

Student Handbook

Masters in Counseling

University of Wyoming

School of Counseling, Leadership, Advocacy & Design
~ College of Education ~

Laramie Campus

Updated 24 March 2021

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Student Responsibility Form

I understand that I am responsible for and held accountable for the information presented in the UW Counseling Program Masters Student Handbook, in particular those related to the expectations of students, ethical responsibility, retention and dismissal, and student appeals.

I understand that violating the policies and procedures outlined in the Handbook puts at risk my privilege to remain a member of this educational program. I will review these materials carefully, and if I have questions concerning these materials, I will ask for clarification from my advisor or other faculty in the counseling program.

Student Name (Printed)

Student Signature

Date

The signed form must be placed in the student's file each year in order for the student to remain in the training program.

WELCOME TO THE UNIVERSITY OF WYOMING COUNSELOR EDUCATION MASTER OF SCIENCE PROGRAM

Congratulations on your acceptance into the University of Wyoming Counselor Education program! Students, faculty, and staff welcome you to our learning community. This handbook will share some basic information about our program and important policies you should know. We will share additional details as you progress through the program. If you have questions about anything in this handbook at any time, please discuss them with your advisor.

We are proud of the long-standing history of excellence in our Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited masters and doctoral programs. CACREP accreditation is the current standard in the field and denotes a commitment to program excellence. Accreditation includes our efforts to meet the highest standards and reflects regular self-evaluation as well as periodic external review to determine if and how standards for preparing counselors are being met. Accredited status indicates to the public at large that our program is fulfilling its commitment to educational quality.

Section 1 of the 2016 CACREP Standards requires that programs provide a student handbook which includes: (1) the mission statement of the academic unit and program objectives; (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students; (3) matriculation requirements; (4) expectations of students; (5) academic appeal policy; (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment; and (7) policy for student retention, remediation, and dismissal from the program.

Program Mission Statement

The mission of the M.S. in Counseling program is to prepare graduates for work as generalist practitioners in the counseling profession across a variety of settings, including independent practices, substance abuse treatment centers, hospitals, schools, and other settings. Students choose a concentration in Mental Health Counseling or School Counseling. Students learn a variety of counseling theories, core skills and interventions, and are supported to create their own style and of counseling that is consistent with the wisdom of the field and their unique self.

Program Objectives

Mental Health Counseling Program: The mental health counselor is a helping professional prepared for clinical practice. Graduate education and clinical training prepares counselors to provide a full range of services for individuals, couples, families, adolescents, and children across the lifespan. These may include assessment and diagnosis, treatment planning, intervention, group, career and substance use work. Our mental health program prepares counselors to practice in a variety of settings such as independent practice, community agencies, integrated delivery systems, hospitals, and addictions treatment settings. Learn more.

School Counseling Program: The school counselor is a school leader who consults and collaborates with students, teachers, administrators, parents, and other members of the community to promote culturally relevant P-12 student growth in personal/social, career, and

academic domains. On a daily basis, school counselors may offer a variety of direct services (e.g., classroom lessons, small groups) as well as systemic interventions (e.g., advocacy, consultation) to enhance student development. School counseling programs often encompass character education, conflict resolution, career planning and much more to build on students' strengths. Learn more.

The faculty focuses on encouraging and supporting student self-examination and growth, while learning state-of-the-art, research-based counseling competencies. Our programs encourage self-initiation, in an atmosphere supportive of faculty/student interactions, and an environment requiring the exercise of personal responsibility and developmental growth. You can find additional information about our program on our [webpage](#).

Welcome to your Masters of Science program in Counselor Education!

*Counselor Education Faculty
School of Counseling, Leadership, Advocacy, & Design*

General Information

Degree Overview

The master's degree program includes 61 credit hours of coursework. Full-time students can complete the program in a 2-year period, beginning courses during the summer of their initial year (6-9 credit hours each summer and 9-12 credit hours each spring and fall). A core set of courses address key knowledge and skills essential to the practice of counseling. Additional courses are specific to the specialization track you select for your degree (School Counselor or Mental Health Counseling). These courses address practice issues specific to those different work settings.

