

## **Assessment 1**

### **COUNSELOR PREPARATION COMPREHENSIVE EXAM**

**When the Assessment is Administered: Practicum in Counseling (COUN 631) or Practicum in School Counseling (COUN 633)**

#### **1. A brief description of the assessment and its use in the program:**

The CPCE examination is used to document Clinical Mental Health Counseling students' content knowledge.

The Praxis II in Professional School Counseling is used to document School Counseling students' content knowledge.

Candidates are expected to successfully complete a comprehensive examination prior to placement in internship; the program has adopted the Counselor Preparation Comprehensive Examination (CPCE) for Clinical Mental Health Counseling. As of January 1, 2015, the Office of the State Superintendent of Education (OSSE) in D.C. requires those seeking licensure in School Counseling to pass the Praxis II in School Counseling. The Counseling faculty therefore chose to require the Praxis II for school counseling students rather than the CPCE (which had previously been used for both Clinical Mental Health and School Counseling). Both tests are objective and standardized national exams. The CPCE was developed by the Center for Credentialing and Education, an affiliate of the National Board of Certified Counselors, Inc. (NBCC). The Praxis II exam was developed by the Educational Testing Service (ETS) to follow the American School Counselor Association (ASCA) National Model. The purpose of the exams is to assess candidate progress toward mastery of essential counseling subject matter, and to provide a summative evaluation of professionally relevant knowledge competency obtained through program coursework deemed important by counselor licensing and accreditation boards.

#### **2. A description of how this assessment specifically aligns with the standards:**

The CPCE consists of 160 multiple-choice items, with 20 items representing each of the eight core training areas designated by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and developed from information found in the most commonly used counseling textbooks. The eight content areas include:

1. Human growth and development – studies that provide understanding of the nature and needs of individuals at all developmental levels.
2. Social and cultural foundations – studies that provide understanding of issues and trends in a multicultural and diverse society.
3. Helping relationships – studies that provide understanding of counseling and consultation processes.
4. Group work – studies that provide understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. Career and lifestyle development – studies that provide understanding of career development and related life factors.
6. Appraisal – studies that provide understanding of individual and group approaches to assessment and evaluation.
7. Research and program evaluation – studies that provide understanding of types of

research methods, basic statistics, and ethical and legal considerations in research.

8. Professional orientation and ethics – studies that provide understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The Praxis II for Professional School Counselors (test # 5421) consists of 120 selected-response questions in four categories: Foundations, Delivery of Services, Management, and Accountability. These four components mirror ASCA's model:

1. The *Foundations* component focuses on the history and role of the professional counselor, knowledge about human development, and ethical and legal principles.
2. The *Delivery of Services* component focuses on individual, group, classroom-guidance and school-wide interventions, as well as consultation and collaboration.
3. The *Management* component focuses on appropriate methods for developing and maintaining a comprehensive guidance program.
4. The *Accountability* component focuses on program evaluation, research, and assessment.

Each content area measured by the CPCE exam and the Praxis II exam corresponds generally, but not exclusively, to program coursework completed prior to taking the exam. A number of courses candidates take collectively provide content knowledge in particular specialized subject areas. An illustration of corresponding courses and CACREP core content area is provided below:

CACREP Common Core	Related Program Courses
(G1) Professional Orientation & Ethics	Ethical, Legal and Professional Issues (COUN 605)  Practicum in Counseling (COUN 631)  Internship in Counseling I (COUN 640)  Internship in Counseling II (COUN 642)
(G2) Social & Cultural Foundations	Multicultural Counseling (COUN 550)
(G3) Human Growth & Development	Human Growth and Development (EDCC 510)
(G4) Career & Lifestyle Development	Career and Lifestyle Development ICOUN 538)
(G5) Helping Relationships	Education of Exceptional Children and Youth (EDCC 530)  Principles and Theories of Counseling (COUN 540)  Techniques of Counseling (COUN 560)  Alcohol and Substance Abuse (COUN 553)  Counseling Children and Adolescents (COUN 555)  Introduction to Family Counseling (COUN 557)  Principles and Practices of School Counseling (COUN 561)  Diagnosis and Treatment in Counseling (COUN 570)  Expressive Arts in Counseling (COUN 604)  Loss and Bereavement (COUN 606)  Practicum in Counseling (COUN 631)  Internship in Counseling I (COUN 640)

	Internship in Counseling II (COUN 642)
(G6) Group Work	Counseling and the Group Process (COUN 547)
(G7) Assessment	Principles and Techniques of Assessment (COUN 544)
(G8) Research & Program Evaluation	Research in Education (EDCC 600)

## **Assessment 2**

### **COUNSELOR-CLIENT AUDIOTAPES**

**When the Assessment is Administered: Practicum in Counseling (COUN 631) or Practicum in School Counseling (COUN 633), Internship in Counseling I (COUN 640) or Internship in School Counseling I (COUN 646), Internship in Counseling II (COUN 642) or Internship in School Counseling II (COUN 648)**

#### **1. A brief description of the assessment and its use in the program:**

Audiotapes as demonstration of counselor-client interviews are used to document Counseling candidates' knowledge and effective application of counseling theories and techniques.

A standing assignment during each phase of field training (Practicum in Counseling, COUN 631; Internship in Counseling I, COUN 640; and Internship in Counseling II, COUN 642) is the presentation of two audio or videotape recordings of an individual counseling session from an assigned caseload. Each theory-based interview is accompanied by a standard 5-6 page case study report. One tape presentation includes a 10-minute verbatim transcription of the session and micro-analysis of counselor responses and interventions used. Ten-minute segments of each interview are played in seminar group on a priority basis. Performance feedback includes analysis of effectiveness of responses and techniques for promoting constructive process change and self-learning. When time constraints limit review of all tapes, the seminar group is divided into teams to listen to tapes. The goal is to listen to all tapes submitted each term.

It is essential that tape recordings demonstrate foundational and universal elements of core counseling skills (e.g., active listening, paraphrasing, open-ended questions, empathic following responses, immediacy) and theory-based techniques (e.g., identifying concerns, case formulation, collaborative goal setting, process and outcome directed interventions and strategies). When instructive, additional demonstration interviews may be required for supplementary study as deemed necessary by the site or university supervisor.

