challenging goals in positive and supportive learning environments. (InTASC 1k, 10q, 8q, 3n, 3q, 3r, 7o)						
In Class Exemplars:			In the Field Exemplars:			
<ul style="list-style-type: none"> <li>• Readily works on small group projects/papers.</li> <li>• Actively works to understand opposing views through attentive listening.</li> <li>• Interacts equally with all students.</li> </ul>			<ul style="list-style-type: none"> <li>• Proactively communicates with all stakeholders.</li> <li>• Consistently solicits and uses input and feedback.</li> <li>• Communications are professional, positive, and maintain the best interests of students/clients.</li> </ul>			
11.	<b>Embraces diversity.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
Learners/clients are individuals with differing personal and family backgrounds, various skills, abilities, perspectives, talents and interests. The candidate embraces this diversity and makes learners/clients feel valued, helping them to learn to value each other and to use these peer relationships to establish an inclusive climate of learning. (InTASC 2m, 2n, 2o, 3o)						
In Class Exemplars:			In the Field Exemplars:			
<ul style="list-style-type: none"> <li>• Addresses all colleagues appropriately.</li> <li>• Compliments other students (“that’s a great idea”).</li> <li>• Uses humor appropriately.</li> <li>• Expresses understanding, sympathy, empathy, and concern.</li> </ul> <ul style="list-style-type: none"> <li>• Provides other students with relevant information / resources “I have a great article for you”.</li> <li>• Demonstrates respect for diverse cultures, languages and dialects.</li> <li>• Exhibits an understanding of multicultural</li> </ul>			<ul style="list-style-type: none"> <li>• Integrates diversity actively, combating the marginalization of groups or individuals.</li> <li>• Identifies and appreciates the varied contributions of individuals to create an inclusive climate.</li> <li>• Seeks to integrate diverse culture, languages and dialects into his/her instructional practice to engage students in learning.</li> <li>• Demonstrates respect for diverse culture, languages and dialects by not overcorrecting.</li> <li>• Works to professionally apply multicultural</li> </ul>			

	competencies and standards.	competencies and standards.				
<b>12.</b>	<b>Seeks professional growth.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support of student learning/client growth. (InTASC 10r)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Accepts request to collaborate with others.</li> <li>• Offers to collaborate with others.</li> <li>• Stays on-topic in classroom discussions (no chatting with friends)</li> <li>• Draws other students into discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads (and as appropriate shares) professional literature.</li> <li>• Belongs to and participates in professional organizations.</li> <li>• Attends and/or presents at professional conferences.</li> </ul>				
<b>13.</b>	<b>Contributes to school mission.</b>		<b>3</b>	<b>2</b>	<b>1</b>	<b>n</b>
	The candidate actively shares responsibility for shaping and supporting the mission of his/her school or agency as one of advocacy for learners/clients and accountability for their success. (InTASC 10p)					
	In Class Exemplars:	In the Field Exemplars:				
	<ul style="list-style-type: none"> <li>• Joins SCSU/CSP clubs and participates in events.</li> <li>• Joins professional organizations and clubs on and off campus.</li> <li>• Speaks supportively of SCSU/CSP.</li> <li>• Constructively criticizes SCSU/CSP.</li> <li>• Constructively represents SCSU/CSP to outside organizations and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks necessary resources to support student learning/client growth.</li> <li>• Promotes transparency in the sharing of data with all stakeholders.</li> <li>• Frames needs as positive and solution driven, with realistic timelines.</li> <li>• Explicitly integrates the school district/agency mission in all facets of work.</li> </ul>				

## Agency Context Worksheet (CSP 553)

The aim of this assignment is for you to learn about the agency context in which your clients develop. An understanding of who the clients are, and the demographics of the community will provide you with a framework to understand and interpret your observations.

<b>Agency name:</b>	
<b>Agency address:</b>	

SCSU would like to recognize your site supervisor's willingness to welcome you into his/her agency. Please take care to make sure that his/her name is spelled correctly and accurate credentials specified (i.e., NCC, LPC, LCSW, LMFT).