According to UW and Counseling Program policy, students may only transfer in nine credit hours from another counseling graduate program. Those hours need to be approved by the student's adviser and the School *ahead of time*, as sometimes the class appears similar, but it is not the same as courses in our curriculum. Your advisor and the UW course instructor will need to review the syllabus for any course credits you wish to transfer into your UW degree program. Work with your advisor to make sure that the appropriate forms needed to include any transfer credits in your degree are completed and turned into the Registrar's office to avoid any delay in your graduation.

Matriculation Requirements

We look for applicants who have a high level of self-awareness and emotional maturity, who can put others at ease and communicate safety and respect, who understand others' experiences and perspectives empathically, and who respect others and works effectively with colleagues. Our application is online, and the deadline for applications is usually December 1st of the year before you will start coursework. The application requires background degree information, three professional references, and a written document about yourself, your interest in becoming a counselor, and some related questions.

Our program makes recommendations about who to admit, but the registrar makes final decisions about admitting students. We welcome students who have completed an undergraduate degree in diverse areas such as psychology, social work, sociology, education, music, geology, business, art., etc. The registrar requires undergraduate degree completion and an undergraduate GPA of 3.0 or above for admittance to a graduate program. If your GPA is below 3.0, you'll need to write a brief note offering details about your academic record, along with any life experiences, work history and most recent school experiences that help explain the low GPA and provide a reason why the university should have confidence in your academic ability at the graduate level (a 3.0 GPA is required to complete the MS degree). We can request an exception to the GPA rule; however, we can't guarantee that the registrar will grant our request.

While not necessary, relevant people- or helping-focused experience is advantageous (such as case-worker, teacher, a Big Sister or another job/volunteer position in helping others). References are best from professionals familiar with your work and/or academic abilities, not family or friends. Optimally, references address your ability to be successful in graduate-level academic work, as well as your maturity level and your potential as a counselor.

We thoughtfully review all applications and invite selected applicants to attend the on-site campus interviews (always scheduled for the second Friday in February). This half-day process includes some additional orientation to the program, several group activities, a brief one-on-one

interview with a member of the faculty, and time with current students. Applicants who are invited to interview but who are unable to attend the on-campus interview must submit a video role-play and self-reflection, and participate in a phone/Skype/Zoom interview. We strongly encourage participation in the in-person interview. It provides the best opportunity for us to get to know each other in a meaningful way that can help us make decisions about student admission.

Each year we invite a cohort of up to 24 Master's students to join our Laramie program with required classes beginning mid-June of that year. Having a cohort offers unique opportunities for supportive professional development, while inviting ongoing respect for differences and attention to relationships with your colleagues. Potential students should know that becoming a professional counselor requires not just learning knowledge and skills, but a commitment to ongoing self-awareness and self-growth. Faculty and supervisors will support you throughout the process.

Beginning the Program

Faculty Advisor

All students are assigned a permanent advisor after acceptance into the program. It will be important to connect with your adviser early. Discussing concerns, career goals and dreams and specific interests can help your advisor know how to best support you throughout your program. We encourage you to check-in with your advisor regularly throughout the program to have questions answered and to check in on your progress. Faculty advisors will also provide feedback about your progress and help you plan ways to insure that you are on the right track.

Fall Orientation

On the first Wednesday of the Fall semester we hold our annual program orientation. All first year MS students are required to attend, and others are strongly encouraged to be there. In the morning we will have opportunities to get to know one another while we discuss important elements of the program. At noon we travel together to a state park 15 minutes East of Laramie for a potluck lunch and a number of team-building activities. Please put this day on your calendar early.

Expectations of Students

Becoming a professional counselor means assuming responsibility for not only your clients' well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This includes things like confidentiality and respect in your presentations and management of clinical material; professional dress appropriate for the setting and especially while working with clients; respect for colleagues, clients, faculty and others in your conversation and behavior; timeliness, attentiveness, preparation and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; appropriate clean language in professional settings; willingness to deepen your self-awareness and growth; openness to feedback; responsibility for your own personal wellness; and so forth. Please refrain from using a cell phone during class or other instructional times.