The first case study report and tape is graded pass/fail. The second serves as a graded portfolio project. While only two recordings are required at each phase of field training, candidates are encouraged to seek consent for regular or weekly taping of sessions for added study and analysis.

In keeping with ethical professional conduct, candidates obtain informed consent for taping, from both student/client and guardian for minors, and clearly communicate their graduate training status. Most respondents, including teens, welcome the added attention and expertise when all parties understand that taping is used to enhance services and are not evaluative of student/client performance. As with any assessment or intervention technique (e.g., genogram, role-play, etc.), taping can be productively incorporated into counseling sessions by making recordings available for immediate replay and reflection on pertinent themes being addressed (e.g., self-image, trust/distrust). In this way, taping serves both students/clients and provides an invaluable training aid. Consent forms are available, or supervisors may require one used on-site.

Candidates are also fully responsible for maintaining confidentiality of tapes and student/client identity. Other than on consent forms, candidates do not identify student/clients by name in

written reports or in any correspondence. Use of pseudonyms to protect confidentiality is acceptable. Candidates must secure consent before taping, place consent forms in the student/client file (or as instructed by the supervisor), and maintain possession prior to giving a copy to the instructor. Candidates must insure tapes are always secure, and deleted or physically destroyed immediately following use in training group. Tapes cannot be archived unless additional consent is gained. Any breach of these key privacy standards can lead to course failure, non-endorsement for certification, and/or disciplinary action in accordance with university and/or district/state policy.

Taping counseling sessions for training purposes offers several advantages when live supervision or use of two-way-mirrors is unavailable. Taping is highly effective for case study when client-counselor statements are clearly audible; therefore, candidates are responsible for the quality of each tape. Obtaining a portable digital recorder and testing the recording system prior to use is strongly recommended. If statements cannot be heard or placed into proper context, the tape cannot be accepted and will not pass.

When taping is not available, preparation of detailed session progress notes with a brief descriptive summary of key features of no less than one counseling session per week is required for presentation in the weekly seminar training group. Candidates are encouraged to promptly record thoughts and observations of sessions immediately after completion, or as soon thereafter as possible. Session notes (e.g., SOAP) of the encounter assist formulation of outcome plans and preparation of reports, enrich supervisory dialogue, and serve to prompt timely and concrete feedback in staff meetings and seminar group. Use of any format is acceptable, but candidates are expected to prepare these in writing prior to arrival for weekly training group so they can be discussed in confidence with peers and supervisor. These weekly progress notes are collected and reflected in a candidate's training group performance and fitness evaluation.

Use of audio/videotapes of counseling sessions provides formative data and evidence for improvement of skill and self-confidence in the professional role.

**4. Assessment Documentation- scoring rubrics for each assessment:**

**A. Counseling Session Tapes**

<b>Criteria</b>	<b>Approaches Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Opening of Session - Was opening unstructured, friendly, and pleasant? Any role definition needed? (HELPING RELATIONSHIPS)	One or more components missing.	All components met. Introductions, role definition, confidentiality.	All components included. Introduction, role definition, confidentiality plus able to put client at ease.
Establish Rapport with Client - Did counselor establish good rapport with client/student? (HELPING RELATIONSHIPS)	Unable to establish rapport during session.	Able to establish rapport during session.	Able to establish rapport early in session and set stage for productive interview.
Active Listening and Attending Behaviors (HELPING RELATIONSHIPS)	One or more components missing.	All components met at some time during the interview, eye contact, vocal qualities, verbal tracking, and body language.	All components met, appropriate eye contact, vocal qualities, verbal tracking, body language throughout interview; culturally and individually appropriate.
Use of Basic Skills (encouragers, paraphrases, summarizations) (HELPING RELATIONSHIPS)	Unable to respond appropriately to 50 percent of client statements.	Responded appropriately to most client statements.	Responded appropriately to all client statements.
Use of Open/Closed Questions (HELPING RELATIONSHIPS)	Poor use of open and closed questions.	Good use of open and closed questions.	Excellent use of open and closed questions.
Use of Reflection of Feelings (HELPING RELATIONSHIPS)	Did not reflect and explore explicit client feelings.	Able to reflect and explore explicit client feelings.	Able to reflect and explore client feelings and make implicit the hidden emotions explicit and clear to the client.
Focusing the client and session (HELPING RELATIONSHIPS)	Unable to keep client focused and on-track less than 50 percent of the time.	Able to keep client and client story focused.	Kept client and client story focused and was able to reframe problems, concerns, issues and challenges.
Session closing initiated? Supportive? Follow-up or further interview scheduling accomplished? (HELPING RELATIONSHIPS)	Components not met. Closing abrupt/brusque. Session too long/short.	All components met. Duration of interview and closing were appropriate.	All components met. Duration of interview and closing were appropriate. Counselor was able to schedule another session.

**Tape Transcription**

	<b>Approaches Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Length of Transcription	Less than 10 minutes in length.	10-12 minutes in length.	More than 12 minutes in length
Accuracy of Dialogue	Less than 50 percent accurate.	75-50 percent accurate.	100-75 percent accurate.
Identification of Counselor Responses	Correctly identifies less than 50 percent of counselor responses.	Correctly identifies 75-50 percent of counselor responses	Correctly identifies 100-75 percent of counselor responses
Critique of Counselor Responses	Critiques less than 50 percent of counselor responses	Critiques 75-50 percent of counselor responses	Critiques 75-100 percent of counselor responses
Suggestions for Improvement of Responses	Little or no suggestions for improvement.	Adequate suggestions for improvement.	Excellent suggestions for improvement.



### Assessment 3

#### REFLECTION PAPER

**When the Assessment is Administered: Practicum in Counseling (COUN 631) or Practicum in School Counseling (COUN 633), Internship in Counseling I (COUN 640) or Internship in School Counseling I (COUN 646), Internship in Counseling II (COUN 642) or Internship in School Counseling II (COUN 648)**

#### **1. A brief description of the assessment and its use in the program:**

Education and training of the reflective practitioner and lifelong learner requires extensive supervised field practice, introspective case study, and integrated academic and field experiences. A culminating Reflection Paper written by candidates near the conclusion of each phase of field training promotes each and provides assessment of candidate progress and skill in the counselor role.