### Field Site Supervisor

<b>First Name:</b>	
<b>Last Name:</b>	
<b>Highest Degree and Credentials:</b>	
<b>Email:</b>	

### Agency Client Demographic Information

	Number in agency	Percent in client population
American Indian		
Asian American		
Black		
Hispanic		
White		
Undeclared Race/Ethnicity		
<b>Total Client Numbers:</b>		
Non-English Home Language		
Clients Who Are Not Fluent in English		

<b>Client Attendance</b>	
Student's approx. client attendance rate	

**Special Programs:**

Please briefly list any special programs or initiatives within your agency; for example, specialized training opportunities, grants, or honors.

**Your Client Caseload DATA**

Please ask site supervisor to help you complete the following table. Record the number, not an approximation or a percent, of clients in each category. If there are no clients who you have worked with in a particular category, leave the space blank. Be as accurate as you can while protecting the privacy of clients.

**Client Information**

	Number of Clients in Caseload
Clients Who Are Not Fluent in English	
Clients with Known Disability	

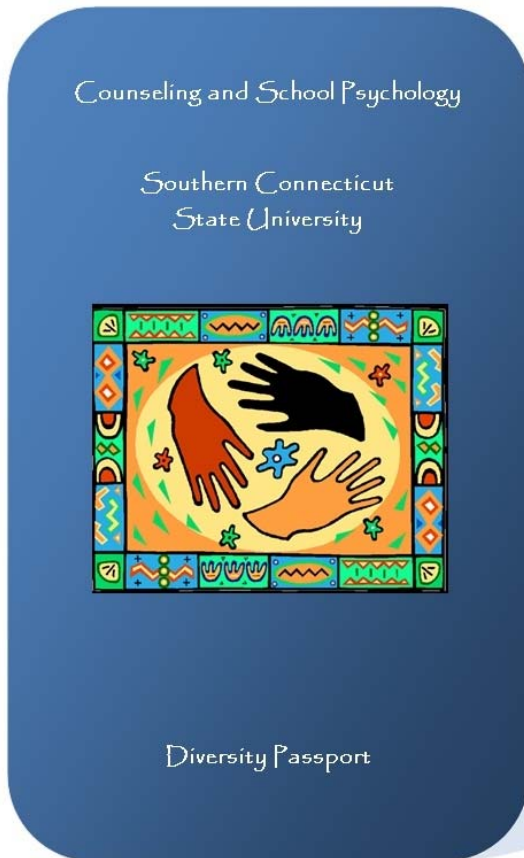
**Technology Use in Your Clinical Setting:**

In the table below, provide information on the use of technology in your clinic. The left-hand column contains the different purposes for which technology is often used in clinics. Next to each purpose, please check whether:

- you observed the technology used for that purpose
- heard from your site supervisor that technology is indeed being used for that purpose
- you were already familiar with the use of technology for this purpose prior to your field experience

Technology is used to . . .	I observed this	My site supervisor told me, even if I did not observe this.	Because I was already familiar with the use of technology for this purpose, I didn't need this field experience to show me this
Enhance counseling			
Enhance understanding of diagnosis and treatment			
Provide career counseling			
Motivate clients			
Assist clients with special needs			
Collect, manage, and analyze data			

# Diversity Passport



## Gate 3

- Attend 1 Multicultural Movie Night
- 5 Service hours in a diverse setting
- Conference Workshop
- Field Work in at Least 1 Diverse Setting