Considerable out-of-class work is required, including for clinical work, supervision, course reading and completion of course assignments. The program is structured such that full-time students will identify their program track by the spring semester of the first year. Becoming a counselor involves acquiring the core wisdom of the profession, developing key counseling skills, and cultivating a deeper understanding how your own experiences, beliefs and behavior will affect the counseling relationship. We expect students to synthesize information from core and specialty courses with clinical experiences and self-awareness/regulation into an integrated professional identity.

Self-Awareness and Growth

Over fifty years of research has shown that the quality of the relationship that forms between a client and counselor is a key element in helping clients. Forming an effecting therapeutic relationship requires that counselors develop an open, non-reactive stance, the ability to understand clients deeply (emotions, thoughts, intentions, needs), and create a safe environment for client exploration and growth. As counselors, the patterns and rules of relating that we have learned in our lives, as well as our ability to regulate our own emotions and responses will play a major role in the quality of the therapeutic relationships we build with clients. As such, we regularly invite each student to reflect and grow as a person.

Many course assignments include an opportunity for self-reflection about how your experiences and way of being relate to course material and your work with clients. Some courses invite you to share some personal information about yourself and how what you are understanding about yourself may help in your clinical work. Additionally, sometimes the focus of supervision is on the person of the counselor and how who you are is impacting what happens in session and either helps or hinders your client's growth. In all cases, you get to decide what and how much you share. While we encourage you to be vulnerable, we respect your choice about what that means. Some material may be inappropriate to share in a professional setting and while we expect that any personal information shared will remain confidential, we cannot guarantee that others will meet this ethical and professional expectation.

In no case will faculty or supervisors serve as your personal counselors. When we do discuss the self of a counselor, it is only as it relates to clinical and professional development. We regularly suggest that all students seek their own counseling, both to understand what client's experience as come for counseling, and also as a helpful format for personal exploration and growth that will help you be an effective counselor. As counselors, we have an obligation across our entire career to deepen our self-awareness and ability to regulate our emotions and behavior. This process begins in your graduate counseling program.

Your Ethical Responsibility

Part of becoming a professional includes learning about the standards and expectations of the profession. Faculty and students are expected to be familiar with and adhere to the most current versions of the American Counseling Association and American School Counseling Association codes of ethics ([ACA Code](#), [ASCA Code](#)). Students will take a course devoted to ethical practice early in their program. Additionally, ethical practice is discussed in most other courses and as ethical issues present themselves in your clinical work.

The field has identified a set of core professional values that serve to guide our thinking and behavior as professionals. These values include the following:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor-client relationship; and
5. practicing in a competent and ethical manner.

Additionally, a set of ethical principles form the foundation for ethical behavior and decision-making. The fundamental principles of ethical behavior are:

1. *autonomy*: fostering the right to control the direction of one's life;
2. *nonmaleficence*: avoiding actions that cause harm;
3. *beneficence*: working for the good of the individual and society by promoting mental health and well-being;
4. *justice*: treating individuals equitably and fostering fairness and equality;
5. *fidelity*: honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
6. *veracity*: dealing truthfully with individuals with whom counselors come into professional contact.

These values and principles also outline our most fundamental expectations for your behavior as students. We invite you to keep them in mind as you work with clients, interact with faculty and peers, and work through program requirements.

As a student in our program, you will be expected to maintain absolute confidentiality regarding all personal information related by classmates and clients. Personal information we discuss in class or supervision is not to be discussed outside of that setting. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current ACA codes will be followed

We are a diverse group and there will naturally be differences in thinking, personality, values, and clinical approaches. One mark of maturity is the ability to disagree and maintain civil discourse, respect and professional collegiality. We take this very seriously; we expect from ourselves and from you professionalism and mature behavior that respects the dignity of all people in all your relationships. When difficulties arise between people in the program (peers, faculty, others), we expect them to be handled with maturity, respect and professionalism. You should first address your concerns directly with the person(s) involved. Although it can be tempting to speak to others, it is unprofessional to simply complain or vent to others, or to seek advice and support from others without also accepting responsibility to speak directly with the people involved. This includes posting complaints online. If, after first speaking with the individual(s) involved, you feel the problem is still unresolved, then speak with your Advisor. If this still leaves the issue unresolved, please speak with the Program Coordinator.

