

Division of Graduate Counseling: Assessment Handbook

2012-2014

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OVERVIEW OF ASSESSMENT PROCESS AND PROCEDURES

The *Division of Graduate Counseling: Assessment Handbook* provides a guide to the divisional, program, and student assessment procedures and processes of divisional assessment. It fits within the more broad institutional assessment plan of Indiana Wesleyan University and is designed to fulfill the program evaluation standards set forth in the 2009 CACREP Standards and COAMFTE Version 11 Standards. The overall goal of its implementation is to determine the extent to which we are attaining the mission, objectives, and student learning outcomes of the division and its programs. Results and conclusions from the gathered data are used to inform program and curricular development and revision.

The *Organizational Chart: Division of Graduate Counseling Assessment Plan* provides a visual representation of the flow of the evaluation process. Assessment activities are identified and scheduled to occur on a three interval. As can be noted on the *Three-Year Cycle: Division of Graduate Counseling Assessment Calendar*, specific assessment activities occur on an end of each semester, annual, bi-annual, and triennial basis. The *Assessment Check List* specifies the specific assessment activities take place in each course or in extra-curricular settings.

Collection of assessment data is the responsibility of all faculty and staff. The divisional chair oversees the overall process and insures the continuous operation of the plan. The chair is also responsible for the collection of data related to the divisional student learning outcomes. Program directors are responsible for collection of data related to program-specific student learning outcomes. Course instructors are responsible for including the necessary assignments for student, program, and divisional assessment in their syllabi. Curriculum maps, found on each divisional syllabus, links course assignments to assessment activities, CACREP standards, COAMFTE standards and IWU World Changer Outcomes. Course instructors also complete a student assessment form for all enrolled students in their classes and report student progression information as required by the assessment plan. Program directors collect student progression-related data gathered by each faculty member and

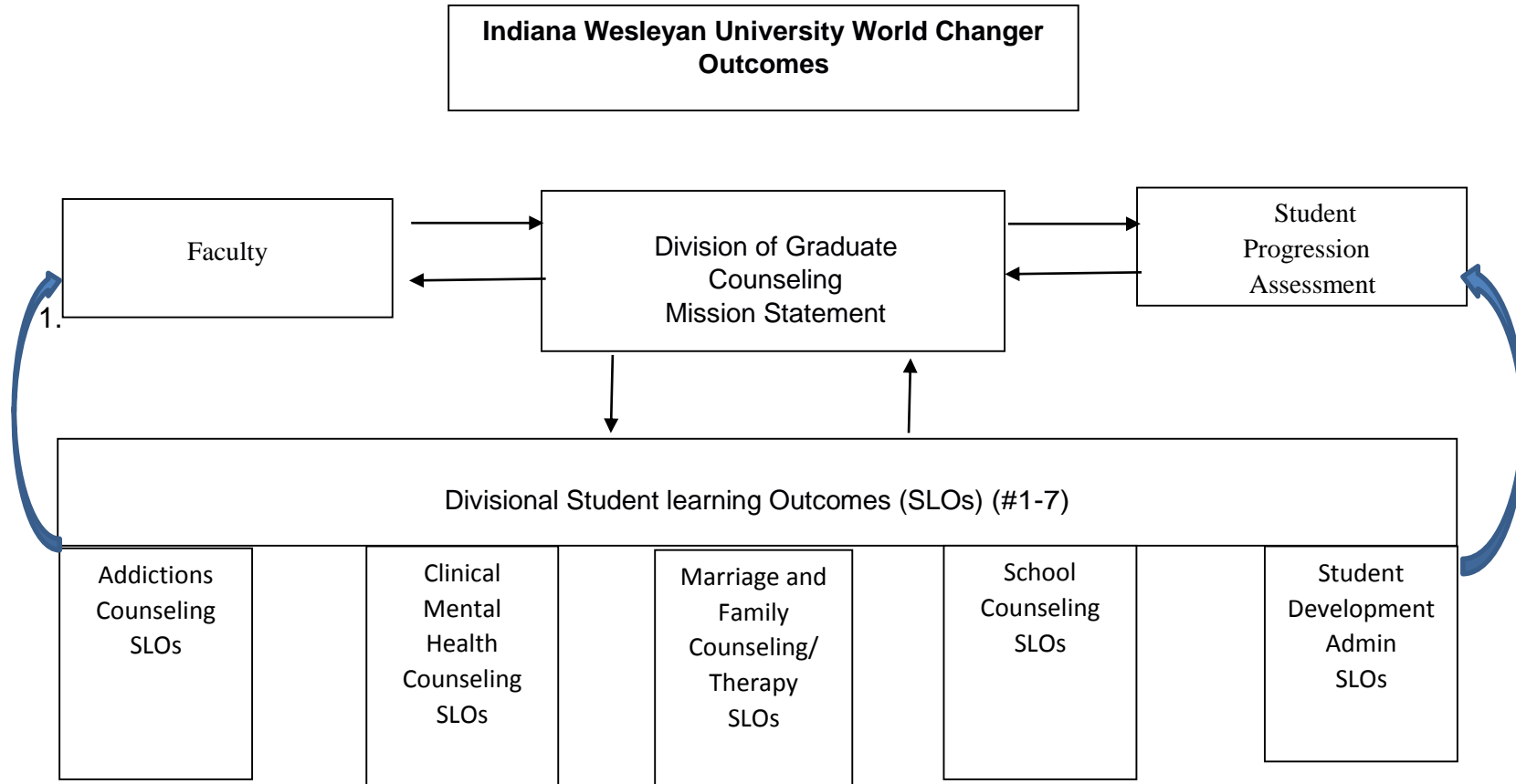
enter it into the student's electronic academic files for storage at the 9 Hour, Practicum and Final Review. Administrative staff oversees the electronic files to insure data is being entered into the electronic files in a correct and timely manner. Program directors communicate student progression results to their respective student advisees and design remedial plans as needed. The Division began conducting an Assessment Day at the beginning of each academic year in 2013. The goal of Assessment Day is to review all data gathered from the previous academic year, make conclusions based on the information gathered, and develop an action plan to utilize assessment results to revise divisional programs and courses. The implementation of the plans are monitored throughout the academic year. The assessment results and their use in the program and curricular design and revision are to be reported in the division's *Annual Report*, which is made available and sent out near the end of the fall semester of each academic year.

A complete description of faculty, student, divisional, and program assessment activities is found in the *Assessment Plan of the Division of Graduate Counseling*, which is found in a later section of the Divisional Assessment Handbook. The Handbook also contains copies of the following materials:

- *Student Progression Evaluation Matrix*
- *9-Hour, Practicum, and Final Internship Evaluation Form*
- Specific Assessment Rubrics
- Analytic Scale for Content Writing
- Clinical Expertise Rubric (for assessment of counseling skill samples)
- Rubric for Assessing Research and Evaluation Competencies (CNS 507)
- Integration of Faith in the Counseling Process (CNS 509)
- Analytic Scale for Consultation Paper (CNS 524)
- Practicum Counselor Evaluation Form
- Final Internship Evaluation Forms

Taken together, the Assessment Handbook provides a description of all assessment activities, exams, and rubrics relevant to the divisional and program assessment process. It is the intent of the Division of Graduate Counseling to consistently engage in the assessment activities described in this manual.

**ORGANIZATIONAL CHART
DIVISION OF GRADUATE COUNSELING ASSESSMENT PLAN**



**Three-year Cycle
Division of Graduate Counseling
Divisional Assessment Calendar**

Year A (2012-2013)			Year 8 (2013-2014)			Year C (2014-2015)		
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
Review SC SLOs	Web and Marketing Content Review	Student Handbook Review & Revision	Administer Alumni Survey	Administer Employer Survey	Student Handbook Review & Revision	Mission Statement Review	Review Assessment Plan	Student Handbook Review & Revision
Assessment Data/Results Review Day*	IWU Catalogue Divisional Content Review		Review MFC/T SLOs	IWU Catalogue Divisional Content Review		Review CMHC SLOs	Web and Marketing Content Review	
			Assessment Data/Results Review Day			Assessment Data/Results Review Day	IWU Catalogue Divisional Content Review	
Divisional, Program, and Student Assessment Activities (ongoing)	→							

Note: Student progression check, which includes GPA reviews takes place immediately prior to the beginning of each semester.

* did not conduct in 2012-2013

Assessment Check List

Course	Assessment	Divisional Assessment	Program Assessment	Student Assessment
501 Human Growth and Development Fall Semester	GPA		MFC/T SLO #1 MFC/T SLO #4	Student Progression Form, #1; 9- Hour Form, #3
	Intervention Paper			Student Progression Form, #7; 9-hr. Form
	Presentation			Student Progression Form, #7
	Progression Form			
502 Multicultural Spring Semester	GPA			Student Progression Form, #1
	Pre-test/post test		MFC/T SLO #1 MFC/T SLO #5	Student Progression Form, #4
	Multicultural Assignment			
	Progression Form			
503 T&T/Helping Relationship Fall Semester	GPA			Student Progression Form, #1
	Recorded Session Demo			Student Progression Form, #3; 9- Hour Form, #1
	Philosophy of Counseling			Student Progression Form, #6
	Progression Form			
504 Group Counseling Spring Semester	GPA	DIV SLO #1		Student Progression Form #1
	Skill Demonstration	DIV SLO #3	MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #6	Student Progression Form, #3; - Hour Form, #1
	Progression Form			
505 Career	Progression Form			
506 Appraisal Fall Semester	Progression Form		MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #4	

			MFC/T SLO #6	
507 Research Fall Semester	Research Proposal	DIV SLO #2 Research Rubric; DIV SLO #7 Writing Rubric	MFC/T SLO #1 MFC/T SLO #4	Student progression Form, #2
508 Legal Ethical Prof Issues Fall Semester	GPA			
	Article critique			Student Progression Form #2
	Professional Identity Paper		MFC/T SLO #1 MFC/T SLO #5 MFC/T SLO #6	
	Progression form			
509 Integration Spring Semester	Integration Paper	DIV SLO #6 Integration rubric	MFC/T SLO #5	
512 Psychopharmacology Summer Semester	Progression Form			
519 Intro to School Counseling Fall Semester	Progression Form			
520 Intimacy and Sexuality Fall semester	Progression Form		MFC/T SLO #1 MFC/T SLO #5 MFC/T SLO #6	
522 Foundations CMHC Spring Semester	Foundations Paper		CMH SLO #1	
	Professional Identity Paper		CMH SLO #6	
	Progression Form			
523 CMHC Assmt/Intervention Summer Semester	Biopsychosocial Assignment		CMH SLO #1	
	Risk Assessment		CMH SLO #3	
	Treatment/plan Management		CMH SLO #5	
	Progression Form			

524 Ecological Counseling & Prevention Fall Semester	Multicultural Assignment		CMH SLO #4	
	Progression Form			
525 Seminar Class Semester ____	Progression Form			
527 Child and Adol Dev & Treatment Summer Semester	Service project		SCH SLO #7	
	Progression Form			
529 School Counseling II Spring semester	Philosophy of Sch		SCH SLO #1 SCH SLO #4 SCH SLO #11	
	Compilation Project		SCH SLO #7 SCH SLO #8	
	Progression Form			
533 Psychopathology Summer Semester	Progression Form		MFC/T SLO #1 MFC/T SLO #3 MFC/T SLO #5	
541 Foundations of MFT Fall semester	Skills Evaluation		MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #4 MFC/T SLO #5 MFC/T SLO #6	
	Progression Form			
542 MFT I	Skills Evaluation		MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #5 MFC/T SLO #6	
	Progression Form			
543 MFT II	Skills Evaluation		MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3	

			MFC/T SLO #4 MFC/T SLO #5 MFC/T SLO #6	
	Progression Form			
545 Counseling. Addicted Families Spring Semester	Progression Form		MFC/T SLO #1 MFC/T SLO #3 MFC/T SLO #5	
546 MFT III Fall Semester	Philosophy of MFT		MFC/T SLO #1 MFC/T SLO #4 MFC/T SLO #5	
	Skills Evaluation		MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #5 MFC/T SLO #6	
	Progression Form		MFC/T SLO #3	
550 Practicum Semester _____	Final Evaluation		CMH SLO #3 CMH SLO #4 MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #5 MFC/T SLO #6SCH SLO #5	
	Progression Form			
552-2 Internship	Final Evaluation		CMH SLO #3 CMH SLO #4 CMH SLO #5 CMH SLO #6 MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #5	