## *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.

### ***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



**Research and Evaluation in Schools and Community Agencies**  
**Research Proposal Info**  
**(CSP 691)**

<i>Points Possible:</i> <b>24</b>	<b>High Mastery</b> <b>3</b>	<b>Medium Mastery</b> <b>2</b>	<b>Low Mastery</b> <b>1</b>
Writing Style	Spelling, grammar, edited and organized cohesively	Spelling, grammar, edited and organized adequately	Spelling, grammar, edited and organized inadequately
APA Format	Paper adheres to APA style.	Paper adheres to APA writing style with minimal mistakes	Paper adhere to APA writing style minimally
Introduction/ hypothesis	Introduction contains enough background information & presents a good case for hypothesis	Introduction contains adequate background information & an adequate case for hypothesis	Introduction includes minimal background information, without adequate case for hypothesis
Methods Section	Method section has all required information (sample, sample recruitment, validity, reliability of measures, procedure includes informed consent)	Methods section has most of the required information (sample, sample recruitment, validity, reliability of measures, procedure includes informed consent)	Methods section includes minimal required information (sample, sample recruitment, validity, reliability of measures, procedure includes informed consent)
Planned Analysis	Planned analysis has all correct information	Planned analysis has minimal mistakes	Planned analysis is incorrect
Implications	Implications section is correct and does not extend past study's findings	Implications section is minimally accurate	Implications section is incorrect
References	At least 20 references are cited appropriately	Minimally adequate number of references, adequately cited	Insufficient number of references and / or not appropriately cited
Consent Form	Added consent form as an appendix	Consent form added as appendix, but not adequate	No consent form added to appendix

**Grading Rubric: average of all performance criterion**

**Target=3**

**Acceptable=2**

**Unacceptable=1**

# Gate 4 Portfolio Review Rubric

## Clinical Mental Health 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 \_\_\_\_\_

\_\_\_\_\_ Resume  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Current Transcripts (Grad GPA  $\geq$  3.0)  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Statement of Professional Goals and Philosophy  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Membership in Professional Organizations  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Counseling Perspectives Paper (CSP 569)  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Attendance at Professional Workshops/Conferences  
3 = Exceeds Expectations; 2 = Meets expectations; 1 = needs improvement

\_\_\_\_\_ Documentation of Progress toward Service Requirement (Service Requirement Forms)  
3 =  $\geq$  10 hours; 2 =  $\geq$  5 hrs; 1 = 5 hrs or less

\_\_\_\_\_ Professional Dispositions (CSP 550 and TBD)

### Comments:

# Service Requirement Verification Form

Clinical Mental Health Counseling Program

Counseling & School Psychology  
Southern Connecticut State University

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

Organization name/location: \_\_\_\_\_

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 clinical mental health counseling program:

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## **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

Clinical Mental Health 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	Hours		
		as of Gate 2 Portfolio Review	as of Gate 3 Portfolio Review	as of Gate 4 Portfolio Review
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
	<b>Total Hours:</b>	_____	_____	_____
	<b>Your Initials:</b>	_____	_____	_____



# CMHC Student Evaluation from Site/Faculty Supervisor (Practicum and Internship)

Site Supervisor    Course Instructor

**Directions:** This form is to be completed by the Site Supervisor at mid-term and semester end and given to the Practicum or Internship Seminar Instructor.

Name of Graduate Student: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum or Internship: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_  Midterm    Final

Name / Address of Site: \_\_\_\_\_

### Rating Scale

- 1 – Unacceptable professional performance
- 3 – Meets criteria minimally
- 5 – Meets criteria consistently

### Intra/Interpersonal Professional Behavior

1. Openness to new ideas	1	2	3	4	5
2. Flexibility	1	2	3	4	5
3. Cooperative with others	1	2	3	4	5
4. Willingness to accept and use feedback	1	2	3	4	5
5. Awareness of own impact on others	1	2	3	4	5
6. Ability to deal with conflict	1	2	3	4	5
7. Ability to accept personal responsibility	1	2	3	4	5
8. Ability to express feelings effectively and appropriately	1	2	3	4	5
9. Attention to ethical and legal considerations	1	2	3	4	5
10. Initiation and motivation	1	2	3	4	5

### Ethics

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	1	2	3	4	5
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### Professional Competence

1. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate	1	2	3	4	5
2. Provides only those services and applies only those techniques for which she/he is qualified by education, training and experience	1	2	3	4	5