#### **2. A description of how this assessment specifically aligns with the standards:**

All Trinity Counseling candidates complete a *minimum* of 100 clock hours of supervised training in the Practicum phase of field placement (Practicum in Counseling, COUN 631 or Practicum in School Counseling, COUN 633), and a *minimum* of 300 clock hours in each of Internship in Counseling I (COUN 640 or Internship in School Counseling I, COUN 646) and Internship in Counseling II (COUN 642 or Internship in School Counseling II, COUN 648) courses. Seven hundred (700) direct and indirect service hours overall, and attendant on-site supervision, faculty based supervision, weekly seminar training group, and introspective journaling and feedback requirements are strategically aligned with CACREP standards for counselor preparation (Section II Professional Identity, Section III Professional Practice, F5, G6).

Multiple instruments used during each of the three phases include midterm and final candidate performance ratings by site supervisors, faculty supervisor ratings of performance in training seminar group, and graded assignments including case study reports and final reflective paper (rubrics for the reflective paper are found below). The Reflection Paper is used formatively to enhance candidates' ability for reflection-in-action, and as a key assessment instrument that measures candidates' engagement in the lived "process" of counseling service, critical self-reflection of reasoning in concrete counseling situations, and understanding of core counseling principles and methods.

Key aspects of this assessment involve two major components:

- First, a descriptive narrative, or reflective essay about oneself in the professional role. Central aspects of the candidate's lived experience in the role of professional counselor are highlighted from the personal counseling journal, case study reports and progress notes, supervisory and weekly seminar group feedback sessions and discussion. It is different from other exercises as it represents a collection or organization of major themes that individually describe central aspects of the training experience in a reflective/introspective account. It is animated by taking a step back to highlight main aspects, and to find different threads of experience that make particular sense as you prepare and conduct counseling sessions. The process involves identifying several key higher-order themes (7-10 themes) that clarify and provide structure to what you saw,

heard, or thought that gives your training experience meaning. It asks you to identify and describe these themes or central elements. It is a search for and process of making sense out of aspects of *your* experience in the role of counselor for self-development and improvement of skills in an organized essay. It includes discovery of self (the person-of-the-counselor) through reflection on even the smallest steps and approximations that *you* helped facilitate due to your diligent attention and care for others in helping interviews you've conducted.

- A second component of this exercise involves brief self-appraisal of personal strengths and identification of areas for personal professional improvement, with commentary on your view of your field training thus far, and your chosen field of counseling as you now see it.

The Reflection Paper as constructed thus serves as a vital method used in the program to address CACREP standards for Professional Identity and Professional Practice.

**5. Assessment Documentation- scoring rubrics for each assessment:**

**Reflection Essay**

<b>Criteria</b>	<b>Approaches Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Accuracy and Writing:  Follows APA guidelines & format (School of Education Writing Guide).	Did not respond to several questions/prompts. Some organization and formatting problems; did not follow writing, formatting or organization guidelines; Provides an average level of analysis.	Responds to most questions/prompts with adequate depth; some organizational concerns, but follows most writing guidelines; good level of analysis and critical thinking provided.	Responds to all questions/prompts in-depth; follows formatting and writing guidelines. Written in an exceptional manner with thoughtful analysis and critical thinking.
Reflection of personal growth and development in the counselor role	Gives an average level of analysis.	Essay shows adequate depth and analysis regarded above average.	Essay shows depth in analysis, professional, and personal reflection
Self-awareness	Demonstrates little to no self-awareness.	Demonstrates average levels of self-awareness.	Demonstrates a high level of self-awareness.
Learning/Understanding	Demonstrates substandard/marginal understanding/learning of core counseling principles and methods.	Demonstrates satisfactory level of understanding/learning that is communicated to others.	Demonstrates high level understanding/learning of core counseling principles and methods.
Role-play and ability to address feelings	Unable to process/express feelings in experiential role-play or practice exercises.	Able to express feelings in the here-and-now and adequate process elaboration.	Able to express feelings in the here-and-now and elaborate intelligently/productively
Personal strengths	Unable to accurately identify or describe personal strengths.	Able to accurately identify or describe strengths for further development and training.	Able to accurately express personal strengths with intelligent elaboration.
Needs improvement	Unable to find areas of improvement.	Able to define areas that need improvement.	Able to accurately define areas of improvement and ways to accomplish.

#### **Assessment 4**

#### **RESEARCH PROPOSAL**

**When the Assessment is Administered: Research in Education (EDCC 600)**

#### **1. A brief description of the assessment and its use in the program:**

The Research Proposal is used to document Counseling candidates' proficiency in technology and oral/written communication. The project is divided into three components:

1. Candidates write a research proposal on a self-selected topic in counseling related to the candidate's applied career interests in school or community counseling as if they were conducting an actual study with research participants. The format of an Institutional Review Board (IRB) proposal is utilized so that candidates have an understanding of the research process and the ethics involved in the research/study process. The instructor provides the format for the IRB proposal.
2. Candidates follow through on their proposal by writing a preliminary research paper which consists of: introduction and description of the study, subject population and selection, methodology, review of the literature, integration of key components of the IRB (e.g., consent/assent forms), and a list of references. Candidates submit a copy of all reference material (literature review) used to write the paper.
3. Candidates present their research proposal, effectively using technology (e.g., PowerPoint) to aid in conveying information contained in their proposal. Candidates' oral presentation skills are evaluated using a rubric for graduate level oral presentations.