Faculty meet weekly and a part of each meeting includes discussion of program "health," including students' functioning and development. One student from each cohort serves as a cohort representative and attends one faculty meeting each month. As a liaison, each representative gathers information from their peers to share with faculty, and shares with peers information from the faculty. However, if you have concerns or questions related to any aspect

of your participation in the program you are always welcome to speak at any time with your instructors, your advisor, or the Program Coordinator.

Background Checks

All of our students are required to complete a background check (both DCI and DFS) once they are accepted into the program. Procedures and forms for completing the background check will be shared during the first course in the program. Background checks must be completed before a student may begin to work with clients. To insure that your background check is completed on time, all background check forms must be completed and submitted according to instructions no later than August 1st. Information from the reviewing agencies will go to only one member of the faculty, who reviews the information. In most cases, the information is not shared with anyone else. However, if something in the record would call into question your ability to work with clients, this will be discussed among the faculty (with as few details as possible) so that a fair decision about your status in the program can be made. The kinds of things that might raise concerns may include (but are not limited to) recent violations of the law related to substance use or violence, a pattern of violations over time, and violations against children and/or dependent adults.

Education Building Security Measures

Because the Lab-School is in the same building as some of our classrooms, faculty offices and the WellSpring Counseling clinic, there are some security measures in place to protect the minor-aged students. Access to the building is strongly controlled. Your UW identification card will provide you access through the main doors. However, please do not admit a stranger that asks you to let them in because they forgot their ID. Access to the clinic will be limited to the East-facing door. Using doors that are for emergency only will trigger alarms both in the Lab-School itself, and at the UW Police station.

Drug-Free Environment

Attending classes or other program related meetings or events while buzzed or high is inappropriate. Similarly, it is inappropriate to be in the clinic or interacting with clients while under the influence. If you use tobacco products, please be aware of University of Wyoming policy which states that smoking or vaping must take place a reasonable distance from any doorway or window. Perhaps more importantly, since we have the Lab-School in our building, we must also be aware of the School District policy which prohibits use of tobacco products on property used by the school. This includes the lawn in front of the building, the sidewalk to the playground and the area around the playground itself. If you are wanting to use tobacco, your best bet might be to head to the back-side of the building out of site of any school students, faculty or staff.

Information about Professional Counseling Organizations and Professional Involvement

Professional organizations in the field of counseling help create guidelines for the field (such as our codes of ethics), help foster a consistent professional identity, provide opportunities for ongoing professional development (through conferences and on-line materials), promote the profession through work with government and other professions, and advocate on behalf of the public. Students are expected to join and become involved in relevant state and national professional associations such as the American Counseling Association (ACA), American

School Counselor Association (ASCA), Wyoming Counseling Association (WCA), and Wyoming School Counselor Association (WySCA). Within many professional organizations are sub-groups based on interests or specific clinical issues. After you graduate and receive practice credentials, you will need to document continuing education, which is facilitated through your membership and participation in workshops and conferences sponsored by these organizations. These organizations also provide opportunities for you to contribute to the profession through presentation, publication, service on boards and committees, volunteering at conferences, and legislative action or other advocacy work. The national organizations also provide student members with reduced cost liability insurance (which will be required for all students). Details will be shared during the summer courses of the first year. Additionally, you can learn more about professional organizations by visiting their web-sites (www.counseling.org and www.schoolcounselor.org).

In addition, our program sponsors the Mu Nu Tau chapter of the national counseling honor society – Chi Sigma Iota. This organization participates locally in events and activities to promote mental health, to recognize local leaders, and offers opportunities for student participants to have leadership roles, to participate in national contests, and for scholarships. Details about Chi Sigma Iota will be shared during the fall Orientation.

Further involvement for students may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring. The availability of these activities is discussed at the student orientation and via announcements within the school. Tell your advisor and other faculty members of your interests. The faculty encourages students to attend and present at local, regional, and state conferences. The School of Counseling, Leadership, Advocacy & Design as well as the College of Education and the Graduate School may provide financial assistance for student conference presentations and attendance. Please consult with your advisor for such financial application procedures.