			MFC/T SLO #6	
	BSED		MFC/T SLO #2	
	Progression Form			
554 Advanced Internship	Final Evaluation		CMH SLO #3 CMH SLO #4 CMH SLO #5 CMH SLO #6 MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #5 MFC/T SLO #6	
561 EFT	Progression Form		MFC/T SLO #1 MFC/T SLO #2 MFC/T SLO #4	
Core Comprehensive Exam		DIV SLO @1	SCH SLO #2	
Multicultural Exam		DIV SLO #4	MFC/T PO #2	
NCE		DIV SLO #2		
CMHC Comp Exam			CMH SLO #1 CMH SLO #2	
MFC/T Comp Exam			MFC/T SLO #1 MFC/T SLO #3 MFC/T SLO #4 MFC/T SLO #6	
School Comp exam			SCH SLO #1 SCH SLO #3 SCH SLO #4 SCH SLO #5 SCH SLO #6 SCH SLO #7 SCH SLO #8 SCH SLO #10	

			SCH SLO #11	
Employer Survey		DIV SLO #5	MFC/T PO #1 MFC/T PO #2 MFC/T PO #3	
Licensure Exam			CMH SLO #2 MFC/T SLO #1 MFC/T PO #1	
Clinic Consumer Evaluation		DIV SLO #3	MFC/T PO #2 MFC/T PO #3 MFC/T PO #5 MFC/T PO #6	
Frequency of substantiated incidences of unethical behavior		DIV SLO #5		
9-Hour, Practicum Internship Form			MFC/T SLO #3	Ea. Student end of ea. semester

INDIANA WESLEYAN UNIVERSITY

Assessment Plan

Division of Graduate Counseling

The Assessment Plan

Indiana Wesleyan University

Division of Graduate Counseling

Introduction

The Division of Graduate Counseling at Indiana Wesleyan University has developed an assessment plan that demonstrates linkage of the Mission and institutional goals to divisional, program, and student learning outcomes. The description that follows should be considered a snapshot of the current policies, procedures, and processes of assessment within the division. The revision of this plan, and more importantly the curriculum and delivery systems that it assesses, are ongoing. This, we believe, is a strength and natural consequence of a *working* divisional assessment plan.

The mission, objectives, and programs of the Division of Graduate Counseling fit within the larger canopy of the mission and objectives of Indiana Wesleyan University. The mission statement of Indiana Wesleyan University is:

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.

The specific institutional goals are expressed in terms of World Changer Student Learning Outcomes. The 3x3 table on the following page displays the intended student learning outcomes for the Graduate School.

Intended Learning Outcomes	1. Character Who we are; what we stand for	2. Scholarship The systemic inquiry an study of one's chosen field	3. Leadership The ability to guide and influence others to accomplish a goal
Disposition – Who am I called to be Attitudes; values/and beliefs demonstrated through both verbal and non-verbal behaviors	Application of dispositions (character)	Critical thinking and lifelong learning	Changing the world through influencing others
	1.1 Graduate students will apply ethical, Christ-like attitudes, values and worldview in their professional behaviors in their chosen field of study.	2.1 Graduate students will demonstrate an ongoing, personal conviction for critical thinking and lifelong learning in the study of their chosen field.	3.1 Graduate students will create a personal philosophy of leadership related to their chosen field
Knowledge - What I need to learn to be who I am called to be and do The understanding and appreciation of history, facts-principles, issues, and understandings in one's chosen field	Application of the knowledge of who we should be	Developing scholarly appreciation of my chosen field	Analyzing and understanding the history, issues, and principles of leadership
	1.3 Graduate students will apply understanding of ethical, Christ-like attitudes, values, and worldview to their professional field	2.2 Graduate students will analyze and synthesize theoretical principles and practical understandings of their chosen field.	3.2 Graduate students will analyze and synthesize leadership principles related to their chosen field.
Skills- - What I am called to do The ability to effectively apply there relevant knowledge in one's chosen field	Who we are influences what we do and how to act	Contribution of chosen field of study to the history and development of human knowledge and understanding	Leadership within my chosen field of study
	1.3 Graduate students will demonstrate ethical, Christ-like service to the communities in which they interact.	2.3 Graduate students will demonstrate graduate-level competence and practical application of relevant theories within their chosen field	3.3 Graduate students will demonstrate leadership abilities in the purposeful guidance and influence of others

The Mission Statement of Division of Graduate Counseling is:

The Division of Graduate Counseling is dedicated to training high quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional, and cultural competence.

The mission statement is reviewed every three years. Input regarding the extent to which the current statement is in need of revision is sought from faculty, staff, current students, alumni, university administrators, and site supervisors from community agencies. Feedback from these sources is considered by program faculty. Proposed revisions to the existing mission statement are sent out to the constituency listed above, with feedback received taken into consideration in the writing of the version;

The Division of Graduate Counseling identifies the following Student Learning Outcomes:

3. Students will demonstrate mastery of comprehensive counseling curriculum
4. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research
5. Students will demonstrate clinical proficiency.
6. Students will demonstrate multicultural awareness in clinical practice.
7. Students will demonstrate professional integrity
8. Students will demonstrate an ability to integrate faith with the counseling profession.
9. Students will demonstrate proficiency in communication skills.
10. Students will demonstrate proficiency in their selected area of specialization.

The divisional Student Learning Outcomes are reviewed every three years.

The table below displays the relationship between the IWU World Changer and Divisional Student Learning Outcomes:

IWU World Changing Aim(s)	Divisional Student Learning Outcomes
1.2; 2.2	1. Students will demonstrate mastery of comprehensive counseling curriculum.
2.1	2. Students Will demonstrate competence in reading, interpreting, evaluating, and applying scholarly research.
2.3; 3.3	3. Students will demonstrate clinical proficiency.
1.1; 1.3	4. Students will demonstrate multicultural awareness in clinical practice.
1.1 ; 1.2; 1.3;	5. Students will demonstrate clinical integrity.
3.1; 3.2	6. Students will demonstrate an ability to integrate faith with the counseling profession.
3.3	7. Students will demonstrate proficiency in communication skills.
2.2; 3.2; 2.3; 3.3	8. Students will demonstrate proficiency in their selected areas of specialization.

The Divisional Evaluation Plan: General Description

The Divisional Evaluation Plan consists for three components: the evaluation of faculty; students; the division and its programs. The following pages will describe each of these components.

Assessment of Faculty

The assessment of faculty occurs through an aggregating of data gathered from students, divisional faculty peers, and from that faculty person's self-assessment. As noted in a previous section of the self-study, students have opportunity to assess faculty knowledge, demeanor, and performance in the End-of-Course Surveys (EOCs). These are administered through Blackboard and completed at the end of every semester. Data obtained through these surveys are communicated to the particular faculty person, divisional chair, and Assistant Dean. Faculty reflects on this information and applies the results in their self- assessment and professional development plans. The divisional faculty outcomes are:

Divisional Faculty Outcome #11: Faculty will demonstrate evidence of excellence in teaching in their area of specialization.

Assessment Tools:

1. Every faculty is expected to be an excellent teacher in such a manner that true learning occurs.
Class Climate – Student End-of-Course evaluations are completed by students at the end of every class. These surveys assess faculty on areas of knowledge, preparation, availability, feedback and cultural sensitivity on a 5 point scale.

Definition of Acceptable Levels of Performance:

1. Ninety percent of the full-time faculty will score four or better out of 5 on the Global Index in the Class Climate evaluation

Divisional Faculty Outcome #2: Faculty will engage in professional activities, which enhance student learning.

Assessment-Tools:

1. Faculty complete a Faculty Professional Growth and Development Plan every year in which they evaluate themselves on teaching, advising, integration of faith, faculty development and service.
2. Faculty update their vita every year which includes updating professional activities.

Definition of Acceptable Levels of Performance:

1. Eighty percent of the faculty will present at least one professional presentation or scholarly work per year.
2. Eighty percent of the faculty will attend at least one professional conference per year.
3. Fifty percent of the faculty will serve on a local, state, or national board.

Divisional Faculty Outcome #3: Faculty will demonstrate evidence of multicultural sensitivity in their teaching.

Assessment-Tools:

1. Class Climate – Student End-of-Course evaluations are completed by students at the end of every class. These surveys assess faculty on areas of knowledge, preparation, availability, feedback and cultural sensitivity on a 5 point scale.

Definition of Acceptable Levels of Performance:

1. Eighty percent of the faculty will receive 4.0 or better out of five on the multicultural questions on Class Climate.

Divisional Faculty Outcome #4: Faculty will contribute to the academic environment of the university and the community.

Assessment-Tools:

1. Faculty are expected to make an effective contribution to institutional and public service. This is evaluated by service in the following areas: serving on committees, serving on professional local, state, national organizations, recruitment or activities that enhance the image of the university, and receipt of awards, grants and other honors.

Definition of Acceptable Levels of Performance:

1. Eighty percent of the faculty will serve on a university committee.
2. Eighty percent of the faculty will demonstrate contributions to the community on their vita.

Divisional Faculty Outcome #5: Faculty will demonstrate evidence of Christian faith integration and involvement in their local faith community.

Assessment-Tools:

1. All faculty must possess a demonstrated commitment and ability to communicate an educational philosophy that is based on the centrality of Jesus Christ.

Definition of Acceptable Levels of Performance:

1. One hundred percent of the faculty will demonstrate integration of faith in the classroom with 4.0 or better out of five on Class Climate.
2. One hundred percent of the faculty will demonstrate involvement in their faith community on their Professional Growth & Development Plan.

The [Faculty Handbook](#) (Section 3.1) describes in detail the process of faculty review prescribed by the institution. The goals of the institutional faculty review process are to: 1) assist the faculty in their professional growth, and 2) to provide a celebration of exemplary performance, evidence of satisfactory performance, and accountability for areas requirement improvement. The general process may be described as follows:

This faculty review process parallels and complements both the institutional Rank and Promotion process and senior faculty review process.

Assessment of Students

Student progression is evaluated in numerous ways as they progress through the program. The assessment of students is systematic, ongoing, and comprehensive. It begins with the admission process. In addition, policies and processes regarding the ongoing assessment of all students' demeanor, integrity, and professional behavior are described in the divisional Progression policy. All students are also formally evaluated at three intervals while in the program - after the completion of their first nine hours of study, at the time of their application for the practicum, and in their final semester in the program. Post-graduation data is also collected through the Employer Survey and Alumni Survey. The results of the student evaluation process, taken together, allow divisional faculty to develop accurate recommendations for each student progressing through and graduating from its programs. These results also play an important role in the evaluation of the programs and division. Data obtained through student assessments are, therefore, key pieces of evidence to support their continuation in the program as well as judging the performance of the division itself.

[Admission Criteria](#) as Student Assessment. Students are admitted into our programs based on the evaluation of application materials submitted and their performance in faculty- and student- led applicant interviews. Students admitted into the program demonstrate:

1. A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
3. Six semester hours in psychology of which three semester hours must be in Abnormal Psychology.
4. Six semester hours in Bible (New Testament and Old Testament) or pass the divisional created Bible exam. Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. Graduate Record Exam (GRE) taken within five years of application to the program. Overall score of 148 Verbal strongly preferred.
6. A typewritten autobiography.
7. An official transcript from each undergraduate and graduate institution attended.
8. Three recommendations - at least one from a professor and one from a supervisor/professional.

9. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will participate in a personal interview.

Students who demonstrate promise, but fall beneath admission requirements may be admitted with condition(s) into the program. Such students, then, become subject to the ongoing student evaluation processes. .

Student Progression Processes. The divisional Progression Policy was described in Section I. Specifically, this policy discusses the standards of demeanor, ethical behavior, and professionalism expected of students throughout their progression through the program. In addition, each student's progress across the eight divisional and related program objectives is monitored throughout their program, including particular times in which comprehensive evaluations occur (i.e., 9-credit hour, practicum semester, and final semester). The table below summarizes this systematic three-phase formal evaluation process. Following the table, the section titled *Assessment of the Division and Its Programs* describes in detail how student performance data is integrated into the overall Divisional and Program Evaluation Plan.