**4. Assessment Documentation- scoring rubrics for each assessment**

<b>ETHICAL CASE STUDY ANALYSIS</b>			
	<b>APPROACHES (1)</b>	<b>MEETS (2)</b>	<b>EXCEEDS (3)</b>
1. Identify the Problem /Dilemma (PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE)	Missing one or more components. Unable to identify and clearly articulate problem.	Able to recognize and identify the problem. Articulated and clearly stated.	Able to completely identify the problem from an ethical, legal, clinical, professional, or moral perspective (or a combination) with special attention to detail. Clearly stated and articulated.
2. Identify potential issues involved (PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE)	No depth of understanding of critical issues and competing moral principles. Not able to evaluate the rights of those involved.	Understand the critical issues and competing moral principles. Able to evaluate the rights of those involved.	Understand the critical issues in depth, fully evaluate the rights, responsibilities, and welfare of those involved. High level of understanding of competing moral principles.
3. Review Codes of Ethics (PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE)	Unable to effectively use Codes of Ethics to solve dilemma.	Effectively uses Codes of Ethics to solve dilemma.	Effectively use s Codes of Ethics for solution, if own values disagree provides logical rationale to support your position.
4. Possible or probable courses of action (PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE)	Not able to clearly articulate possible/probable courses of action.	Able to identify and clearly articulate possible courses of action	Able to identify and clearly articulate more than one course of action.
5. Consequences of decision (PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE)	Not able to identify consequences/implications of decision.	Able to identify implications for one decision.	Able to identify implication for each course of action.
6. Best course of action (PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE)	Not able to decide on a course of action.	Able to identify a good course of action.	Able to identify the best course of action.

Overall quality of writing and presentation (RESEARCH AND PROGRAM EVALUATION)	Quality of writing is average. Some major writing errors.	Writing and presentation is very good. Minor writing issues.	Writing is exemplary.
References in correct APA format and accounted for in the body of the paper (RESEARCH AND PROGRAM EVALUATION)	Reference list shows some formatting errors. All references do not appear in the body of the paper.	Minor formatting issues. All references appear in the body of the paper; APA guidelines are followed.	Formatting guidelines have been met and all other APA guidelines are met.

<b>RESEARCH PAPER (Preliminary Paper)</b>			
<b>Criteria</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>
<b>Knowledge/Comprehension</b>	Just repeats information from other sources. No true distinctions between research and non-research articles.	Demonstrates an above average level of comprehension, application and analysis of research/information.	Demonstrates synthesis and evaluation of information.
<b>Synthesis and Evaluation</b>	Main ideas are not distinguished from less important ideas. Simply gives a listing of what others have found, with no summative comments, no integration.	Is able to identify the component parts of a research or literature article. Identifies patterns and themes in the articles reviewed. Focuses on the details and component parts, rather than the bigger picture of how these findings are interrelated. There is a lack of evaluation.	Integrated and combines ideas from source articles into a new whole. Draws together ideas into a thematically written research review. Is able to develop overarching themes even when data are in conflict. Paper is thematically organized.
<b>Application and Analysis of information</b>	There is an overuse of quotations from others, unable to capture main ideas in their own words. Infrequently able to distinguish main ideas of the articles reviewed.	The literature review answers the question 'what do we know?' While the paper leads up to answering 'what do we need to know?' the link between what we know and what we need to know is weak.	Source articles are analyzed and critiqued based on strengths and limitations. Both sides of an argument are presented with minimal researcher/writer bias.
<b>Backing of Claims</b>	There are several instances where the paper reads more like an opinion paper as assertions are not backed by evidence.	Assertions are supported by evidence.	The questions 'what do we know' and 'what do we need to know' are clearly answered and supported. Assertions are clearly supported by evidence.

**ORAL PRESENTATION RUBRIC**

<b>Criteria</b>	<b>Approaches the Standards</b>	<b>Meets the Standards</b>	<b>Exceeds the Standards</b>
Clarity of ideas/materials presented	The presentation lacks organization, structure, and clarity. The audience has difficulty following the flow of the presentation and identifying the main objective. Materials used do not support the content of the presentation.	The presentation is somewhat organized. The audience has some difficulty following the flow of the presentation and identifying the main objective. Materials were moderately used and supportive of the content.	The presentation is well organized and follows an understandable and clear structure. The audience understands the main objective of the presentation and the materials used (handouts, overheads, PowerPoint, posters) strongly support the content of the presentation.
Class involvement and engagement	The presenter has difficulty keeping the audience involved and engaged in the presentation. Activities and exercises are not used and interactive discussion with the audience is not encouraged.	The presenter does an adequate job of keeping the audience involved and engaged in the presentation. Activities and exercises do not always reflect the main objective of the presentation. More lecture and less interactive discussion is used	The presenter does an excellent job of keeping the audience involved and engaged in the presentation. Activities exercises and/or interactive discussions are used to appropriately reflect the main objective of the presentation.
Enthusiasm and presentation style	Presenter lacks enthusiasm and energy in his/her topic. Presenter shows a substantial lack of comfort in his/her presentation style. Eye contact and appropriate movement and voice tone are not displayed.	Presenter is enthusiastic about his/her topic, but shows lower energy in his/her presentation. Presenter displays some lack of comfort in his/her presentation style. Eye contact and appropriate movement and voice tone are not consistently displayed.	Presenter is enthusiastic about his/her topic and is energetic in his/her presentation. Presenter displays both comfort and confidence in his/her presentation style. He/she uses good eye contact, a strong voice tone and appropriate movement.
Content	Major inaccuracies are put forth during the presentation. Little or no evidence is provided to back the claims made during the presentation.	The content of the presentation is valid with one or two minor content errors. Evidence is provided for all claims made.	There are no content errors. The presenter provides strong evidence for all claims made.
References	References and/or citations are not included.	References and citations are included. There are minor formatting errors.	References and citations are included with no formatting errors.

## Assessment 5

### MULTICULTURAL CONSULTATION PROJECT

When the Assessment is Administered: Multicultural Counseling (COUN 550)

#### 1. A brief description of the assessment and its use in the program.

The Multicultural Consultation Project is used to document Counseling candidates' ability to work effectively with diverse populations.

FINAL PAPER AND PRESENTATION: FROM THEORY TO PRACTICE. Candidates are placed in teams, and each team is given a research topic (from a selected cross cultural case study) and an identified task (see below) that culminates in a well written paper/essay. The paper should give a thorough analysis of relevant problems and issues. Candidates must use at least six (6) research references and supplemental information that contain no more than two (2) Internet sources (.com). Texts used for the class cannot be counted towards the six (6) references.