Administration					
3. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling	1	2	3	4	5
4. Applies current record-keeping standards related to clinical mental health counseling	1	2	3	4	5
Assessment					
8. Demonstrates the ability to use procedures for assessing and managing suicide risk	1	2	3	4	5
9. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	1	2	3	4	5
10. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	1	2	3	4	5
11. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	1	2	3	4	5
12. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	1	2	3	4	5
13. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals	1	2	3	4	5
14. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events	1	2	3	4	5
Counseling Skills					
16. Establishes relationships in such a manner that a therapeutic working alliance can be formed	1	2	3	4	5
17. Creating appropriate structure and maintaining professional boundaries	1	2	3	4	5
18. Understanding context – understanding the uniqueness of client's story elements and their underlying meanings	1	2	3	4	5
19. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic manner	1	2	3	4	5
20. Congruence – genuineness; external behavior consistent with internal affect	1	2	3	4	5
21. Establishing and communicating empathy	1	2	3	4	5
22. Non-verbal communication	1	2	3	4	5
23. Immediacy – staying in the here and now	1	2	3	4	5
24. Timing – responding at the optimal moment	1	2	3	4	5
25. Intentionality – clearly responding with clinical intention	1	2	3	4	5
26. Self-disclosure – skillful and carefully-considered for a specific therapeutic purpose	1	2	3	4	5
27. Demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically	1	2	3	4	5
28. Creates a safe clinical environment	1	2	3	4	5
29. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	1	2	3	4	5
30. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	1	2	3	4	5

Referral and Advocacy					
5. Maintains information regarding community resources to make appropriate referrals	1	2	3	4	5
6. Applies effective strategies to promote client understanding of and access to a variety of community resources	1	2	3	4	5
7. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities	1	2	3	4	5
8. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients	1	2	3	4	5
Multicultural Competence					
5. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorder	1	2	3	4	5
6. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	1	2	3	4	5
7. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	1	2	3	4	5
8. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	1	2	3	4	5
Research and Evaluation					
4. Applies relevant research findings to inform the practice of clinical mental health counseling	1	2	3	4	5
5. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments	1	2	3	4	5
6. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	1	2	3	4	5

Overall Performance			
	Still Developing	Acceptable	Exemplary
1. Professionalism	1	2	3
2. Clinical skills	1	2	3
3. Ethical behavior	1	2	3

Supervisor Comments:

Student Comments:

I have reviewed and discussed this evaluation with my faculty supervisor.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Seminar Instructor

\_\_\_\_\_  
Date



## Agency Context Worksheet (CSP 676)

The aim of this assignment is for you to learn about the agency context in which your clients develop. An understanding of who the clients are, and the demographics of the community will provide you with a framework to understand and interpret your observations.

<b>Agency name:</b>	
<b>Agency address:</b>	

SCSU would like to recognize your site supervisor's willingness to welcome you into his/her agency. Please take care to make sure that his/her name is spelled correctly and accurate credentials specified (i.e., NCC, LPC, LCSW, LMFT).

### Field Site Supervisor

<b>First Name:</b>	
<b>Last Name:</b>	
<b>Highest Degree and Credentials:</b>	
<b>Email:</b>	

### Agency Client Demographic Information

	Number in agency	Percent in client population
American Indian		
Asian American		
Black		
Hispanic		
White		
Undeclared Race/Ethnicity		
<b>Total Client Numbers:</b>		
Non-English Home Language		
Clients Who Are Not Fluent in English		

<b>Client Attendance</b>	
Student's approx. client attendance rate	

**Special Programs:**

Please briefly list any special programs or initiatives within your agency, for example specialized training opportunities, grants or honors.

**Your Client Caseload DATA**

Please ask site supervisor to help you complete the following table. Record the number, not an approximation or a percent, of clients in each category. If there are no clients who you have worked with in a particular category, leave the space blank. Be as accurate as you can while protecting the privacy of clients.