Assessment of the Division and Its Programs

The assessment of Division occurs through the aggregation of data collected from a number of sources. The IWU World Changer Student Learning Outcomes are linked to the eight Divisional student learning outcomes, as described above. The division fulfills the institutional outcomes to the extent that divisional outcomes are fulfilled. Fulfillment of divisional outcomes #1 through #7 are expected of each program. Outcome #8 is expressed in general terms and relates to program-specific student learning outcomes and assessment methodologies. Thus, each program is expected to fulfill both program and divisional student learning outcomes. The design for assessing each divisional student learning outcome is described below.

Divisional Student Learning¹ Outcome #I: Students will demonstrate the mastery of the core counseling curriculum. ¹

Assessment-Tools:

1. Comprehensive Exam - covering eight core areas as identified by CACREP; test will be generated from pool of items developed by divisional faculty; administered online via Blackboard; beginning in summer 2012, students will be required to take this exam twice, once in the beginning of their program and again in their final semester; completion of this exam is required for graduation; establishment of norms, reliability, and evidences of reliability are ongoing. Presently, content/face validity established through sampling of contents across eight core areas.
2. Performance of students on NCE - scores earned by students who voluntarily sit for the NCE; Summary

reports provided by NBCC provide means and standard deviations of performance across subtests and across test-takers who are from CACREP and non-CACREP graduate programs.

Definition of Acceptable Levels of Performance:

1. As noted above, the establishment of norms is in progress. For our present purposes, individual scores and aggregate mean ranging 90 - 100% = excellent; 80~89% = acceptable; and below 80% = needs improvement.
2. 95% pass rate: IWU score at or above both CACREP and non-CACREP mean overall and subtest scores.
95% pass rate; IWU score at or above both CACREP and non-CACREP mean overall and subtest Scores.

Assigned Faculty: Barbara Riggs

Divisional Student Learning Outcomes #2: Students will demonstrate competence in reading, interpreting, evaluating, and applying scholarly research.

Assessment Tools:

1. Students will write a detailed research proposal, which is an assignment for fulfillment of requirements in CNS 507 Research Methods. It must be written in strict compliance with APA Style and be suitable for submission to the IWU Institutional Research Board (IRB). Paper is evaluated by divisional faculty assigned to teach the course.

Definition of Acceptable Level of Performance:

1. Papers will be evaluated on a 3- point rubric designed by divisional faculty. Ratings of each paper for competence in each of the following: reading, interpreting, evaluation, and applying scholarly research will be based on the following: 3 = excellent; 2 = acceptable; and 1 = needs improvement. Acceptable performance of programs and divisions on this outcomes will be based on the mean scores of the program student evaluations; 2.5 - 3.0 = excellent; 2.0 - 2.5 = acceptable; below 2.0 = unacceptable.

Assigned Faculty: Rob Thompson; Jim Fuller

Divisional Student Learning Outcome #3: Students will demonstrate clinical proficiency.

Assessment Tools:

1. Each student will present a case with accompanying video in their final internship (CNS 552/554) for group supervision. Clinical proficiency will be evaluated by faculty supervisor using rubric.
2. Consumer Evaluation Survey completed by clients seen at Graduate Counseling Clinic.
3. Faculty Supervisor Evaluation of Student's Performance Form - counseling process, conceptualization process, ongoing process and outcomes sections [under revision]

Definition of Acceptable Level of Performance:

1. Scoring on Rubric - mean score of 2.5-3.0 = excellent; 2.0 - 2.4 = acceptable; below 2.0 unacceptable; no score on rubric below 1.5.
2. Mean scores on Consumer Survey - 4.5-5.0= excellent; 3.25 - 4.49 = acceptable; below 3.5 = unacceptable.
3. Mean of scores on identified sections – 4.0-5.0 = excellent; 3.0-3.9 = acceptable; below 3.0 = unacceptable

Assigned Faculty: Faculty Supervisors, of each program; Clinic Coordinator (Consumer Survey Results)

Divisional Student Learning Outcome #4: Students will demonstrate multicultural awareness in clinical practice.

Assessment Tools:

1. Each student will take the *Multicultural Competency Exam* upon entry into program, in CNS 502, and in final semester of program. Test administered via Blackboard.
2. Each intern is evaluated in multicultural skill competency on the final internship evaluation of Student's Performance in Final Evaluation of Internship (CNS 552/554)

Definition of Acceptable Level of Performance:

1. Mean of student scores on *Multicultural Competency Exam* will achieve gain score of 33% from entry into program to final semester of program.
2. Mean of student scores on multicultural skill section of Final Evaluation of Internship (CNS 552/554): mean scores 4.0 - 5.0 = excellent; 3.0 - 3.9= acceptable; below 3.0 = unacceptable.

Assigned Faculty: faculty supervisors; Nenezin Reyes

Divisional Student Learning Outcome #5: Students will demonstrate clinical integrity.

Assessment Tools:

1. Mean of student scores on Clinical Integrity section of final internship evaluation form.
2. Item on Employer Evaluation form
3. Substantiated incidences of unethical behavior of students in the programs

Definition of Acceptable Level of Performance:

1. Mean of student scores on Clinical Integrity section of Final Evaluation of Internship (CNS 552/554): mean scores 4.1 - 5.0 = excellent; 3.1 - 4.0 = acceptable; below 3.1 = unacceptable.
2. Mean score of scores on item #46 on Employer Survey - 4.5-5.0 = excellent; 3.5-4.4 = acceptable; below 3.5 = unacceptable.
3. Excellent = no substantiated breaches in academic year; 1 or more = unacceptable.

Assigned Faculty: Budd Teare (internship evaluation form); Mark Gerig (Employer Survey); all divisional faculty (monitoring and reporting of substantiated incidences of unethical behavior).

Divisional Student Learning Outcome #6: Students will demonstrate an ability to integrate faith with the counseling profession.

Assessment Tools:

1. Evaluation of Faith Integration paper, submitted as partial fulfillment of requirements for CNS 509, using rubric designed by divisional faculty.
2. Spiritual Integration items on Internship Final Evaluation in last semester of students' programs.

Definition of Acceptable Level of Performance:

1. Mean score of Faith Integration Rubric - 2.5 - 3.0 = excellent; 2.0 - 2.4 = acceptable; below 2.0 unacceptable.
2. Mean score of student mean scores on Spiritual Integration items of the Final Internship Evaluation - mean scores 4.1 - 5.0 = excellent; 3.1 - 4.0 = acceptable; below 3.1 = unacceptable.

Assigned Faculty: CNS 509 faculty; Barbara Riggs & Mark Gerig

Divisional Student Learning Outcome #7: Students will demonstrate proficiency in communication skills.

Assessment Tools:

1. Evaluation of written communication skills demonstrated on paper selected and submitted by student; This paper must be scholarly, well-researched, suitable for submission for publication, and using APA Style throughout.
2. Evaluation of written documentation contained in clinical files; students' final semester; *item(s)* from Final Internship Evaluation Form;
3. Evaluation of verbal skills demonstrated in oral report in class-related poster presentation.

Definition of Acceptable Level of Performance:

1. A writing rubric will be used to evaluate the written submissions. 100 - 93 = excellent; 92 – 80 = acceptable; below 80 = unacceptable.
2. Means score of student means on writing style displayed in clinical files from final internship evaluation (i.e., Initial Interview, progress notes, etc.). mean scores 4.1 - 5.0 = excellent; 3.1 - 4.0 = acceptable; below 3.1 = unacceptable.
3. A rubric for the evaluation of oral presentations will be for used. 100 - 93 = excellent; 92 – 80 = acceptable; below 80 = unacceptable

Assigned Faculty: divisional faculty assigned to the particular course; Mark Gerig

Divisional Student Learning Outcome #8: Students will demonstrate proficiency in their selected areas of specialization. *

*see program assessment plans

Assessment Tools:

1. Program-specific comprehensive exam developed by specialization faculty and faculty;
2. Specialization licensure exam used in partial fulfillment of requirements for top tier of state licensure
3. Performance on specialization courses
4. Course-related activities serving dual purposes of (a) the partial fulfillment of course requirements, and (b)

- assessment of specific program-related student learning outcome.
5. Analysis EOCs for each specialization course to assess extent to students evaluate courses as fulfilling identified student learning outcomes.
 6. Assess content and criterion validity of specialization courses.

Definition of Acceptable Level of Performance: (see *program* assessment plans for program-specific student learning outcomes)

1. (to be established; standardization process in progress)
2. 95% passing rate
3. Mean score of student grades in each specialization course - 4.0 - 3.7 = excellent; 3.6 - 3.0 = acceptable; below 3.0 = unacceptable
4. to be determined
5. to be determined
6. to be determined

Assigned Faculty: Program director; Divisional faculty who teach courses within the specialization.

**Program Evaluation Grid: Clinical Mental Health Counseling.
Division of Graduate Counseling**

Student Learning Outcomes	Criteria and Procedures	Assessment Results	Use of Results
1. Students will articulate a clear, accurate understanding of CMHC professional identity	<ul style="list-style-type: none"> a. CNS 522 Professional Foundations Paper(aggregate mean of 2.3/3.0 on rubric) b. CMHC Comprehensive Final Exam (brief essay)(aggregate mean of 3.25/4.0 scale) 		
2. Students will demonstrate knowledge of the fundamental domains in clinical Mental health counseling [i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis)	<ul style="list-style-type: none"> a. CMHC Comprehensive Exam (developed by IWU faculty)(aggregate mean of 3.25/4.0 scale) b. Passage of CMHCE• licensure exam by alumni (or top-tier state exam)(100% passage rate) 		
3. Students will demonstrate skills and practices of clinical mental health counseling in the delivery of mental health services (e.g. assessment, diagnosis, treatment, termination, documentation, & ethical practice)	<ul style="list-style-type: none"> a. CNS 523 Biopsychosocial Assessment Assignment (aggregate mean of 3.25/4.0 scale) b. CNS 523 Risk Assessment Assignment (aggregate mean of 3.25/4.0 scale) c. CNS 550 Final Evaluation (aggregate mean of 4.25/5.0 scale) d. CNS 554 Final Evaluation (aggregate mean of 4.25/5.0 scale) 		

<p>4. Students will deliver mental health services with multicultural competence and sensitivity</p>	<p>a. CNS 524 Multicultural Assignment (aggregate mean of 3.25/4.0 scale) b. CNS 550 Final Evaluation (aggregate mean of 4.25/5.0 scale) c. CNS 554 Final Evaluation (aggregate mean of 4.25/5.0 scale)</p>		
<p>5. Students will demonstrate ability to apply relevant I research and evaluation models in practice of clinical mental health counseling</p>	<p>a. CNS 523 Treatment Plan/Management Assignment (aggregate mean of 3.25/4.0 scale) b. CNS 554 Final Evaluation (aggregate mean of 4.25/5.0 scale)</p>		
<p>6. Students will demonstrate ability to integrate faith with clinical mental health counseling practice in clinically appropriate, culturally sensitive, and ethical manner</p>	<p>a. CNS 522 Identity Paper (aggregate mean of 3.25/4.0 scale) b. CNS 554 Final Evaluation (aggregate mean of 4.25/5.0 scale)</p>		

**Program Evaluation Grid: Marriage and Family Counseling/Therapy.
Division of Graduate Counseling
Educational Outcomes Assessment**

Program Outcomes

Program Outcomes	Criteria and Procedures	Assessment Results	Use of Results
<p>PO1 The program will prepare students to engage in the professional practice of individual, couple, and family therapy.</p>	<ul style="list-style-type: none"> a. 90% of graduates who take the MFT exam will pass within three years after graduation. b. 90% of MFTs admitted to the program will graduate within six years. c. 80% of the respondents to the Employers Survey will rate MFT graduates three or better out of five on skills. d. 80% of the respondents to the Employers Survey will rate MFT graduates three or better out of five on professional integrity. e. 80% of the respondents to the Alumni Survey will rate the Impact of Education section three or better out of five. 		

<p>P02 The program will prepare students to deliver individual, couple, and family therapy to diverse populations.</p>	<ul style="list-style-type: none"> a. 80% of the respondents to the Employer Survey will rate MFT graduates three or better out of five for multicultural sensitivity. b. 80% of the respondents to the Alumni Survey will rate the Impact of Education section three or better out of five for multicultural sensitivity. 		
<p>P03 The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity.</p>	<ul style="list-style-type: none"> a. 80% of the respondents to the Employer survey will rate MFT graduates three or better out of five in knowledge of individual, couple, and family therapy. b. 80% of the respondents to the Employer survey will rate MFT graduates three or better out of five in skills related to the practice of individual, couple, and family therapy. c. 80% of the respondents to the Employer survey will rate MFT graduates three or better out of five in professional integrity. 		