This project culminates in a group research paper (APA style). While different team members will contribute to the writing of the final paper, it must be well organized and integrated, and befitting graduate level training. Candidates will present their research findings to the class accompanied with handouts and a complete list of references.

Six scenarios establish the multicultural group task; these include:

- 1) The Psychological and Physical Health Ramifications of Inequality. The Council of Social Justice in an urban jurisdiction that is culturally and linguistically diverse has hired your team of culturally competent and responsive counselors. Your team has been hired to present a research-based paper on the psychological and physical ramifications of inequality.
- 2) Immigrant Youth/Children of Immigrant Parents: Adjustment and Education. The District of Public Schools has hired your team of culturally competent counselors to improve the academic achievement of all district students, and specifically to design a concentrated initiative directed at immigrant children and parents.
- 3) Asian American Students. As culturally sensitive and competent counselors, you have been hired as a team of consultants to advise a local school board. The project calls for integrating the academic curriculum with information about the contributions of diverse ethnic groups in the USA. The neglected target population is Asian-American students in public schools and their families. Be certain to address themes of English language proficiency and acculturation.
- 4) Survivors. Your team has been hired by a "suburban Washington school district" to serve as consultants to address an increase of "tortured survivors" arriving from war-torn countries around the world (e.g., Sierra Leone, Sudan, Haiti, and Rwanda). School personnel are unaware of the cultural, social, and political



backgrounds of the countries from which students and parents are seeking services. How can effective multicultural counselors assist K-12 schools?

- 5) Multicultural Curriculum. Your culturally sensitive team of counselors has been hired to advise a local school board regarding a major initiative to enhance the concept of multiculturalism in its schools. The School Board would like to initiate more inclusive, multicultural, social, and celebrative activities throughout the school year. Your task is to submit a report to the school board offering specific research-supported recommendations on the types of programs that can be initiated, particularly for elementary school children.
- 6) Multicultural Book Selection & Cultural Activities. A school board project is underway to integrate academic curricula with data about the contributions of many ethnic/racial groups. In this case, it is also tackling the controversial issue of educating students about sexual orientation. In this endeavor, the school board would like the consultants' advice on choosing books that are culturally inclusive at the early childhood-middle school level. The school board wants to avoid the controversy about book selections that has occurred in other districts.

**rubric for Multicultural Consultation Project**

<b>Criteria</b>	<b>Approaches the Standards</b>	<b>Meets the Standards</b>	<b>Exceeds the Standards</b>
Clarity of ideas/materials presented.	The presentation lacks organization, structure, and clarity. The audience has difficulty following the flow of the presentation and identifying the main objective. Materials used do not support the content of the presentation.	The presentation is somewhat organized but lacks an understandable structure and clarity. The audience has some difficulty following the flow of the presentation and identifying the main objective. Materials were moderately used and supportive of the content.	The presentation is well organized and follows an understandable and clear structure. The audience understands the main objective of the presentation and the materials used (handouts, overheads, PowerPoint, posters) strongly support the content of the presentation.
Class involvement and engagement.	The presenter has difficulty keeping the audience involved and engaged in the presentation. Activities and exercises are not used and interactive discussion with the audience is not encouraged.	The presenter does an adequate job of keeping the audience involved and engaged in the presentation. Activities and exercises do not always reflect the main objective of the presentation. More lecture and less interactive discussion are used.	The presenter does an excellent job of keeping the audience involved and engaged in the presentation. Activities, exercises, and/or interactive discussions are used to appropriately reflect the main objective of the presentation.
Enthusiasm and presentation style/ physical presentation and overall dispositions.	Presenter lacks enthusiasm and energy in topic. Presenter shows a substantial lack of comfort in presentation style. Eye contact and appropriate movement and voice tone are not displayed. Is too casual in appearance for a class presentation.	Presenter is somewhat enthusiastic about topic, but shows lower energy in the presentation. Presenter displays some lack of comfort in presentation style. Eye contact and appropriate movement and voice tone are not consistently displayed.	Presenter is enthusiastic about topic and is energetic in presentation. Presenter displays both comfort and confidence in presentation style. He/she uses good eye contact, a strong voice tone and appropriate movement. Is appropriately dressed for a class presentation.

## Assessment 6

### ETHICAL CASE STUDY

When the Assessment is Administered: Ethical, Legal, and Professional Issues (COUN 605)

#### 1. A brief description of the assessment and its use in the program.

Ethical case studies are used to document Counseling candidates' knowledge of ethical standards and dispositions.

Solve the Ethical Dilemma: Candidates complete a total of three (3) in-class assignments designed to test their ability to reason through and resolve various ethical dilemmas. Candidates are permitted to use the ACA Code of Ethics Manual and the textbook to write responses.

Each case is analyzed using an outline format which delineates important points relevant to the ethical/legal issue at hand. Analysis should be written and organized in accordance with the outline, and graduate writing standards.

Ethical Case Analysis Outline:

1. Completely identify the problem from a clearly stated and articulated ethical, legal, professional, or moral perspective (or combination), with special attention to detail.
2. Describe the nature and dimensions of the ethical dilemma faced by the counselor. Demonstrate understanding of critical issues in depth; fully evaluate the rights, responsibilities, and welfare of all involved, including competing moral principles.
3. Specify current ACA and other ethical codes and relevant laws that may have bearing. Demonstrate effective application of Codes of Ethics; if your own values disagree, provide logical rationale to support your position.
4. Identify three (3) or more potential courses of action that can be taken.
5. Elaborate on the potential consequences for each option.
6. Identify the best course of action to be taken in this case and explain why (your rationale).

Case study summaries:

Ethics Case 1: Janice, a 27-year-old white counselor, born and raised in a small predominantly white community, recently accepted her first counseling position at a large urban community mental health clinic. Realizing she lacks experience in dealing with Asian Americans, Latinos, and African Americans, Janice made attempts to rectify academic deficiency by taking courses in multicultural counseling and minority mental health issues. She did well, and felt positive about her receptivity to exploring her own biases and values. She saw herself as an open and honest individual who opposed discrimination and prejudice.