Coursework

Since we follow a cohort model, the sequence of courses (what you should take each semester) is the same for all full-time students. In the Handbook Appendices you can find the sequence of courses for a full-time student, and some rules about adaptation for part-time students. Because you've been accepted into the program, and because of the cohort model, you will not need to consult with your advisor about which classes to take each semester. The only exception would be for part-time students, who will follow a plan they've developed with their advisor. You will need a "PERC" number that allows you to register. You can obtain that number from our office associate when it is time to register each semester. Although you are not competing for spots in classes, don't delay registration; be sure that you are registered for all courses at least one month before classes begin so that you receive relevant course materials and announcements.

Most courses will involve a combination of lecture, scholarly discussion, and application activities. Expectations for graduate level preparation and participation are different than at the undergraduate level. There are typically more readings to do, and you will be expected to come to class prepared to engage in thoughtful discussion of the content of readings and how they apply to the work of a professional counselor. However, many things in the readings will not be reviewed in class, so you have the responsibility to ask about anything that you don't understand.

If you don't ask, we will assume that you understand and can make appropriate use of the material from both the readings and class discussions. In class we need to hear from each student. Be sure you are actively participating and respectfully allowing peers to participate as well. In general, plan for around 2 hours out of class for every hour in class. Some courses may require less, and others will require more (particularly the clinical courses). The expectation about the quality of your academic work is also higher in graduate school.

Core program faculty will teach the majority of program courses. Often, we will have doctoral students teaching with us, which gives you exposure to their expertise and wisdom as well. In some cases we invite doctoral students or individuals outside of the program to lead-teach courses. We are very thoughtful about who we invite to teach you. The fact that someone is teaching a course is evidence that core faculty have full confidence in their ability to help you learn and grow within that course. When we invite someone to teach in the program, we consider them as part of our faculty. We visit with them regularly about how things are going, and they help us understand how students are doing both academically, and as members of our professional learning community. We expect that you will treat all your instructors with respect and will do your part to learn from what they have to offer. None of your instructors are perfect and we all will make some mistakes. We are open to feedback. If you have concerns, share them with your instructors, but do remember that they are your instructors for a reason, and they may understand things about counselor preparation that you may not.

Clinical Training

Supervised clinical training is a key component in becoming a competent professional counselor. Clinical training includes student work with clients, video recording, live supervision, peer observation, individual and group supervision and ongoing evaluation. Research demonstrates that the ability to form and maintain an effective therapeutic relationship is the most important factor in positive client outcome. Successfully helping clients is less about particular interventions (and not at all about giving advice), but really depends on a way of *being with* them. Therefore, while we will explore a variety of interventions and theoretical approaches, the focus of your clinical training will be on the empirically validated core relationship skills from the humanist tradition and helping you build a strong interpersonal foundation upon which they may later add specialized intervention skills and theory.

Clinical Courses:

Clinical preparation is a progressive developmental process. Your ability to move forward in the clinical course sequence requires developmentally appropriate mastery of previous level requirements.

- Step 1: Development of core counseling skills (CNSL 5310 Pre-Practicum)
- Step 2: Integration of skills, ethics and counseling theory into practice (CNSL 5320 Practicum)
- Step 3: Field-based practice and application specific to future career (CNSL 5580 Supervised Internship)

Each of these courses will include time in class to discuss readings, practice skills, share and discuss student clinical cases (including video segments), and do activities to foster conceptual skills and personal reflection/awareness. In addition to those class hours, the clinical courses also require approximately 12 additional hours each week for clinical work, appropriate case

documentation, and regular supervision (this number may vary depending on your specific clinical site).

Initially (Pre-Practicum and Practicum class), students from both the School Counseling and Mental Health Counseling tracks will work in our state-of-the-art counseling clinic on the lower level of the Education building (WellSpring Counseling). Students will be assigned a 4 hour weekly block of time to work in the clinic with several other students and a supervisor. The first several weeks of block time is devoted to reviewing and practicing core clinical relationship skills, clinic policies (including responding to client crises), the use of clinic technology and how to begin working with clients. Students also do some peer-counseling sessions during this time to become familiar with the counseling process and supervision. Students begin seeing clients from the community usually in mid October. We work to help students from both tracks have a variety of clinical experiences that will support their growth as counseling generalists. All students are evaluated regularly by their team of supervisors. The Counseling Skills Evaluation Form (see Appendices) describes the core skills for Pre-Practicum and Practicum and is used for formal evaluation of clinical students by the supervision team. Successfully completing the Practicum class allows a student to advance to Internship. You can locate the Clinic Handbook on the website for additional information about working in our clinic.