**Client Information**

	Number of Clients in Caseload
Clients Who Are Not Fluent in English	
Clients with Known Disability	

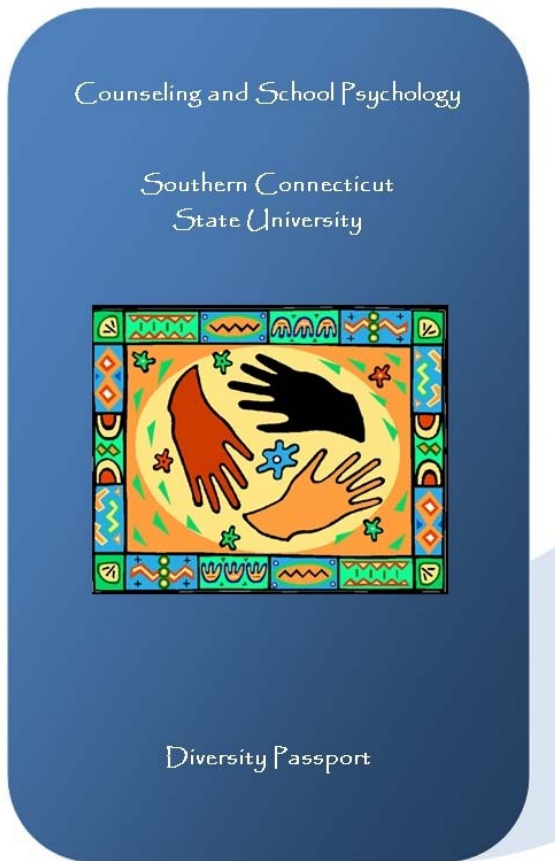
**Technology Use in Your Clinical Setting:**

In the table below, provide information on the use of technology in your clinic. The left-hand column contains the different purposes for which technology is often used in clinics. Next to each purpose, please check whether:

- you observed the technology used for that purpose
- heard from your site supervisor that technology is indeed being used for that purpose
- you were already familiar with the use of technology for this purpose prior to your field experience

Technology is used to . . .	I observed this	My site supervisor told me, even if I did not observe this.	Because I was already familiar with the use of technology for this purpose, I didn't need this field experience to show me this
Enhance counseling			
Enhance understanding of diagnosis and treatment			
Provide career counseling			
Motivate clients			
Assist clients with special needs			
Collect, manage, and analyze data			

# Diversity Passport



## Gate 4

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

### *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.

#### **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.

## **Impact on K-12 Student/Client Growth** (CSP 676)

*To be completed by faculty of student/client teaching seminars (or the equivalent) or by university student/client-teaching supervisors based on a project that the candidate completes during student/client teaching.*

	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Exemplary (3)</b>	<b>No Basis for Judgment NBJ</b>
<b>Knowledge of K-12 student/client characteristics</b>	Candidate <b>does not</b> view each student/client as an individual and is unaware of each student/client's strengths and areas of need; and/or candidate views each student/client as an individual and is aware of each student/client's strengths and areas of need, but this is <b>never or rarely</b> reflected in treatment planning and counseling/counseling.	Candidate views each student/client as an individual and is aware of each student/client's strengths and areas of need; however, this is <b>not always</b> reflected in treatment planning and counseling.	Candidate views each student/client as an individual and is aware of each student/client's strengths and areas of need; this is <b>always</b> reflected in treatment planning and counseling.	
	Candidate <b>does not provide or seldom provides</b> specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on student/clients learning and development.	Candidate <b>usually</b> provides specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on student/client learning and development.	Candidate <b>always</b> provides specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on student/client learning and development.	
	Candidate <b>does not</b> demonstrate knowledge of the research on human development and learner characteristics and/or planning and counseling <b>does not</b> demonstrate that candidate transfers this knowledge into practice.	Candidate demonstrates knowledge of the research on human development and learner characteristics; planning and counseling demonstrate that candidate <b>usually</b> transfers this knowledge into practice.	Candidate demonstrates knowledge of the research on human development and learner characteristics; planning and counseling demonstrate that candidate <b>always</b> transfers this knowledge into practice.	