Her self-image was challenged, however, when she discovered she harbored a strong aversion to interracial and especially Black-White relationships. She acknowledged secretly that she had prejudices, but promised herself she would not allow them to interfere with her counseling work. Her resolve was tested during couples' sessions. Presenting dynamics made Janice feel that she was having difficulty being objective without taking sides. She identified strongly with one partner, and feared they and any future children would suffer from discrimination given their plans. Janice did

not want to discriminate and treat this couple differently by refusing to give them the counseling they had requested. She continued working with them for an extended period of time, until the male partner refused to attend sessions.

Ethics Case 2: Betty is a licensed Marriage and Family Counselor. She is in private practice and has been seeing Fred and Wilma for 6 months now. Fred and Wilma sought counseling after 5 years of marriage to deal with relationship issues and their frequent arguments. The couple has made progress and finds they get along better, though they still want to continue with counseling.

The couple experiences the sudden death of Wilma's brother who dies of a massive heart attack on his 34th birthday, as Wilma observes him coming out of a store. The couple misses their next two counseling sessions due to the wake, funeral, and family gatherings. On returning, Wilma is withdrawn and appears depressed. Fred expresses concern that four weeks have passed, and Wilma is becoming increasingly depressed. Wilma arrives alone for the next appointment. Wilma tells Betty that she is having a hard time dealing with the grief; and because Wilma feels that Betty has come to know and understand her more than anyone else in her life, she would like to begin individual counseling to help her with the grieving process. She adds that she does not want to "start over" with a new counselor.

What are Betty's options? What should she do? Make connections between the specific ACA ethics codes you choose and your analysis of the case.

Ethics Case 3: Susan works as a school counselor in a large elementary school. Her primary duties include counseling individuals and small groups, classroom guidance lessons, and consulting with parents, teachers, and administrators. Shortly after the beginning of the school year, a parent called Susan and explained that her son, Theo, a 4<sup>th</sup> grader, was experiencing new difficulties. Susan invites the mother, Claire, to her office to discuss the parent's concerns. During the initial consultation, Claire states that her husband, Cliff, recently moved out of the house. Theo, the oldest of three siblings, was especially upset and had recent outbursts of anger at home and school. Teachers also notified Claire that Theo's school work was slipping badly. Claire tearfully then revealed that her husband had physically assaulted her; and, although he had never abused the children, they were certainly affected by it. Susan and Claire decided that Theo should begin to see Susan twice a week to help him deal with his anger and failing grades.

They met regularly for 5 to 6 weeks, Theo revealing a great deal about himself and his family. He recognized that his outbursts and declining grades were related to family stresses in the home, and at a later meeting with Claire, Susan reported that both Theo's grades and school behaviors had begun to improve.

An unexpected phone call from Theo's father alerted Susan to potential difficulties. While Susan was cordial and professional, she became increasingly uncomfortable with Cliff's press for information about both Theo and his mother. According to Cliff, divorce papers had been filed by Claire; and she was seeking full custody of the children. Cliff increasingly demanded to learn the content of all of Susan's sessions with both Theo and Claire. Cliff alluded several times to his attorney's involvement and threatened to file a complaint with the ACA Ethics Committee for her noncompliance with his request. Although Susan closed the discussion generally recounting Theo's improved behavior and academic performance, she was concerned that Cliff might continue to push

for information she felt was confidential. A follow up phone call to Claire confirmed that legal papers were filed. Claire also told the counselor that both she and Theo wanted to keep the counseling records confidential and out of father's possession.

What are the counselor's options? What should Susan do? How does FERPA law apply in this case? Make specific connections between ACA ethics codes and your analysis.

<b>SECTIONS OF WRITTEN PAPER</b> <b>Candidates are graded on the following:</b>	<b>POINTS POSSIBLE</b>	<b>POINTS EARNED</b>
1. Summary of Case:	1	
2. Nature and Dimension of Ethical Issue. Competing moral issues. Evaluate the rights of those involved.	2	
3. ACA ethical codes by number and name that have bearing in this case. Relevant state and federal laws and regulations as well as agency/school policies and implications.	2	
4. Potential 3 courses of action which can be taken with potential consequences of each:		
Option 1: Consequence:	1	
Option 2: Consequence:	1	
Option 3: Consequence:	1	
5. Best course of action to be taken in this case with rationale for choice: Effectively use Codes of Ethics for solution, if own values disagree provide logical rationale to support your position.	2	
<b>TOTAL</b>	<b>10</b>	