Internship involves an off-site clinical placement that is consistent with each student's specialty program track and career goals. All students are expected to take a fall and spring semester of internship, and students may also chose to take internship in the summer. Students are responsible for identifying and applying for an internship (usually during the Practicum course), much like the application for a job. Faculty have a list of potential sites, but students may also suggest additional sites for faculty approval. The process of identifying and applying for internship sites is discussed in the Practicum course, and should not begin until you have had this discussion with your Practicum instructor. A similar set of clinical skills are evaluated formally during your internship, but mainly by your site supervisor. The forms for these evaluations are specific to your degree track (School or Mental Health) and are also in the Appendices to this handbook. Internship represents the capstone experience of the program and represents an opportunity to practice and refine both skills and a professional identity.

Supervision

Supervision is an major element of your clinical training, and a required aspect of your work with clients. While completing Pre-Practicum and Practicum, students participate in weekly supervision sessions (individual, live, and group) conducted by qualified, licensed faculty, adjunct faculty, and supervisors-in-training who are advanced doctoral students supervised by Counselor Education faculty. While enrolled in Supervised Internship, every student will participate in weekly on-site supervision as well as scheduled group supervision in class with the internship faculty instructor. Supervised internship essentially includes 600 hours of practice in a supervised setting of which 240 hours must be direct client contact. This will all be explained in detail in the clinical courses.

Policy for Student Retention, Remediation, and Dismissal

Gatekeeping is the legal authority and responsibility of counselor educators to determine whether a student or potential student has the capability and willingness to uphold the counseling profession's standards of care and ethical protocol. Counseling professional organizations

expect counseling training programs to screen and monitor competencies of student counselors. The purposes of gatekeeping in the counselor education profession revolve around ensuring that a counselor-in-training is suitably competent and prepared to effectively and ethically interact with clients, colleagues, and the community in a professionally appropriate manner. Counselor educators must be mindful of any behavior, characteristic, or disposition, which may negatively impact the work of a counselor-in-training. Ultimately, the protection of the public and the profession is the goal.

Our *Student Retention and Dismissal Policy* (see Appendices) defines the expected Academic and Non-Academic Performance Standards. A student's acceptance into any program does not guarantee his or her fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by insuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through the student evaluation procedures noted below. The faculty is responsible for assuring that only those students who continue to meet program and professional expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance.

Student Evaluation

Evaluations of student knowledge, skill and professional dispositions is ongoing throughout a student's time in the program. This takes place in each course, during clinical supervision, and during weekly faculty meetings. Core faculty regularly consult with supervisors and adjunct faculty about student progress and performance. Additionally, the faculty conduct an annual formal review of each student. Using the Evaluation Form in the Appendices, faculty consider how students are meeting academic and non-academic expectations. The purposes of the reviews are to assist students in assessing their own development, to support student growth, and to ascertain the possibility that a student is inappropriately placed in the program. At any time during a student's enrollment, a formal evaluation may be conducted and individual meetings requested by the faculty and/or individual student to discuss expectations and performance.

Retention & Remediation

All students will receive feedback after any formal evaluation by the faculty. When concerns about a student's performance are identified in either formal or informal evaluations, faculty will quickly meet with a student to share concerns and expectations, and support improvement. Initial meetings are often more informal. The faculty will document the content and results of the meeting in an email and send it to the student. Ongoing or more serious concerns will likely lead to a more formal meeting where several faculty (and often doctoral / site supervisors) will meet to discuss concerns and expectations and potentially to create a remediation plan. We typically hold these meetings in the clinic and record them so as to have a clear record of what occurred.

When a remediation plan is suggested, the Student Remediation Plan is used (see the sample in the Handbook Appendices). This form will be used to clearly articulate specific concerns and requirements for remediation, along with a timeline for demonstrating improvement. Additional meetings are scheduled and documented on the plan to assess progress and make adjustments as necessary.