<b>Counseling outcomes and treatment goals</b>	Counseling outcomes are <b>not</b> measurable and/ or <b>do not define</b> what candidate expects K-12 students/clients to know and/or to be able to do at the end of the intervention.	Counseling outcomes are measurable and <b>define</b> what candidate expects K-12 students/clients to know and/or to be able to do at the end of the intervention, <b>but some outcomes could use further definition.</b>	Counseling outcomes are measurable and <b>clearly define</b> what candidate expects K-12 students/clients to know and/or to be able to do at the end of the intervention.	
	Counseling outcomes are <b>not or rarely</b> aligned with the appropriate local, state, and/or national standards for the discipline.	Counseling outcomes are <b>mostly</b> aligned with the appropriate local, state, and/or national standards for the discipline.	Counseling outcomes are <b>completely</b> aligned with the appropriate local, state, and/or national standards for the discipline.	
<b>Treatment planning / interventions and basis for choosing them</b>	Treatment planning <b>does not</b> demonstrate clear organization i.e., is <b>without</b> a logical sequence of interventions; and/or <b>does not</b> focus on important themes and/or critical skills.	Treatment planning demonstrates clear organization with logical sequence of interventions; <b>but includes too many irrelevant interventions</b> that may distract from student/client acquisition of critical skills.	Treatment planning demonstrates clear organization with logical sequence of interventions; focuses on important skills.	
	The treatment plan <b>does not include</b> ways to differentiate interventions to reflect a variety of student/client needs or the needs of individual student/clients.	All aspects of the treatment plan include differentiated strategies to reflect a variety of student/client needs, <b>but could be further nuanced</b> to address each student/client's individual needs.	All aspects of the treatment plan include differentiated strategies <b>nuanced</b> to reflect a variety of student/client needs as well as each student/client's individual needs.	
<b>Client diagnosis-symptoms, behavioral indicators and record review</b>	Student/client behavioral indicators/symptoms are <b>not congruent</b> with the treatment outcomes and/or <b>do not yield</b> useful information for treatment planning.	Student/client behavioral indicators/symptoms are matching <b>most</b> of the learner outcomes so as to yield useful information for treatment planning.	Student/client behavioral indicators/symptoms are <b>completely congruent</b> with all the treatment outcomes so as to yield useful information for treatment planning.	
<b>Candidate' use of case notes and supervision</b>	Candidate <b>did not utilize</b> appropriate and ethically sound modifications during treatment in response to student/client response to treatment and other critical factors.	Candidate is clearly able to <b>utilize</b> appropriate and ethically sound modifications during treatment in response to student/client response to treatment and other critical factors <b>but other modifications may have further enhanced student/client response to treatment.</b>	Candidate is clearly able to <b>utilize</b> appropriate and ethically sound modifications during treatment in response to student/clients' response to treatment and other critical factors.	

<b>Assessment of treatment outcome</b>	The treatment outcome assessment is <b>not congruent</b> with the treatment goals and <b>does not</b> evaluate student/client growth.	The treatment outcome assessment is <b>congruent</b> with <b>most</b> of the learner outcomes so as to evaluate student/client growth.	The treatment outcome assessment is <b>completely congruent</b> with all the treatment goals so as to evaluate student/client growth.	
<b>Data analyses</b>	The data analysis revealed that student/clients <b>did not</b> achieve growth or made <b>no or insufficient</b> progress fulfillment of treatment goals	The data analysis revealed that student/clients achieved growth or progress toward <b>most</b> of their treatment goals	The data analysis revealed that student/clients achieved growth or progress toward <b>all</b> of their treatment goals	
<b>Interpretation of effectiveness of treatment</b>	Reflection demonstrates that candidate is <b>unable</b> to hypothesize why all student/clients did not meet counseling outcomes.	Reflection demonstrates that candidate is able to hypothesize why all student/clients did not meet counseling outcomes but could propose only <b>one</b> hypothesis for why all student/clients did not meet counseling outcomes.	Reflection demonstrates that candidate is able to hypothesize why all student/clients did not meet all counseling outcomes.	