Faculty Outcomes

Faculty Outcomes	Criteria and Procedures	Assessment Results	Use of Results
F01 Faculty will demonstrate evidence of excellence in teaching in their area of specialization.	a. 90% will score four or better out of 5 on the Global Index in Class Climate evaluation.		
F02 Faculty will engage in professional activities, which enhance student learning.	a. 80% of the faculty will present at least one professional presentation or scholarly work per year. b. 80% of the faculty will attend at least one professional conference per year. c. 50% of the faculty will serve on a local, state, or national board.		
F03 Faculty will demonstrate evidence of multicultural sensitivity in their teaching.	a. 80% of the faculty will receive 4.0 or better out of five on the multicultural questions on Class Climate.		
F04 Faculty will contribute to the academic environment of the university and the community.	a. 80% of the faculty will serve on a university committee. b. 80% of faculty will demonstrate contributions to the community on their vita.		

<p>F05 Faculty will demonstrate evidence of Christian faith integration and involvement in their local faith community.</p>	<p>a. 100% of the faculty will demonstrate integration of faith in the classroom with 4.0 or better out of five on Class Climate.</p> <p>b. 100% will demonstrate involvement in their faith community on their Professional Growth & Development Plan.</p>		
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Student Learning Outcomes

Student Learning Outcomes	Criteria and Procedures	Assessment Results	Use of Results
<p>SLO1 Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.</p>	<ul style="list-style-type: none"> a. 80% will score 90% or better on CNS 546 Philosophy of MFT Paper. b. 80% will score 75% or better on the final MFT Comprehensive Exam. c. 80% will score 90% or better on CNS on 508 Professional Identity paper. 		
<p>SLO2 Students will demonstrate skills and practices of individual, couple, and family therapy.</p>	<ul style="list-style-type: none"> a. 80% will score four or better out of five on the final CNS 554 Faculty Supervisor Evaluation of Student Performance. b. 80% will score four or better out of five on the final BSED. c. 80% will score 90% or better on CNS 541, 542, 543, 546 - class presentation of skills 		
<p>SLO3 Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.</p>	<ul style="list-style-type: none"> a. 80% will score four or better out of five on the final CNS 554 Faculty Supervisor Evaluation of Student Performance questions 49-54. b. 80% will score four or better out of five on the Final Student Progression Evaluation #6a and 6b. 		

<p>SLO4 Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.</p>	<ul style="list-style-type: none"> a. 80% will score 90% or better on CNS 507 Research Proposal paper. b. 80% will score 90% or better on CNS 546 Philosophy of MFT Paper. c. 80% will score four or better out of five on Final Student Progression Evaluation #3a-h. 		
<p>SLO5 Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.</p>	<ul style="list-style-type: none"> a. 80% will score 90% or better on CNS 546 Philosophy of MFT Paper. b. 80% will score four or better out of five on the final CNS 554 Faculty Supervisor Evaluation of Student questions 35-43. c. 80% will score 90% on the CNS 509 Integration paper 		
<p>SLO6 Students will practice individual, couple and family therapy in an ethical manner with integrity.</p>	<ul style="list-style-type: none"> a. 80% will score four or better out of five on the final CNS 554 Faculty Supervisor Evaluation of students # 35-43. b. 80% will score 75% or better on the MFT Comprehensive exam. 		

**Program Evaluation Grid: School Counseling
Division of Graduate Counseling
Indiana Wesleyan University**

Student Learning Outcomes	Criteria and Procedures	Assessment Results	Use of Results
<p>1. Students will articulate a clear, accurate understanding of School Counseling profession to promote the academic, career, and personal/social development of P-12 students.</p>	<p>a. CNS 529 Professional Philosophy of School Counseling Paper (aggregate mean of 2.3/3.0 on rubric) b. Comprehensive Final Exam (brief essay) (aggregate mean of 3.25/4.0 scale)</p>		
<p>2. Students will demonstrate knowledge of the fundamental domains in School counseling; foundations; counseling prevention, and intervention; diversity and advocacy; assessment; research and evaluation; academic development; collaboration and consultation; and leadership.</p>	<p>a. Comprehensive Exam (developed by IWU faculty) (aggregate mean of 3.25/4.0 scale)</p>		

<p>3. Students will know, relative to school counseling: historical, philosophical, and changing trends; ethical and logical aspects; roles, functions, and setting; professional organizations, standards, and credentials; current models; the effects of developmental growth and affecting barriers and resilience; and crisis management.</p>	<p>a. Comprehensive Final Exam (brief essay) (aggregate mean of 3.25/4.0 scale)</p>		
<p>4. Students will demonstrate skills and practices of school counseling, prevention, and intervention in the delivery of School services, including: theories and .best practices; designing, implementing, managing, and evaluating programs; assisting students in finding their strengths and coping skills; and group work.</p>	<p>a. CNS 529 professional Philosophy of School Counseling Paper (aggregate mean of 2.8/3.0 on rubric) b. Comprehensive Final Exam aggregate mean of 3.25/4.0 scale)</p>		
<p>5. Students will assist with multicultural competence and sensitivity regarding issues of diversity and advocacy, for their students, schools, families, and communities.</p>	<p>a. CNS 504 Multicultural Assessment .25/4.0 scale) b. CNS 550 Final Evaluation aggregate mean of 4.25/5.0 scale)</p>		

	c. Comprehensive Final Exam aggregate mean of 4.25/5.0 scale)		
6. Students will know factors that affect their students' functioning, including signs of abuse or drug use and how to use needs assessments.	a. CNS 519 and Comprehensive Final Exam aggregate mean of 4.25/5.0 scale)		
7. Students will demonstrate ability to apply "relevant research and evaluation models in practice of School counseling.	a. CNS 529 Compilation Project (aggregate mean of 4.25/5.0 scale) b. Comprehensive Final Exam (aggregate mean of 4.25/5.0 scale)		
8. Students understand their role in their students' Academic development: the schools' mission; closing the achievement gap; keeping students learning and remaining in school; and best practices for teaching and school counseling.	a. CNS529 Compilation project, b. Comprehensive Exam (aggregate mean of 4.25/5.0)		
9. Students will show competency in understanding collaboration and consultation with families, colleagues, administrators, and their community.	a. CNS 527 Service Learning Project (aggregate mean of 3.25/4.0 scale)		

<p>10. Students will know effective leadership qualities, principles, skills, and styles to: enhance the learning environment; manage their program; work as a change agent; and serve as with student assistance teams.</p>	<p>a. Comprehensive Exam (aggregate mean of 3.25/4.0 scale)</p>		
<p>11. Students will demonstrate ability to integrate faith with School counseling practice in clinically appropriate, culturally sensitive, and ethical manner.</p>	<p>a. CNS 529 Philosophy of School Counseling Paper (aggregate mean of 3.25/4.0 scale) b. Comprehensive Exam (4.25/5.0 scale)</p>		

Student Progression Evaluation Form			
Name		Program	
Date of Matriculation		Program of Study on file (Date)	
Divisional Objective	9 semester hour review	1-year review (end of semester prior to beginning of practicum)	Final Review (final semester of program of study)
#1 -Demonstrates Mastery of Core Curriculum	Cum. CPA for CNS 501, 503, 508	Cum. CPA for CNS 501,502,503,504,508	Comprehensive Core Exam
#2 -Demonstrates Competency with Scholarly research	CNS 508 -Journal Paper	Student self-selects research-oriented paper as evidence	CNS 507 Research Proposal Paper
#3 -Demonstrates Clinical Proficiency	CNS 503 -Recorded Session Demonstration	CNS 504 Croup Counseling Skill Demonstration	Final Internship Evaluation
#4 -Demonstrates Multicultural Awareness and Competency	Displays self-awareness of personal assumptions values and biases; reflects appreciation for ethnic and cultural differences	CNS 502 -Multicultural Competency Test- Post-test	Post-test Multicultural Competency Exam (Divisional assessment instrument)
#5 -Demonstrates Professional Integrity	Professionalism -appearance/ conduct; dependability and timeliness	Professionalism -appearance/conduct; dependability and timeliness	Final Internship Evaluation (subscore)
#6 - Demonstrates Ability to Integrate Faith with the Counseling Profession	CNS 503 Philosophy of Counseling Paper		CNS 509 Integration Paper - Faith integration in clinical practice (Final Internship Evaluation)
#7 -Demonstrates Proficiency in Communication Skills	CNS 501 Intervention Paper and Presentation	Student self-selects term/research paper as evidence	Quality of Internship Clinical Documentation (Final Internship Evaluation)
#8 -Demonstrates Proficiency in Area of Specialization*	NA -no specialization courses in first nine hours of study	Refer to program evaluation below	Refer to program evaluation below
Additional Comments: a. GPA -3.0 or above (yes/no) b. No course grade below 2.0 c. Substantiated behavioral or ethical violation resulting in divisional action (no/note specific divisional action)			

Student Progression Process

Faculty will complete the 9 Hour, Pre-Practicum, and Final Student Review Form at the end of every semester for every student. Forms will be sent to appropriate Program director. In the fall and spring semester, the Graduate Secretary will identify students who have completed 9 hours of course work and send the list of students to each of the Program directors. Program directors will average the score for each of their advisees. The following scale will be used to determine progression of the student.

Score		Follow-up
3-5	Acceptable	Email to student regarding successful completion
2-3	Below average	Email requesting meeting with student and advisor to develop remediation plan.
1-2	Unacceptable	Email requesting meeting with student, Advisor and Chair to determine if remediation or dismissal from the Program.

At the end of Practicum, the 9 Hour, Pre-Practicum, and Final Student Review Form will be completed by the Practicum Instructor and saved in the students file in Web Now. The following form will be used to determine the progression of the student.

Score		Follow-up
3-5	Acceptable	Email to student regarding successful completion
Below 3	Unacceptable	Email requesting meeting with student and advisor to develop remediation plan which may include repeating the Practicum experience or dismissal from the program.

At the end of the Advanced Internship (or final internship), the Internship Instructor will complete the 9 Hour; Pre-Practicum, and Final Student Review Form and average all progression scores in the student file in Web Now. The following scale will be used to determine matriculation of the student.

Score		Follow-up
3-5	Acceptable	Email to student regarding successful completion
Below 3	Below average	Email requesting meeting with student, Advisor and Chair to determine remediation prior to graduation or dismissal from the program.

9Hour, Practicum, Final Student Review

Student _____ Sem/Yr _____

Faculty _____ Major _____

Instructions: Evaluate the student for each criterion listed using the Likert scale below. Then calculate a mean for each category.