Requirements for remediation are designed to help students address concerns, demonstrate needed improvement, and get be on track toward graduation. Possible requirements may include

(but are not limited to) things such as repeating a course, taking additional courses, reducing or pausing clinical activity, receiving additional supervision, engaging in personal counseling to resolve non-academic concerns, or taking a leave of absence. Each situation is unique and students will receive a plan tailored to address their unique needs.

Some serious concerns (including ethical violations), ongoing concerns and a failure to comply with a remediation plan will likely lead to an encouraged withdrawal from the program or formal dismissal. This is outlined in the Retention and Dismissal Policy (included in the Handbook Appendices). Students have a right to appeal any decisions made.

Student Appeal Process

Students may appeal any decision about grades or status in the program. We will follow the [College of Education Student Appeal process](#) (revised 4 December, 2012) outlined below and found on the College of Education website.

All students (undergraduate and graduate) have the right to appeal decisions related to Academic Matters (such as grading or removal from a course or program) as long as the appeal is limited to claims of prejudice, capriciousness, or error. Additionally, when students are charged with Academic Dishonesty, they have the right to an appeal and a hearing.

The purpose of this document is to describe the appeal and hearing procedures for Academic Matters, if the matter cannot be resolved without a formal hearing. This document also refers to Academic Dishonesty, as governed by UW Reg 6-802. When disputes cannot be settled between a student and a faculty member, the student (for Academic Matters) or the faculty member (Academic Dishonesty), after meeting with the department head, may bring the issue to the Associate Dean for Graduate Studies to begin the appeal or hearing process.

Academic Matters

Students who believe they have been evaluated in a way that involves prejudice, capriciousness, or error may contact the Associate Dean to file an appeal and request a hearing. The appeal and hearing request must take place within 15 calendar days of notification of the academic issue (such as a grade being posted at the end of the semester or receipt of a letter of program suspension). The appeal must be in writing and include a complete description of the problem, including the steps that have been taken to resolve the issue with the faculty member and the department head, as well as the basis for the appeal (prejudice, capricious evaluation or treatment, or error).

The following conditions form the only bases for appeal: prejudice toward the student, capricious evaluation or treatment, and error. For the purposes of student appeals, these terms shall be defined as follows:

- Prejudice is an adverse, preconceived judgment about the student based on personal characteristics or group membership.
- Capricious evaluation is the application of different standards of evaluation to members of the same course without legitimate reason. It may also involve grading assignments or assigning course grades in a manner inconsistent with the articulated standards of evaluation for the assignment or course.
- Capricious treatment is an unpredictable or inconsistent action that affects the student in an adverse way.

- Error occurs when the instructor makes a mistake in evaluating the student.

The Associate Dean will notify both the instructor and the department head of the appeal. The instructor, department head, and student will have 10 working days to provide any additional written information to the Associate Dean. After the 10-day period has elapsed, the Associate Dean will make one of the following determinations:

1. The evidence for an appeal is sufficient. The Associate Dean will convene the Student Appeals Committee for a hearing.
2. The evidence is insufficient for further consideration and the appeal is dismissed.

Academic Dishonesty

Academic Dishonesty is governed by UW Reg 6-802; please see this Regulation for details, including the UW definition of Academic Dishonesty.

The Hearing Process for Academic Matters

The Student Appeals Committee will consist of three faculty members and two students (one undergraduate student and one graduate student). A chair of the Committee will be selected from the faculty when the Committee meets for the first time each year. The chair's term shall be one year. If a committee member has a conflict of interest in a specific appeal case, the Associate Dean will excuse him/her from the case; the Associate Dean will identify a temporary replacement member.

The hearing should be held as soon as possible but within 45 working days of the initiation date of the appeal. The Associate Dean will provide a copy of the complaint to the instructor. Within 10 working days of notification, the instructor may provide to the Associate Dean a written reply to the complaint, including any supporting documents. The written evidence will be provided to both parties and to the Committee at least five working days prior to the scheduled hearing. Any additional written evidence brought to the hearing is subject to acceptance or rejection by the Committee. Either party may bring witnesses to the hearing to provide additional, relevant information for the case. Either party may also bring one advisor to the hearing; the advisor is not a spokesperson but is present only to provide support or advice.