#### 4. Assessment Documentation- scoring rubrics for each assessment:

<b>Institutional Review Board Proposal Rubric</b>			
<b>Criteria</b>	<b>Approaches the Standard</b>	<b>Meet the Standard</b>	<b>Exceeds the Standard</b>
Purpose of the Research (RESEARCH AND PROGRAM EVALUATION)	The purpose is not clear- it is confusing. The hypothesis/questions do not match the purpose.	Purpose/objective is somewhat clear. Questions/hypothesis needs more clarity.	Purpose is clearly stated with objectives. Hypotheses and/or questions are clearly stated. Independent and dependent variables are clearly stated and explained.
Subject Selection (RESEARCH AND PROGRAM EVALUATION)	More questions are raised than answered, or explanations are given but lack congruence with the purpose.	Some clarity is lacking on the who, what, why, and how. Minor specifics are missing.	Explanation of why and how subjects are selected is clear and precise. The explanation leaves no questions.
Procedures (RESEARCH AND PROGRAM EVALUATION)	Many of the details of the methodology are missing. There is incongruence with the purpose and/or subject selection.	The details are given but there are problems with the methodology in terms of the purpose and subject selection.	All the details are explained. The methodology being explained is appropriate for the purpose.
Risks and Benefits (RESEARCH AND PROGRAM EVALUATION)	All the potential risks are not discussed, and benefits are not mentioned or are discussed as an after thought. It is not clear that participants are protected.	The issues are presented but it is not clear how risks will be minimized. Benefits are mentioned.	The issues are presented precisely. All details are given. Explanation is given clearly on how risks will be minimized. Benefits are stated and not taken for granted. It is clear that participants are protected.
Confidentiality (RESEARCH AND PROGRAM EVALUATION)	The explanation lacks clarity. There are several issues that have not been addressed. Does not demonstrate knowledge of the ethical principles of research.	An explanation is given on how confidentiality will be protected. One or two major issues are not addressed. Demonstrates an understanding and knowledge of the ethical principles involved in research.	Clear explanation is given about how confidentiality is protected. Plans are clearly given for data storage, data location and duration, and who will have access to the data, and the method of destroying the data. Demonstrates a thorough understanding and knowledge of ethical principles.
Information and Consent Forms (RESEARCH AND PROGRAM EVALUATION)	Minimal information is given.	Some minor details are missing in the explanation and description.	Informed consent is thoroughly explained. All questions about ethical procedures have been addressed for all subjects.
Data Analysis (RESEARCH AND PROGRAM EVALUATION)	The plan is not clearly stated. There are big gaps in how all the data will be analyzed.	A plan is clearly stated. However, there are parts of the plan that are not appropriate for the study.	An appropriate plan is clearly stated on how data are collected and analyzed. The plan is based on information from the text on the methods that might be appropriate for the type of research being conducted.
Debriefing (RESEARCH AND PROGRAM EVALUATION)	A realistic/appropriate plan is not given or not clear.	A plan is given- missing a few details.	A succinct plan is presented on how participants will be informed of the results/findings of the study.
Location of Research Project (RESEARCH AND PROGRAM EVALUATION)	Very few details are given.	Basic information is given but some details are missing.	All the specifics are given.
Quality of addendums- instruments, consent forms, procedures follow APA guidelines (RESEARCH AND PROGRAM EVALUATION)	Missing forms or instruments that are presented do not follow copyright concerns.	All forms and material are presented but need additional work.	All materials are presented and in the correct format. Any borrowed material is appropriately accounted for and indicated following APA and copyright guidelines.

## Assessment 7

### **SUPERVISOR'S COUNSELOR TRAINEE EVALUATION FORM**

**When the Assessment is Administered: Practicum in Counseling (COUN 631) or Practicum in School Counseling (COUN 633), Internship in Counseling I (COUN 640) or Internship in School Counseling I (COUN 646), Internship in Counseling II (COUN 642) or Internship in School Counseling II (COUN 648)**

#### **1. A brief description of the assessment and its use in the program.**

Education and training of the reflective practitioner and lifelong learner requires extensive supervised field practice, introspective case study, and integrated academic and field experiences. These activities occur during the 700 hours of required practica and internship experiences. Iterations of this assessment instrument are used in the courses mentioned above, but the Supervisor's Counselor Trainee Evaluation Form: Final is used in COUN 642 or COUN 648 as a culminating assessment of the candidate's performance in Internship II.

The assessment requires the clinical supervisor to rate the candidate in five areas of expertise: knowledge; counseling skills; management and clinical practice skills; personal dispositions, personal qualities or fitness; and overall assessment.

- The knowledge component of the assessment addresses the eight areas of content knowledge identified in the CACREP standards.
- The counseling skills component of the assessment addresses skills such as the ability to develop and sustain rapport, listening, use of intervention techniques, individualizing counseling, and planning for action.
- The management and clinical practices skills component incorporates skills such as record-keeping, communication, making appropriate referrals, and consulting with supervisors and peers.
- The personal dispositions component of the assessment addresses areas such as ethical awareness, collaboration, self-evaluation, self-awareness, sound judgment and receptivity to feedback. The clinical supervisor rates the candidates on a five-point scale.

#### **2. A description of how this assessment specifically aligns with the standards.**

This assessment is aligned with CACREP standards including systematic formal evaluation of candidate performance and the knowledge and skills listed throughout CACREP Section II Professional Identity, Section III Professional Practice, F5, G6. Multiple instruments used during each of the three phases of practicum and internship include midterm and final candidate performance ratings by site supervisors, faculty supervisor ratings of performance in training seminar group, and graded assignments including case study reports and final reflective paper. This particular assessment is a culminating review of the candidates' knowledge and counseling skills conducted towards the end of the candidate's program.

## SCORING RUBRICS FOR PRACTICUM-INTERNSHIP

TRINITY UNIVERSITY  
COUNSELING PROGRAM

### SUPERVISOR'S COUNSELOR TRAINEE EVALUATION FORM: FINAL

The information requested here will be used as feedback and assessment of the trainee's learning and performance thus far in the semester and field training. The evaluation will serve to determine the student's grade, plan for ongoing supervision and training, and provide feedback on the effectiveness of our program.

Student's Name: \_\_\_\_\_ Semester \_\_\_\_\_

Please assign the student a rating in each performance component according to the following scale:

1 (No Proficiency)	2 (Marginal/Weak)	3 (Satisfactory)	4 (Proficient)	5 (Highly Proficient)
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#### KNOWLEDGE

Knowledge of K-12/Client Population (e.g., learning/coping needs, life-stage dev.)	1	2	3	4	5	N/A*
Knowledge of Special Populations & Diagnosis (e.g., development, mental status)	1	2	3	4	5	N/A
Knowledge of Psychoeducational Testing/Measurement (e.g., instruments, uses)	1	2	3	4	5	N/A
Knowledge of Individual Counseling Approaches (theories/models)	1	2	3	4	5	N/A
Knowledge of Groups (e.g., prescreening; counseling group process dynamics)	1	2	3	4	5	N/A
Knowledge of Crisis Intervention (e.g., assessment, support, intervention, referral)	1	2	3	4	5	N/A
Knowledge of Conflict Resolution (terminology, principles and methods)	1	2	3	4	5	N/A
Knowledge of Classroom Guidance (terminology, principles and methods)	1	2	3	4	5	N/A
Knowledge of Career Counseling (terminology, principles and strategies)	1	2	3	4	5	N/A
Knowledge of Ethical, Professional, Legal Issues governing counseling practice	1	2	3	4	5	N/A