Unacceptable

Average

Excellent

Didn't Observe

1	2	3	4	5	N/A
---	---	---	---	---	-----

1. Clinical Proficiency

Mean = _____

- a. Rating of CNS 503 skill demonstration _____
- b. Rating of CNS 504 skill demonstration _____
- c. Rating from Practicum _____
- d. Rating from Advanced Internship _____

2. Work Habits

Mean= _____

- a. Dependability _____
- b. Punctuality _____
- c. Use of time _____
- d. General professionalism- appearance/conduct _____
- e. Completes assignments on time _____
- f. Organizational skills _____

3. Acadmic development

Mean = _____

- a. Maintains minimum 3.0 GPA _____
- b. Demonstrates graduate level writing skills _____

4/18/2014

- c. Displays interest in learning and acquiring new knowledge _____
- d. Demonstrates knowledge of facts, theories, and clinical procedures in counseling and related discipline _____
- e. Ability to think independently _____
- f. demonstrates knowledge of how to use academic and professional resources appropriate to problem analysis _____
- g. Contributes to the collaborative learning community _____
- H. Demonstrates proficiency at understanding, analyzing and critiquing The counseling research base _____

4. Communication and relationships

Mean =

- a. Appears comfortable with faculty and students _____
- b. Initiates interaction with faculty and students _____
- c. Communicates effectively with faculty and students _____
- d. Is sensitive, responsive and respectful of faculty and students _____

5. Ethical awareness and conduct

Mean =

- a. Has an understanding of ethical principles _____
- b. Is sensitive to ethical issues _____
- c. Behavior is consistently ethical _____

6. Cross cultural competencies/ multicultural understanding

Mean =

- a. Aware of own assumptions, values and biases _____
- b. Reflects and works to understand cultural differences _____

Status: Good standing _____ Probation _____ Suspension _____

Comments and concerns (Incl specific criteria to be fulfilled if student placed on probation or suspension)

4/18/2014

List of Rubrics

- Analytic Scale for Content Writing: Applied for Assessment of Written Communication Skills Demonstrated in Papers Submitted
- 9 Hour, Practicum Final Student Review
- CMHC BSED
- MFT BSED
- Skills Evaluation in CNS 503
- Skills Evaluation in CNS 504
- Clinic Expertise Rubric: Assessment of Session Sample for CNS 503, CNS 550, CNS 551-554
- Rubric for Assessing Research and Evaluation Competencies: Applied to CNS 507
- Research Proposal Assignment
- Rubric for the Integration of Faith in the Counseling Profession: Applied to CNS 509
- Faith Integration Paper
- Rubric for Consultation Paper/Presentation in CNS 524
- Practicum Counselor Evaluation Form
- CMHC Faculty Supervisor Evaluation of Student's Performance in Internship
- *MFC/T* Faculty Supervisor Evaluation of Student's Performance in Internship
- MFC/T Self Evaluation
- SC Faculty Supervisor Evaluation of Student's Performance in Internship

ANALYTIC SCALE FOR CONTENT WRITING

Student Name _____ Date _____

Course Number _____ Semester _____ Professor _____

Poor: 2 pts.			Average: 6 pts.			Superior: 10 pts.		
<u>CONTENT</u> : points x 3 =								
Central idea is lacking or vague or unsupported.			Central idea is apparent but ordinary or too general.			Significant central idea is supported by specific proof		
<u>RESEARCH SKILLS</u> : points x 2 =								
Does not demonstrate the ability to use resources. Research not in depth, lacks consistency.			Does demonstrate the ability to use resources, Research not quite in depth.			Demonstrates ability to research in depth.		
<u>ORGANIZATION</u> : points x 1 =								
Lack of planning and purpose. Ideas undeveloped, not linked together			Plan of the paper is apparent but not clearly developed. Ideas not always linked together.			Paper is planned, clearly ordered. Ideas linked together.		
<u>CLARITY</u> : points x 1 =								
Sentences not clear; incomplete. Poor word choice.			Sentences are clear, but lack substance. Word choice not precise.			Clear sentences, with substance. Precise word choice.		
<u>CORRECTNESS</u> : points x 1 =								
Frequent errors in grammar, punctuation, spelling, and usage.			Some errors in grammar, punctuation, spelling, and usage.			Correct use of grammar, usage, punctuation, and spelling.		
<u>COGNITIVE LEVEL</u> : Points X 2 =								
Has knowledge and understanding of information. Some application.			Makes applications, can analyze information. Some synthesis of Information.			Synthesizes information and can evaluate ideas and information.		
TOTAL POINTS: (N) _____ OUT OF 100 Divisional Rubric Score (on 3-pt. scale) = (N x 3)100 = _____						3 = excellent 2 = acceptable 1 = needs improvement		

9Hour, Practicum, Final Student Review

Student _____ Sem/Yr _____

Faculty _____ Major _____

Instructions: Evaluate the student for each criterion listed using the Likert scale below. Then calculate a mean for each category.

Unacceptable

Average

Excellent

Didn't Observe

1	2	3	4	5	N/A
---	---	---	---	---	-----

1. Clinical Proficiency

Mean = _____

- a. Rating of CNS 503 skill demonstration _____
- b. Rating of CNS 504 skill demonstration _____
- c. Rating from Practicum _____
- d. Rating from Advanced Internship _____

2. Work Habits

Mean= _____

- a. Dependability _____
- b. Punctuality _____
- c. Use of time _____
- d. General professionalism- appearance/conduct _____
- e. Completes assignments on time _____
- f. Organizational skills _____

3. Acadmic development

Mean = _____

- a. Maintains minimum 3.0 GPA _____
- b. Demonstrates graduate level writing skills _____

- c. Displays interest in learning and acquiring new knowledge _____
- d. Demonstrates knowledge of facts, theories, and clinical procedures in counseling and related discipline _____
- e. Ability to think independently _____
- f. demonstrates knowledge of how to use academic and professional resources appropriate to problem analysis _____
- g. Contributes to the collaborative learning community _____
- H. Demonstrates proficiency at understanding, analyzing and critiquing The counseling research base _____

4. Communication and relationships Mean = _____

- a. Appears comfortable with faculty and students _____
- b. Initiates interaction with faculty and students _____
- c. Communicates effectively with faculty and students _____
- d. Is sensitive, responsive and respectful of faculty and students _____

5. Ethical awareness and conduct Mean = _____

- a. Has an understanding of ethical principles _____
- b. Is sensitive to ethical issues _____
- c. Behavior is consistently ethical _____

6. Cross cultural competencies/ multicultural understanding Mean = _____

- a. Aware of own assumptions, values and biases _____
- b. Reflects and works to understand cultural differences _____

Status: Good standing _____ Probation _____ Suspension _____

Comments and concerns (Incl specific criteria to be fulfilled if student placed on probation or suspension)

CMHC BASIC SKILLS EVALUATION DEVICE

Therapist _____
140/ _____ Pts.

Date _____

Total Score _____

Supervisor _____
below

Internship: 551 552 554

Highlight any skill 2 or

Conceptual Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Knowledge Base							
2. Model of Choice Perspective							
3. Familiarity with Therapy Model							Total
4. Self as Therapist							/20

Comments:

Perceptual Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Recognition Skills (client's world view and thought processes, intrapersonal and interpersonal dynamics and behavioral patterns)							
2. Hypothesizing (general diagnosis & theory)							Total
3. Integration of theory and practice (theory appropriate concepts, interventions & hypothesis)							/15

Comments:

Executive Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Joining skills							
2. Assessment skills							
3. Hypothesizing skills							
4. Intervention techniques							
5. Communication Skills							
6. Personal Skills of trainee							
7. Session Management skills							Total
8. Diagnostic skills							/40

Professional Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Supervision (attendance and participation)							
2. Recognition of Ethical Issues							
3. Paperwork (case files and clinic procedures)							
4. Professional Image (dress, attitude, punctuality, respect)							Total
5. Professional Conduct							/25

Comments:

Comments:

Evaluation Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Evaluation of Therapy (thoroughness of assessment, link between theory, assessment, interventions)							Total
2. Evaluation of Self							/10

Comments:

Theory (Preferred Model)	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Knowledge of Theory							
2. Utilizes Theory in Practice							Total
3. Recognizes Strengths and Weaknesses of Theory							/15

Comments:

Culture, Gender & Spiritual Issues	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Recognizes contextual issues							
2. Assesses culture and gender issues							Total
3. Evaluates and integrates spirituality as appropriate							/15
						Grand Total	

Comments

Point conversion:

113-140 = 5 Exceptional
85-112 = 4 Exceeds Expectation

57-84 = 3 Meets Expectation 27 or below Deficient
28-56 = 2 Below Expectation

MFT BASIC SKILLS EVALUATION DEVICE

Therapist _____
Supervisor _____

Date _____
Experience Level _____

Total Score _____/140
Highlight any skill 2 or below

Conceptual Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Knowledge Base							
2. Systems Perspective							
3. Familiarity with Therapy Model							Total
4. Self as Therapist							/20

Comments:

Perceptual Skills	0 Inadequate Information	1 Deficient	2 Below- Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Recognition Skills (hierarchies, boundaries, triangles, dynamics of family interactions and behavioral patterns)							
2. Hypothesizing (general and systemic diagnosis & theory)							Total
3. Integration of theory and practice (theory appropriate concepts, interventions & oothests)							/15

Comments:

Executive Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Joining skills							
2. Assessment skills							
3. Hypothesizing skills							
4. Intervention techniques							
5. Communication Skills							
6. Personal Skills of trainee							
7. Session Management skills							
8. Diagnostic skills							Total /40

Comments:

Professional Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Supervision (attendance and participation)							
2. Recognition of Ethical Issues							
3. Paperwork (case files and clinic procedures)							
4. Professional Image (dress, attitude, punctuality, respect)							Total
5. Professional Conduct							/25

Comments:

Evaluation Skills	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Evaluation of Therapy (thoroughness of assessment, link between theory, assessment, interventions)							Total
2. Evaluation of Self							/10

Comments:

Theory	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
(Use Preferred Model)							
1. Knowledge of Theory							
2. Utilizes Theory in Practice							Total
3. Recognizes Strengths and weaknesses of Theory							/15

Comments:

Culture, Gender & Spiritual Issues	0 Inadequate Information	1 Deficient	2 Below Expectation	3 Meets Expectation	4 Exceeds Expectation	5 Exceptional Skills	
1. Recognizes contextual issues							
2. Assesses culture and gender issues							Total
3. Evaluates and integrates spirituality as appropriate							/15
						Grand Total	

Comments:

Point conversion:

113-140 = 5 Exceptional

57-84 = 3 Meets Expectation 27 or below Deficient

85-112 = 4 Exceeds Expectation

28-56 = 2 Below Expectation

IWU CNS 504: GROUP/CASE/TOPIC PRESENTATION RUBRIC

Counselor's Name: _____ Reviewer's Name: _____

Date: _____

PRESENTATION COMPONENT	LEVEL OF PERFORMANCE	POINTS EARNED FOR EACH COMPONENT & COMMENTS
ORGANIZATION		
Delivery <ul style="list-style-type: none"> • Student presents information in logical, interesting sequence which the audience can follow. • Grasping audience's attention • Clear overview of the presentation 	Exemplary Accomplished Developing Beginning	____ out of 10 possible points.
PRESENTATION OF MAIN POINTS		
Description <ul style="list-style-type: none"> • Creates meaning of topic for the listener • Gives important information regarding session • Brief summary of clients, family system, session content 	Exemplary Accomplished Developing Beginning	____ out of 10 possible points.
Application <ul style="list-style-type: none"> • Presents clear and specific examples on how model was applied 	Exemplary Accomplished Developing Beginning	____ out of 10 possible points.
Grasp of theory <ul style="list-style-type: none"> • Student displays understanding of theory • Response to questions are congruent with theoretical model 	Exemplary Accomplished Developing Beginning	____ out of 20 possible points.
VISUAL AIDS		
Video/in class role play <ul style="list-style-type: none"> • Visual aid enhances presentation • Video content matches verbal content 	Exemplary Accomplished Developing Beginning	____ out of 10 possible points.
Handout <ul style="list-style-type: none"> • Handout enhances presentation • Easy to read/ follow • Student includes appropriate DSM-IV diagnosis 	Exemplary Accomplished Developing Beginning	____ out of 10 possible points.
PROFESSIONALISM		
Time <ul style="list-style-type: none"> • Stays within the assigned time limit • Presentation is adequately paced 	Exemplary Accomplished Developing Beginning	____ out of 10 possible points.

<p>Mannerisms</p> <ul style="list-style-type: none"> • Uses appropriate/non distracting hand gestures • Appropriate eye contact • Limited reading • Addresses all of the audience 	<p>Exemplary Accomplished Developing Beginning</p>	<p>____ out of 10 possible points.</p>
<p>Techniques:</p> <p>Active Listening ____</p> <p>Reflecting ____</p> <p>Clarifying ____</p> <p>Summarizing ____</p> <p>Facilitating ____</p> <p>Empathizing ____</p> <p>Interpreting ____</p> <p>Questioning ____</p> <p>Linking ____</p> <p>Confronting ____</p> <p>Supporting ____</p> <p>Blocking ____</p> <p>Assessing ____</p> <p>Modeling ____</p> <p>Suggesting ____</p> <p>Initiating ____</p> <p>Evaluating ____</p> <p>Terminating ____</p> <p>Keeping confidence ____</p> <p>Limiting judgments ____</p>		<p>____ out of 1 point per technique possible 10 points.</p>

OVERALL COMMENTS
Total Points Earned _____ of 100 possible points.

Exemplary = Presenter clearly addressed all required elements of this component of the assignment. All aspects of this component were well developed and of extremely high quality.

Accomplished = Presenter addressed most of the required elements of this component of the assignment. Exceptions to the guidelines/expectations for this aspect of the assignment were rare. This component of the assignment was well developed and of high quality.

Developing = Presenter addressed some of the elements of this component of the assignment. Exceptions to the guidelines/expectations for this section of the assignment occurred frequently enough to detract from the overall quality of the component.