# Treatment of Mental and Emotional Disorders

## Key Assessment: Case Analysis (CSP 554)

<b>Case Analysis</b> <b>CSP 554 Treatment of Mental and Emotional Disorders</b>			
	<b>High Mastery</b> (KEY ASSMT SCORE: 3)	<b>Medium Mastery</b> (KEY ASSMT SCORE: 2)	<b>Low Mastery</b> (KEY ASSMT SCORE: 1)
Case vignette	Case vignette is highly appropriate to a CMHC setting and provides adequate information for completion of tasks below; if student uses another source for vignette, citation is accurate	Case vignette is somewhat appropriate to CMHC setting and/or provides adequate information for completion of tasks below, if student uses another source for vignette, citation is accurate	Case vignette is somewhat inappropriate to CMHC setting and/or fails to provide adequate information for completion of tasks below, if student uses another source for vignette, citation is incomplete or inaccurate
Case conceptualization	Paper provides an excellent, theory-based, logical and insightful theory regarding the causal and maintenance factors and prognosis	Paper provides a theory-based logical and well-thought theory regarding the causal and maintenance factors and prognosis	Paper fails to reflect relevant aspects of the case, does not appropriately integrate theory or provides confusing /illogical theories of causal and maintenance factors and prognosis
Diagnostic assessment report	Report is written with excellent use of appropriate clinical terms, accurate grammar and spelling, and reflective of an appropriate case conceptualization for the case vignette; Multiaxial diagnosis is correct	Report is written with use of appropriate clinical terms, only a few grammar and spelling errors, and reflective of an appropriate case conceptualization for the case vignette; Multiaxial diagnosis is mostly correct and/or feasible	Report has inappropriate clinical terms, several grammar and spelling errors, and/or is reflective of a less appropriate case conceptualization for the case vignette; Multiaxial diagnosis is incorrect and/or not clearly linked to client's presentation
Literature review	Selected literature is relevant to the vignette and is retrieved from appropriate scholarly sources; Five sources are used and no source is greater than 5 years old.	Selected literature is moderately relevant to the vignette and is retrieved from appropriate scholarly sources; Five sources are used and no source is greater than 5 years old.	Selected literature is somewhat irrelevant to the vignette and/or is retrieved from less appropriate scholarly sources; Less than five sources are used and/or source(s) is greater than 5 years old.
Treatment plan	Treatment plan is well written with use of appropriate clinical terms, reflects an appropriate case conceptualization that is based in the diagnostic assessment. Clear/accurate specification of goals, objectives, and interventions that are well linked to each other and based on a literature-supported set of interventions appropriate to the case	Treatment plan is written with use of somewhat appropriate clinical terms, moderately reflects an appropriate case conceptualization that is based in the diagnostic assessment. Specification of goals, objectives, and interventions are moderately clear and/or are moderately well linked to each other. Plan is somewhat based on a literature-supported set of interventions appropriate to the case	Treatment plan is written with inappropriate clinical terms, fails to adequately reflect an appropriate case conceptualization and/or appears to be unrelated to the diagnostic assessment. Specification of goals, objectives, and interventions are unclear and/or are poorly linked to each other. Plan does not appear to be based on a literature-supported set of interventions appropriate to the case
Writing and APA Style	<i>Case Conceptualization</i> and <i>Literature Review</i> sections adhere to APA writing style, including spelling, grammar, and clarity/flow and is within guidelines for length	Paper minimally adheres to APA writing style, including spelling, grammar, and clarity/flow and in the guidelines for length	Paper fails to consistently adhere to APA writing style, including spelling, grammar, and clarity/flow or the length is either too short or long according to guidelines

# Comprehensive Exam

<b>SC and CMHC Comprehensive Exam Results</b>					
			<b>scores based on national results</b>		
<b>1=fail</b>			<b>1= 49% and lower</b>		
<b>2= pass</b>			<b>2=50%-69%</b>		
<b>3=high pass</b>			<b>3=70%</b>		
<b>Name</b>	<b>Score</b>	<b>Rating</b>			