#### COUNSELING SKILLS

Initiates contacts/interactions effectively at different stages of counseling	1	2	3	4	5	N/A
Demonstrates ability to develop and sustain rapport/therapeutic alliance	1	2	3	4	5	N/A
Demonstrates effective listening skills (ability to attend, infer, understand, elicit)	1	2	3	4	5	N/A
Accurate empathy (shows insight into presenting concerns/client experience)	1	2	3	4	5	N/A
Respect for divergent views (inclusive, appreciation of cultural/SES differences)	1	2	3	4	5	N/A
Possesses repertoire of essential intervention techniques (e.g., role-play, reframing)	1	2	3	4	5	N/A
Individualizes counseling/intervention approach to student/client	1	2	3	4	5	N/A
Facilitates meaningful student/client exploration, self-reflection, problem-solving	1	2	3	4	5	N/A
Encourages others/serves as positive role model (emphasizes client self-agency)	1	2	3	4	5	N/A
Conceptualizes/generates hypothesis about problems from student/client data	1	2	3	4	5	N/A
Assesses/identifies individual client goals (immediate, short and long-term)	1	2	3	4	5	N/A
Prepares counseling/treatment outcome plan for assigned counseling cases	1	2	3	4	5	N/A
Assists students/clients in planning for action/change	1	2	3	4	5	N/A
Group skills (effectively plans and organizes counseling/psychoeducational groups)	1	2	3	4	5	N/A
skillfully facilitates interpersonal learning in groups	1	2	3	4	5	N/A



<b>CASE MANAGEMENT &amp; CLINICAL PRACTICE SKILLS</b>						
Effectively gathers and integrates relevant information and data sources	1	2	3	4	5	N/A
Record keeping (prepares accurate and timely progress notes)	1	2	3	4	5	N/A
Insures confidentiality and integrity of records	1	2	3	4	5	N/A
Effectively conveys information/verbal and written	1	2	3	4	5	N/A
Makes appropriate referrals/outreach	1	2	3	4	5	N/A
Advocates for student/client welfare	1	2	3	4	5	N/A
Consults regularly with supervisor(s)/peers	1	2	3	4	5	N/A
<b>DISPOSITIONS, PERSONAL QUALITIES OR FITNESS</b>						
Ethical awareness and self-conduct (including professional boundaries)	1	2	3	4	5	N/A
Responsible task completion (incl. dependable attendance/participation/punctuality)	1	2	3	4	5	N/A
Interacts collaboratively and constructively with others	1	2	3	4	5	N/A
Receptive to feedback & learning opportunities for professional development	1	2	3	4	5	N/A
Actively seeks information (interest in best practices, range/type of services, etc.)	1	2	3	4	5	N/A
Actively incorporates feedback, new skills/information into practice	1	2	3	4	5	N/A
Critically evaluates own effectiveness/recognizes limits of skills and abilities	1	2	3	4	5	N/A
Demonstrates sound judgment/realistic expectations of self and others	1	2	3	4	5	N/A
Demonstrates genuineness (congruence, sincerity, honesty)	1	2	3	4	5	N/A
Reflective practitioner (incl. flexibility, adaptability, openness, perspective taking)	1	2	3	4	5	N/A
Demonstrates ability to articulate one's feelings	1	2	3	4	5	N/A
Shows developed sense of self-awareness and professional maturity	1	2	3	4	5	N/A
Self-motivated to grow personally	1	2	3	4	5	N/A
<b>OVERALL ASSESSMENT OF CANDIDATE</b>						
Professional level student engagement or fitness for on-site training activities	1	2	3	4	5	
Overall development in counseling skills	1	2	3	4	5	
Overall rating of candidate as assessed in this evaluation	1	2	3	4	5	

**Comments and Recommendations (Please use additional pages as needed):** \_\_\_\_\_

\_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Training hours completed \_\_\_\_\_

2<sup>nd</sup> Supervisor (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

Dear Supervisor: At your own discretion you may want to exercise your option of discussing this evaluation with your supervisee directly. After completing this form *please enclose it in a sealed envelope with your signature over the flap for return to the instructor, or by fax or mail.* Incomplete evaluations will not fulfill assessment requirements. Thank you for your valued supervision and time for completing this evaluation.

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**TRINITY UNIVERSITY**  
**Student Performance and Fitness Evaluation**  
**Practicum/Internship Training Group**

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

**Group Supervisor:** \_\_\_\_\_

**Rating Scale:**

5 = Exceeds Expectations (*outstanding* performance on targeted standard; skill well developed)

4 = Meets Expectations (*demonstrates* minimum training competency standard; skill apparent)

3 = Needs Improvement (*emerging* performance and skill level)

2 = Unsatisfactory (*below* minimal performance; skill not apparent)

1 = Unacceptable self-application & performance in the professional role

<b>Areas of Performance Competency &amp; Personal Fitness</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Knowledge &amp; Essential Skills Mastery</b> Links theory to practice in cases; uses principles/stages of change in practice Conceptualizes cases, human problems/presenting concerns, and strengths Demonstrates knowledge and effective use of core counseling skills Displays understanding of counseling process (immediacy & process responses)					
<b>Professional Standards for Practice &amp; Capacity to Work with Others</b> Actively applies training to enhance knowledge/skills for effective practice Actively contributes to reflection/learning process of the training group Acceptance of others (including individual differences among caseload) Demonstrates empathy; strives for understanding complexity of human nature					
<b>Interpersonal Relationships In The Professional Role</b> Receptive to feedback and integrates learning into practice Cooperative (engages others constructively) Expression of Feelings (as relevant to professional role and training) Conflict Resolution (responds to conflicts professionally)					
<b>Personal Functioning &amp; Maturity</b> Dependable, Diligent, Responsible, Open-minded, Flexible Displays warmth, concern for others, and commitment to welfare of others Committed to gaining perspective and self-awareness Completes activities and assignments					
<b>Adherence to Ethical &amp; Professional Codes</b> Functions in ethical & professional manner Recognizes limits of skills and abilities; pays attention to personal mental health Awareness of influence on others					

**NOTE: Trainee receiving ratings below 4 in three areas at midterm/final must meet with advisor & training director**

Total points (25 max): \_\_\_\_\_

Signature Group Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_