Beginning = Presenter addressed few of the elements of this component of the assignment. Exceptions to the guidelines/expectations were frequent and significantly detracted from the overall quality of the component.

**Indiana Wesleyan University
Division of Graduate Counseling**

Rubric for Assessing Research and Evaluation Competencies

Student Name: _____

Date: _____

Divisional Student Learning Outcome #3:

Students will demonstrate competence in summarizing, interpreting, evaluating and applying scholarly research.

Research Skill Competency	Performance Outcome The student is able to:	Rating of Skill Level 3 = excellent 2 = acceptable 1 = needs improvement
Summarization	Accurately summarize scholarly literature related to the investigation of a research question	
Interpretation	Accurately interpret reported results and conclusions as reported in relevant empirical literature	
Evaluation	Assess strengths, weaknesses, and limitations of empirical literature	
Application	Develop a testable hypothesis and select appropriate research design and statistical methods to test that hypothesis	

Mean = _____

Indiana Wesleyan University
Division of Graduate Counseling

, Rubric for the integration of Faith in the
Counseling Profession

Divisional Student Learning Outcome #6:

Students will demonstrate an ability to integrate faith with the counseling profession.

Integration of Faith Competency	Performance Outcome The student is able to:	Rating of Skill Level 3 = excellent 2= acceptable 1= needs improvement
Understanding of Christian Theology	Identify and relate relevant biblical references, theological concepts, and religious/spiritual practices	
Understanding of Counseling Theory and Practice	Identify and relate relevant counseling theories, concepts, and techniques	
Level of Cognitive Complexity (i.e., Bloom's Taxonomy)	Analyze, evaluate/critique, and synthesize from counseling and theological perspectives	
Understanding of Ethical Standards and Implications	Integrate faith and counseling theory/professional practice within one's professional code of ethics	

Mean = _ _ _ _

Rubric for Integration Theory Paper

Introduction	/10
Definition of Integration	/30
Succinct statement (& why)	
Your kind of integration (& why)	
Your model of integration (& why)	
Biases or barriers (& why)	
Description of the Integrative Process	/60
Worldview and truth theory	
Assumptions of human nature (5)	
Utilization of prayer & Scripture	
Utilization of sin & confession	
Utilization of forgiveness & Redemption	
Response to the Critics /30	/30
Identification of three criticisms	
Succinct response to each criticism	
Conclusion	/10
Format (APA style)	/10
pagination	
headings	
double spaced	
in-text citations	
reference section	
Total	/150

ANALYTIC SCALE FOR CONSULTATION PAPER

Student Name _____ Date _____

Course Number _____ Semester _____ Professor _____

Poor: 2 pts.			Average: 6 pts.			Superior: 10 pts.		
PREVENTION CONTENT: points x 3 = _____								
Central idea is lacking or vague or unsupported.			Central idea is apparent but ordinary or too general.			Significant central idea is supported by specific proof		
RESEARCH SKILLS: points x 2 = _____								
Does not demonstrate the ability to use resources. Research not in depth, lacks consistency.			Does demonstrate the ability to use resources, Research not quite in depth.			Demonstrates ability to research in depth.		
ORGANIZATION: points x 1 = _____								
Lack of planning and purpose. Ideas undeveloped, not linked together			Plan of the paper is apparent but not clearly developed. Ideas not always linked together.			Paper is planned, clearly ordered. Ideas linked together.		
CLARITY: points x 1 = _____								
Sentences not clear; incomplete. Poor word choice.			Sentences are clear, but lack substance. Word choice not precise.			Clear sentences, with substance. Precise word choice.		
CORRECTNESS: points x 1 = _____								
Frequent errors in grammar, punctuation, spelling, and usage.			Some errors in grammar, punctuation, spelling, and usage.			Correct use of grammar, usage, punctuation, and spelling.		
CONSULTATION PROCESS AND CONTEXT: Points X 2 = _____								
Has knowledge and understanding of information. Some application.			Makes applications, can analyze information. Some synthesis of Information.			Synthesizes information and can evaluate ideas and information.		
TOTAL POINTS: (N) _____ OUT OF 100 3 = excellent 2 = acceptable 1 = needs improvement Divisional Rubric Score (on 3-pt. scale) = (N x 3)100 = _____								

Practicum Counselor Evaluation Form

Indiana Wesleyan University
Graduate Counseling
Midterm / Final

Student Name: _____ Date: _____

Faculty Supervisor Name: _____

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level student
- 5 = Performance is exceptional and expected of a seasoned master's level student
- N/A – Not applicable did not have the opportunity to evaluate or observe this skill area

Personal/Professional characteristics: _____

1. Demonstrates emotional stability, self-control and self-confidence	1	2	3	4	5	NA
2. Demonstrates ability to communicate clearly and effectively	1	2	3	4	5	NA
3. Demonstrates ability to grasp and successfully adapt to new situations	1	2	3	4	5	NA
4. Demonstrates a personal commitment to developing professional competencies	1	2	3	4	5	NA
5. Demonstrates knowledge and awareness of clinic practice and policy.	1	2	3	4	5	NA
6. Demonstrates, professional and collegial collaboration	1	2	3	4	5	NA
7. Maintains appropriate clinical records and adheres to current administrative procedures.	1	2	3	4	5	NA
8. Begins and ends sessions on time and demonstrates good session time management skills.	1	2	3	4	5	NA

Basic/Intervention skills: _____

9. Adequately identifies and clarifies nature of the client's presenting problem.	1	2	3	4	5	NA
10. Gathers sufficient information and history in most relevant areas	1	2	3	4	5	NA
11. Can assess client strengths and problem areas	1	2	3	4	5	NA
12. Identifies and establishes realistic counseling goals; distinguishes between immediate and long term goals	1	2	3	4	5	NA
13. Appropriate use of body posture & gestures in session to facilitate counseling process.	1	2	3	4	5	NA
14. Ability to establish and maintain a therapeutic relationship	1	2	3	4	5	NA
15. Ability to establish continuity from session to session	1	2	3	4	5	NA
16. Recognizes and resists manipulation by the client	1	2	3	4	5	N/A

Intermediate skills: _____

17. Is able to regulate own anxiety in counseling sessions without verbally or behaviorally impeding the session.	1	2	3	4	5	NA
18. Uses open-ended questions to encourage client disclosure.	1	2	3	4	5	NA
19. Returns responsibility / encourages client's decision making / refrains from giving advice.	1	2	3	4	5	NA
20. Reflects client's feelings and attitudes with appropriate frequency and accuracy.	1	2	3	4	5	NA
21. Reflects discrepancies in client communication.	1	2	3	4	5	NA
22. Uses empathetic responses effectively.	1	2	3	4	5	NA
23. Assumes leadership in counseling sessions	1	2	3	4	5	NA
24. Recognizes and interprets the client's covert messages	1	2	3	4	5	NA
25. Recognizes and interprets the client's non-verbal communication.	1	2	3	4	5	NA
26. Respects boundaries with clients.	1	2	3	4	5	NA

Diagnostic / Conceptualization /Systemic Skills:

27. Aware of self as of as a therapeutic tool	1	2	3	4	5	NA
28. Demonstrates an understanding of diagnosis and the use of diagnostic criteria (DSM-IV or Systems)	1	2	3	4	5	NA
29. Demonstrate the use of a theoretical orientation to conceptualize a case.	1	2	3	4	5	NA
30. Bases decisions on a theoretically sound and consistent rationale of human behavior	1	2	3	4	5	NA
31. Is able to make accurate structural observations – boundaries, generational hierarchies, etc	1	2	3	4	5	NA
32. Can identify family emotional processes – triangling, fusion, cut-off, etc.	1	2	3	4	5	NA
33. Accurately identifies power structures and issues in family process	1	2	3	4	5	NA
34. Demonstrates an understanding of individual theoretical therapeutic modalities	1	2	3	4	5	NA
35. Demonstrates an understanding group therapeutic modalities	1	2	3	4	5	NA
36. Demonstrates an understanding family theoretical therapeutic modalities	1	2	3	4	5	NA
37. Demonstrates an understanding child/adolescent theoretical therapeutic modalities	1	2	3	4	5	NA

Supervision:

38. Consistently and punctually attends and is prepared for supervision	1	2	3	4	5	NA
39. Actively solicits, is open and responsive to feedback and supervisory suggestions	1	2	3	4	5	NA
40. Utilizes supervision to develop self-awareness of strengths and limitations as a therapist	1	2	3	4	5	NA
41. Can critically self-reflect in supervision about personal issues that impede or enhance therapy effectiveness and make changes.	1	2	3	4	5	NA
42. Is aware of limitations and recognizes the need for supervision, referral, or consultation	1	2	3	4	5	NA
43. Demonstrates a willingness to discuss and analyze own behavior as a therapist (e.g., countertransference issues, parallel process)	1	2	3	4	5	NA
44. Is willing to take responsibility for personal issues affecting sessions.	1	2	3	4	5	NA
45. Differentiates between supervision and personal therapy (e.g., maintains appropriate level of self-disclosure, makes appropriate requests of supervisor)	1	2	3	4	5	NA
46. Addresses multicultural and other issues relating to diversity in supervision	1	2	3	4	5	NA
47. Demonstrates a willingness to share his/her work with supervisor (through tapes, observation, case presentations, etc.)	1	2	3	4	5	NA
48. Completes case records, reports, correspondence and other documentation on a timely basis	1	2	3	4	5	NA

Group Supervision/Practicum Class:

49. Demonstrates a willingness to share his/her work with practicum class and instructor (through tapes, observation, case presentations, etc.)	1	2	3	4	5	NA
50. Organizes and presents well as required (i.e., case presentations)	1	2	3	4	5	NA
51. Provides appropriate positive and constructive feedback to peers	1	2	3	4	5	NA
52. Contributes to discussion in class	1	2	3	4	5	NA
53. Is open to and makes use of feedback provided by peers and instructor.	1	2	3	4	5	NA

Multicultural Skills:

54. Demonstrates a sensitivity and appreciation for possible contributions of the client's and the trainee's own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship	1	2	3	4	5	NA
55. Demonstrates theoretical knowledge and ability to employ effective techniques with special diverse populations	1	2	3	4	5	NA
56. Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process	1	2	3	4	5	NA
57. Avoids cultural stereotypes during diagnostic and counseling processes.	1	2	3	4	5	NA
58. Identify issues of diversity that may impact both understanding and intervention in the counseling relationship.	1	2	3	4	5	NA

Spiritual Integration:

59. Establishes a spiritually open and safe relationship.	1	2	3	4	5	NA
60. Demonstrates ability to accept other's values and views.	1	2	3	4	5	NA
61. Encourages the client to examine their own spiritual views.	1	2	3	4	5	NA
62. Considers faith/spiritual related factors in case conceptualization.	1	2	3	4	5	NA
63. Demonstrates consideration of Spiritual factors during the intake assessment.	1	2	3	4	5	NA

Professional Ethics and Legal Considerations:

64. Is aware of the Indiana, Licensing and Practice Laws for their specialty	1	2	3	4	5	NA
65. Attends to potential ethical concerns:(e.g. Dual relationships (religious and professional), imposing religious values on clients, boundaries)	1	2	3	4	5	NA
66. Demonstrates awareness of own limitations of clinical skills and competencies	1	2	3	4	5	NA
67. Adheres to ACA Ethical Standards, both in and out of the clinic.	1	2	3	4	5	NA

Specific Strengths/Skills

Specific Skill Improvement needed: (For Level 1 & 2 items)

Specific Improvement plan:

Final Comments:

Supervisee's Signature _____ Date _____

Supervisor Signature _____ Date _____

INDIANA WESLEYAN UNIVERSITY GRADUATE COUNSELING PROGRAM

Faculty/Site Supervisor's Evaluation of Clinical Mental Health Student's Performance Please circle one: Mid-term Evaluation Final Evaluation

To site supervisor: Please provide a formal evaluation with the internship student counselor two times during the semester. The following checklist is designed to assist you in the evaluation process. Please feel free to comment on any additional strengths and/or concerns which you see in the student counselor.

Name of Student Intern: _____

Name of Supervisor: _____

Date of clinical work covered by the evaluation: _____ **Date of evaluation:** _____

Directions: Please circle the number which most accurately reflects your perception of the student intern's skills. **When an item does not apply, please mark NA (not applicable) on that line.** You are encouraged to add comments when it is appropriate.

1 = Performance is inadequate and needs marked improvement to be acceptable to the program

2 = Performance is mildly unsatisfactory for the student's level and needs improvement

3 = Performance is acceptable and expected for student's level

4 = Performance is above average and expected of a master's level intern

5 = Performance is exceptional and expected of an experienced master's level intern

N/A – Not applicable did not have the opportunity to evaluate or observe this skill area

General Supervision

	Poor	Adequate	Excellent			
Demonstrates a willingness to share his/her work with class and instructor (through tapes, observation, case presentations, etc.)	1	2	3	4	5	N/A
Can critically self-reflect in supervision about personal issues that impede or enhance therapy effectiveness..	1	2	3	4	5	N/A
Provides appropriate positive and constructive feedback to peers	1	2	3	4	5	N/A
Demonstrates a personal commitment in developing professional competencies	1	2	3	4	5	N/A
Accepts and uses constructive criticism to enhance self-development and counseling skills	1	2	3	4	5	N/A
Values the input of professionals in the community	1	2	3	4	5	N/A
Invests personal time and energy in becoming a counselor.	1	2	3	4	5	N/A
Engages in open, comfortable and clear communication with peers and supervisors	1	2	3	4	5	N/A
Leaves counseling room in good order after each session is complete	1	2	3	4	5	N/A
Cooperates with other counselors in sharing counseling room space on site	1	2	3	4	5	N/A
Communicates a reply in a timely manner when contacted by site counseling staff	1	2	3	4	5	N/A
Relates to most clients	1	2	3	4	5	N/A
Sustains a helping relationship with all or nearly all clients	1	2	3	4	5	N/A
Completes paper work on time and with care	1	2	3	4	5	N/A
Demonstrates professional and ethical behaviors.	1	2	3	4	5	N/A
Submits all paperwork to supervisor in a timely manner (site contracts, hour logs, evaluations, closed files)	1	2	3	4	5	N/A
Locks down counseling center in an appropriate manner when leaving (lock filing cabinet, turn off lights, shut door, make sure computer is off and door is locked)	1	2	3	4	5	N/A
Consistently keeps appointments with site supervisor, arrives on time and is prepared for case consultation.	1	2	3	4	5	N/A
Is open to and makes use of feedback provided by peers and instructor.	1	2	3	4	5	N/A
Is aware of the Indiana, Mental Health Counselor Licensing and Practice Laws.	1	2	3	4	5	NA

Comments:

The Counseling Process

Contacts new referrals and returns client calls in a timely manner.	1	2	3	4	5	N/A
Keeps appointments on time	1	2	3	4	5	N/A
Begins the interview smoothly	1	2	3	4	5	N/A
Explains the nature and objectives of counseling when appropriate	1	2	3	4	5	N/A
Is relaxed and comfortable in the session.	1	2	3	4	5	N/A
Communicates interest in and acceptance of the client	1	2	3	4	5	N/A
Facilitates client expression of concerns and feelings	1	2	3	4	5	N/A
Communicates empathy, congruence and unconditional positive regard to the client	1	2	3	4	5	N/A
Focuses on the content of the client's problem	1	2	3	4	5	N/A
Recognizes and resists manipulation by the client	1	2	3	4	5	N/A
Deals effectively with client's negative affect	1	2	3	4	5	N/A
Deals effectively with client's positive affect	1	2	3	4	5	N/A
Uses silence effectively	1	2	3	4	5	N/A
Is aware of own feelings in the counseling session	1	2	3	4	5	N/A
Uses appropriate self-disclosure	1	2	3	4	5	N/A
Facilitates realistic goal setting with the client	1	2	3	4	5	N/A
Initiates periodic evaluation of goals and action steps with the client	1	2	3	4	5	N/A
Refers clients appropriately.	1	2	3	4	5	N/A
Terminates the client smoothly	1	2	3	4	5	N/A
Demonstrates ability to establish continuity from session to session	1	2	3	4	5	N/A

Comments:

Multicultural Skills

Demonstrates sensitivity to possible contributions of the client's and the trainee's own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship	1	2	3	4	5	N/A
Demonstrates theoretical knowledge and ability to employ effective techniques with special populations	1	2	3	4	5	N/A
Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process	1	2	3	4	5	N/A
Avoids cultural stereotypes during diagnostic and counseling processes.	1	2	3	4	5	N/A
Identifies issues of diversity that may impact both understanding and intervention in the counseling relationship.	1	2	3	4	5	N/A
Demonstrates behavior consistent with an appreciation of and respect for diversity in the following areas: culture, ethnicity, nationality, gender, sexual orientation, physical challenge (inside and outside the clinic and therapy).	1	2	3	4	5	N/A

Comments:

The Conceptualization Process

Aware of self as of as a therapeutic tool	1	2	3	4	5	N/A
Demonstrates an understanding of diagnosis and the use of diagnostic criteria	1	2	3	4	5	N/A
Assumes leadership in counseling sessions	1	2	3	4	5	N/A
Set limits appropriately.	1	2	3	4	5	N/A
Recognizes and pursues discrepancies and meaning of inconsistent information	1	2	3	4	5	N/A
Uses relevant case data in planning both short and long-range goals	1	2	3	4	5	N/A
Uses relevant case data in considering various strategies and their implications	1	2	3	4	5	N/A
Bases decisions on a theoretically sound and consistent rationale of human behavior	1	2	3	4	5	N/A

Is perceptive in evaluating the effects of own counseling techniques	1	2	3	4	5	N/A
Demonstrates ethical behavior in the counseling activity and case management	1	2	3	4	5	N/A
Comments:						
Spiritual Integration:						
Demonstrates ability to accept other's values and views.	1	2	3	4	5	NA
Establishes a spiritually open and safe relationship.	1	2	3	4	5	N/A
Encourages the client to examine their own spiritual views.	1	2	3	4	5	NA
Considers faith/spiritual related factors in case conceptualization.	1	2	3	4	5	NA
Demonstrates consideration of Spiritual factors during the intake assessment.	1	2	3	4	5	NA
Comments:						
Personal Characteristics						
Consistently keeps appointments with site supervisor, arrives on time and is prepared for case consultation.	1	2	3	4	5	N/A
Gives and receives feedback to and from his/her clients, peers, and supervisors without making excuses or justifications	1	2	3	4	5	N/A
Personal problems are kept out of the counseling session	1	2	3	4	5	N/A
Maintains appropriate therapeutic boundaries with clients	1	2	3	4	5	N/A
Attends to potential ethical concerns:(e.g. Dual relationships (religious and professional), imposing religious values on clients, boundaries)	1	2	3	4	5	N/A
Demonstrates awareness of own limitations of clinical skills and competencies	1	2	3	4	5	N/A

Additional Comments:

Supervisor _____ Date _____

Student _____ Date _____

INDIANA WESLEYAN UNIVERSITY GRADUATE COUNSELING PROGRAM

Faculty/Site Supervisor's Evaluation of Marriage and Family Counselor/Therapist Performance

Please circle one: **Mid-term Evaluation** **Final Evaluation**

To site supervisor: Please provide a formal evaluation with the internship student counselor two times during the semester. The following checklist is designed to assist you in the evaluation process. Please feel free to comment on any additional strengths and/or concerns which you see in the student counselor.

Name of Student Intern: _____

Name of Supervisor: _____

Date of clinical work covered by the evaluation: _____ **Date of evaluation:** _____

Directions: Please circle the number which most accurately reflects your perception of the student intern's skills. **When an item does not apply, please mark NA (not applicable) on that line.** You are encouraged to add comments when it is appropriate.

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level intern
- 5 = Performance is exceptional and expected of an experienced master's level intern
- N/A – Not applicable did not have the opportunity to evaluate or observe this skill area

Attending to the Therapeutic Relationship		
1.	Creates an atmosphere of acceptance and understanding.	1 2 3 4 5 NA
2.	Attends to client's emotional climate in order to build trust.	1 2 3 4 5 NA
3.	Engages clients in the therapeutic process.	1 2 3 4 5 NA
4.	Develops mutually agreeable goals for therapy.	1 2 3 4 5 NA
5.	Recognizes and attends to split alliances within relational therapy.	1 2 3 4 5 NA
Addressing Family Process and System		
6.	Identifies problematic relational interactions among family members.	1 2 3 4 5 NA
7.	Integrates individual and medical models of functioning within a systemic perspective.	1 2 3 4 5 NA
8.	Determines boundaries, hierarchies and patterns within families.	1 2 3 4 5 NA
9.	Develops treatment approaches from a range of theoretical perspectives.	1 2 3 4 5 NA
10.	Coordinates therapy with relevant individuals and institutions.	1 2 3 4 5 NA
11.	Identifies psychosocial and environmental influences on each client and/or family.	1 2 3 4 5 NA
12.	Determines who should attend therapy and in what configuration.	1 2 3 4 5 NA
Comments:		
Designing and Conducting Treatment:		
13.	Facilitates therapeutic involvement of all participants in treatment.	1 2 3 4 5 NA
14.	Matches the needs of the client with an appropriate therapeutic approach.	1 2 3 4 5 NA
15.	Integrates information from various sources (books, articles, online, etc.) to develop a treatment plan.	1 2 3 4 5 NA
16.	Attains a smooth integration of treatment components.	1 2 3 4 5 NA

17.	Can effectively facilitate therapy groups or presentations.	I 2 3 4 5 NA
18.	Assists the client to reframe their presenting complaint and to facilitate solutions.	I 2 3 4 5 NA
19.	Helps the client to identify strengths and resources that assist therapy.	I 2 3 4 5 NA
20.	Attends to the emotional component of therapy.	I 2 3 4 5 NA
21.	Assists the client in developing effective coping skills.	I 2 3 4 5 NA
22.	Helps a client to alter problematic relationship patterns.	I 2 3 4 5 NA
23.	Tailors therapy to a client's developmental needs.	I 2 3 4 5 NA
24.	Modifies treatment techniques to the cognitive level of a child or adolescent.	I 2 3 4 5 NA
25.	Establishes a sequence of treatment processes in a treatment plan.	I 2 3 4 5 NA
26.	Can recognize and evaluate an adult client who is depressed.	I 2 3 4 5 NA
27.	Can recognize and evaluate a child or adolescent client who is depressed.	I 2 3 4 5 NA
28.	Can assess an adult client's behavior based on DSM-IV criteria.	I 2 3 4 5 NA
29.	Can assess a child or adolescent client's behavior based on DSM-IV criteria	I 2 3 4 5 NA
30.	Can recognize and evaluate an adult client who has an anxiety disorder.	I 2 3 4 5 NA
31.	Can recognize and evaluate a child or adolescent client who has an anxiety disorder.	I 2 3 4 5 NA
32.	Can distinguish a client who has a personality disorder.	I 2 3 4 5 NA
33.	Can identify a client who has a developmental disorder.	I 2 3 4 5 NA
34.	Can assess the level of risk of harm that a client's behaviors pose.	I 2 3 4 5 NA
Comments:		

Evaluating Ongoing Process and Outcomes:		
26.	Utilizes ongoing assessment to monitor the nature and severity of a client's problems.	I 2 3 4 5 NA
27.	Modifies the treatment plan based on information about client's progress	I 2 3 4 5 NA
28.	Identifies core issues and themes of the client	I 2 3 4 5 NA
29.	Assesses clients using published standardized tests.	I 2 3 4 5 NA
30.	Interprets client's standardized test results related to published norms.	I 2 3 4 5 NA
31.	Evaluates client's outcomes for the need to continue or terminate therapy.	I 2 3 4 5 NA
32.	Has a theory of how change occurs.	I 2 3 4 5 NA
33.	Recognizes how personal assumptions about human nature influence therapy.	I 2 3 4 5 NA
34.	Integrates supervisor/team communications into treatment.	I 2 3 4 5 NA
Maintaining Professional Ethics:		
35.	Recognizes when personal biases may influence the therapeutic process.	I 2 3 4 5 NA
36.	Recognizes when consultation with a colleague or supervisor is appropriate.	I 2 3 4 5 NA
37.	Understands the ethical codes of the profession and interacts professionally with other staff.	I 2 3 4 5 NA
38.	Is aware of the Indiana, Marriage and Family Therapy Licensing and Practice Laws.	I 2 3 4 5 NA
39.	Attends to potential ethical concerns:(e.g. Dual relationships (religious and professional), imposing religious values on clients, boundaries)	I 2 3 4 5 NA
40.	Maintains adequate and timely clinical records.	I 2 3 4 5 NA
41.	Can discuss how fiscal responsibility, confidentiality and legal issues can influence therapy.	I 2 3 4 5 NA
42.	Describes the therapeutic process to clients so that they can make informed decisions about treatment.	I 2 3 4 5 NA
43.	Makes appropriate referrals to other professionals.	I 2 3 4 5 NA
Comments:		

Spiritual Integration:

44.	Demonstrates ability to accept other's values and views.	<i>1 2 3 4 5 NA</i>
45.	Establishes a spiritually open and safe relationship.	<i>1 2 3 4 5 NA</i>
46.	Encourages the client to examine their own spiritual views.	<i>1 2 3 4 5 NA</i>
47.	Considers faith/spiritual related factors in case conceptualization.	<i>1 2 3 4 5 NA</i>
48.	Demonstrates consideration of Spiritual factors during the intake assessment.	<i>1 2 3 4 5 NA</i>

Comments:**Multicultural:**

49.	Demonstrates sensitivity to possible contributions of the client's and the trainee's own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship	<i>1 2 3 4 5 NA</i>
50.	Demonstrates theoretical knowledge and ability to employ effective techniques with special populations	<i>1 2 3 4 5 NA</i>
51.	Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process	<i>1 2 3 4 5 NA</i>
52.	Avoids cultural stereotypes during diagnostic and counseling processes.	<i>1 2 3 4 5 NA</i>
53.	Identifies issues of diversity that may impact both understanding and intervention in the counseling relationship.	<i>1 2 3 4 5 NA</i>
54.	Demonstrates behavior consistent with an appreciation of and respect for diversity in the following areas: culture, ethnicity, nationality, gender, sexual orientation, physical challenge (inside and outside the clinic and therapy).	<i>1 2 3 4 5 NA</i>

Comments:**General Comments:**

Supervisor _____ Date _____

Student _____ Date _____

MFC/T Student Self Evaluation

Indiana Wesleyan University
Graduate Counseling Program

Scale of item response choices:

- 5 = I am very strong in this area with all clients. This comes naturally to me now.
- 4 = I am generally strong in this area, though it may be more difficult with some clients.
- 3 = I am generally competent in this area, but I am continuing to work on this skill.
- 2 = I am inconsistent in this area- sometimes I do well and sometimes this is a weakness; I am continuing to work on this.
- 1 = This is a weakness for me; I am continuing to work on this skill.
- N/A = I am not able to assess this competency at this time.

	Attending to the Therapeutic Relationship	
1.	I create an atmosphere of acceptance and understanding.	<i>1 2 3 4 5</i>
2	I attend to client's emotional climate in order to build trust.	<i>1 2 3 4 5</i>
2.	I engage clients in the therapeutic process.	<i>1 2 3 4 5</i>
3.	I develop mutually agreeable goals for therapy.	<i>1 2 3 4 5</i>
4.	I recognize and attend to split alliances within relational therapy.	<i>1 2 3 4 5</i>
	Addressing Family Process	
5.	I identify problematic relational interactions among family members.	<i>1 2 3 4 5</i>
6.	I integrate individual and medical models of functioning within a systemic perspective.	<i>1 2 3 4 5</i>
7.	I determine boundaries, hierarchies and patterns within families.	<i>1 2 3 4 5</i>
8.	I develop treatment approaches from a range of theoretical perspectives	<i>1 2 3 4 5</i>
	Remaining Aware of the Larger System	
9.	I develop treatment approaches from a range of theoretical perspectives.	<i>1 2 3 4 5</i>
10.	I identify psychosocial and environmental influences on each client.	<i>1 2 3 4 5</i>
11.	I coordinate therapy with relevant individuals and institutions.	<i>1 2 3 4 5</i>
12.	I address external influences that affect family functioning.	<i>1 2 3 4 5</i>
	Designing and Conducting Treatment	
13.	I can determine who should attend therapy and in what configuration.	<i>1 2 3 4 5</i>
14.	I facilitate therapeutic involvement of all necessary participants in treatment.	<i>1 2 3 4 5</i>
15.	I match the needs of the client with an appropriate therapeutic approach.	<i>1 2 3 4 5</i>
16.	I integrate information from a variety of sources to develop a treatment plan.	<i>1 2 3 4 5</i>
17.	I establish a sequence of treatment processes in a treatment plan.	<i>1 2 3 4 5</i>
18.	I assist the client to change their perspective of the presenting complaint to facilitate solutions.	<i>1 2 3 4 5</i>
19.	I help the client to identify strengths and resources that assist therapy.	<i>1 2 3 4 5</i>
20.	I assist the client in developing effective problem-solving abilities.	<i>1 2 3 4 5</i>
21.	I help a client to alter problematic relationship patterns.	<i>1 2 3 4 5</i>
22.	I tailor therapy to a client's developmental needs.	<i>1 2 3 4 5</i>
23.	I modify treatment techniques to the cognitive level of a child or adolescent.	<i>1 2 3 4 5</i>
24.	I utilize published books or articles to guide the therapeutic process.	<i>1 2 3 4 5</i>
25.	I modify the treatment plan based on information about client's process.	<i>1 2 3 4 5</i>

Evaluating Ongoing Process and Outcomes		
26.	I utilize ongoing assessment to monitor the nature and severity of a client's problems.	<i>1 2 3 4 5</i>
27.	I modify the treatment plan based on information about client's progress.	<i>1 2 3 4 5</i>
28.	I utilize ongoing assessment to monitor the nature and severity of a client's problems.	<i>1 2 3 4 5</i>
29.	I am able to assess a client's interests and abilities using published standardized tests.	<i>1 2 3 4 5</i>
30.	I can interpret client's standardized test results related to published norms.	<i>1 2 3 4 5</i>
31.	I evaluate a client's outcomes for the need to continue or terminate therapy.	<i>1 2 3 4 5</i>
32.	I have a theory of how change occurs.	<i>1 2 3 4 5</i>
33.	I recognize how my assumptions about human nature influence therapy.	<i>1 2 3 4 5</i>
34.	I integrate supervisor/team communications into treatment.	<i>1 2 3 4 5</i>
Maintaining Professional Ethics		
35.	I recognize when my personal biases may influence the therapeutic process.	<i>1 2 3 4 5</i>
36.	I recognize when consultation with a colleague or supervisor is appropriate.	<i>1 2 3 4 5</i>
37.	I understand the ethical codes of the profession.	<i>1 2 3 4 5</i>
38.	I maintain adequate and timely clinical records.	<i>1 2 3 4 5</i>
39.	I can discuss how fiscal responsibility, confidentiality and legal issues can influence the therapeutic process.	<i>1 2 3 4 5</i>
40.	I can describe the therapeutic process to clients so that they can make informed decisions about treatment.	<i>1 2 3 4 5</i>
41.	I make appropriate referrals to other professionals.	<i>1 2 3 4 5</i>
42.	I can recognize and evaluate an adult client who is depressed.	<i>1 2 3 4 5</i>
43.	I can recognize and evaluate a child or adolescent client who is depressed.	<i>1 2 3 4 5</i>
44.	I can assess an adult client's behavior based on DSM-IV criteria.	<i>1 2 3 4 5</i>
45.	I can assess a child or adolescent client's behavior based on DSM-IV criteria.	<i>1 2 3 4 5</i>
46.	I can recognize and evaluate an adult client who has an anxiety disorder.	<i>1 2 3 4 5</i>
47.	I can recognize and evaluate a child or adolescent client who has an anxiety disorder.	<i>1 2 3 4 5</i>
48.	I can distinguish a client who has a personality disorder.	<i>1 2 3 4 5</i>
49.	I can identify a client who has a developmental disorder.	<i>1 2 3 4 5</i>
50.	I can assess the level of risk of harm that a client's behaviors pose.	<i>1 2 3 4 5</i>
Spiritual Integration		
51.	I can assess which clients will benefit from the use of prayer and scripture in session.	<i>1 2 3 4 5</i>
52.	I can integrate Biblical truths into my counseling practice.	<i>1 2 3 4 5</i>

Comments:

Student's Signature

University Supervisor's Signature

INDIANA WESLEYAN UNIVERSITY GRADUATE COUNSELING PROGRAM

Faculty/Site Supervisor's Evaluation of School Counselor Student Performance Please circle one: Mid-term Evaluation Final Evaluation

To site supervisor: Please provide a formal evaluation with the internship student counselor two times during the semester. The following checklist is designed to assist you in the evaluation process. Please feel free to comment on any additional strengths and/or concerns which you see in the student counselor.

Name of Student Intern: _____

Name of Supervisor: _____

Date of clinical work covered by the evaluation: _____ **Date of evaluation:** _____

Directions: Please circle the number which most accurately reflects your perception of the student intern's skills. **When an item does not apply, please mark NA (not applicable) on that line.** You are encouraged to add comments when it is appropriate.

- 1 = Performance is inadequate and needs marked improvement to be acceptable to the program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level intern
- 5 = Performance is exceptional and expected of an experienced master's level intern
- N/A – Not applicable did not have the opportunity to evaluate or observe this skill area

Professional Identity:

Maintains professional competence	1	2	3	4	5	NA
Appears comfortable in the role of the counselor	1	2	3	4	5	NA
Trusts his/her insights	1	2	3	4	5	NA
Recognizes and works on self improvement	1	2	3	4	5	NA
Responds appropriately to supervision	1	2	3	4	5	NA
Maintains professional competence	1	2	3	4	5	NA
Appears comfortable in the role of the counselor	1	2	3	4	5	NA

Procedural Skills:

Opens and closes sessions smoothly and on time	1	2	3	4	5	NA
Maintains continuity from session to session	1	2	3	4	5	NA
Maintains appropriate control of each session	1	2	3	4	5	NA
Keeps accurate and up-to-date records	1	2	3	4	5	NA
Maintains confidentiality	1	2	3	4	5	NA

Individual Counseling Skills:

Facilitates client's expression of thoughts	1	2	3	4	5	NA
Facilitates client's expression of feelings	1	2	3	4	5	NA
Conveys warmth and caring to the clients	1	2	3	4	5	NA
Conveys understanding to the clients	1	2	3	4	5	NA
Uses effective questions (open and closed)	1	2	3	4	5	NA
Uses silence effectively	1	2	3	4	5	NA

Classroom Guidance:

Plans lesson plans according to state standards	1	2	3	4	5	NA
Creates engaging lesson plans	1	2	3	4	5	NA
Addresses different learning styles and cultures	1	2	3	4	5	NA
Manages classroom discipline	1	2	3	4	5	NA

Consultation:

Performs well with others	1	2	3	4	5	NA
Recognizes need for consultation	1	2	3	4	5	NA
Consults professionally with staff	1	2	3	4	5	NA
Consults professionally with parents	1	2	3	4	5	NA
Consults professionally with outside agencies	1	2	3	4	5	NA

Multicultural Skills:

Demonstrates sensitivity to possible contributions of the client's and the trainee's own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship	1	2	3	4	5	NA
Demonstrates theoretical knowledge and ability to employ effective techniques with special populations	1	2	3	4	5	NA
Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process	1	2	3	4	5	NA
Avoids cultural stereotypes during diagnostic and counseling processes.	1	2	3	4	5	NA
Identifies issues of diversity that may impact both understanding and intervention in the counseling relationship.	1	2	3	4	5	NA
Demonstrates behavior consistent with an appreciation of and respect for diversity in the following areas: culture, ethnicity, nationality, gender, sexual orientation, physical challenge (inside and outside the clinic and therapy).	1	2	3	4	5	NA

Spiritual Integration:

Demonstrates ability to accept other's values and views.	1	2	3	4	5	NA
Establishes a spiritually open and safe relationship.	1	2	3	4	5	NA
Encourages the client to examine their own spiritual views.	1	2	3	4	5	NA
Considers faith/spiritual related factors in case conceptualization.	1	2	3	4	5	NA

Ethics:

Attends to potential ethical concerns:(e.g. Dual relationships (religious and professional), imposing religious values on clients, boundaries)	1	2	3	4	5	NA
Demonstrates awareness of own limitations of clinical skills and competencies	1	2	3	4	5	NA
Is aware of the Indiana, School Counselor Licensing and Practice Laws.	1	2	3	4	5	NA
Demonstrates professional and ethical behaviors.	1	2	3	4	5	NA

General Comments:

Supervisor _____ **Date** _____

Student _____ **Date** _____