Hearings are not open to the public. Typically the hearing will take no more than two hours. The hearing shall proceed as follows:

1. A member of the Committee will be selected to take minutes of the hearing. The hearing will be audio-recorded. Audio recordings will be securely stored by the Dean's office.
2. Both parties and advisors may be present during the entire hearing except during the Committee's deliberations. Either party may attend the hearing by phone or provide testimony in advance if unable to attend in person.
3. Both parties will be allowed a reasonable amount of time to make their statements. The order will be as follows: statement of student, instructor's response, rebuttal from student, rebuttal from instructor, and student's final summary.
4. Witnesses will be permitted to make statements but will generally be limited to no more than 5 minutes each, as determined by the Committee.
5. Committee members may ask questions of either party or the witnesses.
6. Immediately following the hearing, the Committee will deliberate to determine its ruling. The deliberation will not be audio-recorded. All Committee members, including the chair, will have voting privileges. The Committee Chair will provide the

Associate Dean with a summary of the evidence presented and a brief statement of the committee's ruling as soon as possible but within at least 10 working days of completion of the hearing.

7. All documents and copies will be collected by the chair and returned to the Dean's office at the completion of the hearing. The audio-recording will be stored by the Dean's office and used only as necessary for the Associate Dean's review or for use by Academic Affairs.
8. The Dean or Dean's designee will review cases of Academic Matters and either uphold or reverse the Committee's decision. The final ruling will be provided to both parties and to the Student Appeals Committee members.
9. If the student chooses to request a further review of a case involving Academic Matters, he/she must contact the Office of the Vice-President for Academic Affairs within 30 days of being notified of the College's ruling. The Dean or Dean's designee will forward all documents and Committee proceedings to the Vice-President for Academic Affairs.

The College of Education faculty and administration take issues related to Academic Matters and Academic Dishonesty very seriously. We hold high standards for our students and our faculty. When concerns are raised that indicate a possibility of prejudice, capriciousness, error, or academic dishonesty, we will make every effort to treat all parties with fairness and respect.

Graduation and Beyond

Degree Evaluation and Graduation

Prior to graduation, each student must complete a degree evaluation. The [Degree Evaluation](#) validates that a student has successfully completed the course work requirements for the degree. Following the degree evaluation, students must complete the [Anticipated Graduation Date](#) form. The degree sought is M.S. with a major in Counseling. In addition, counseling students will add their concentration of either School Counseling or Mental Health Counseling to their Anticipated Graduation Date Forms.

We hope you'll choose to participate in the graduation ceremony. It's a lovely time to celebrate your accomplishment with family and friends. As graduation approaches, our office associate will pass along notices for about the place and time of graduation, along with how to order your gown and hood.

Written Endorsement Policy

We welcome the invitation to provide program graduates with letters of recommendation for professional positions and licensure/certification. Written recommendations will not be given for positions deemed by the faculty as outside the program or expertise of the student. No endorsement will be provided for entry-level employment which has not been a major part of the student's preparation, or if a faculty believes the student is not qualified for a specific recommendation. This written endorsement will generally indicate that the student has prepared completed the degree, including internship experience and is prepared for entry into a position in School Counseling or Mental Health Counseling.

National Counseling Examination

The National Board for Certified Counselors (NBCC) develops examinations for licensure in all 50 states, the District of Columbia and Puerto Rico, as well as for national certification. The National Counselor Examination (NCE) is required for NBCC's flagship certification, the National Certified Counselor (NCC), and for state licensure in many states (including Wyoming). The NCE is a 200-item multiple-choice examination designed to assess knowledge, skills and abilities determined to be important for providing effective counseling services. The university facilitates students taking the NCE in April prior to graduation. This will require paid registration for the exam (approximately \$310) in November. The faculty will send you information about registration as the time approaches. Be aware that the NBCC has developed a study guide to aid in preparation for the NCE, and that there are many commercially prepared study materials also available. Visit the [NBCC](#) website for additional details.

Counselor Licensure and Certification

Credentials verify that an individual has completed a minimum level of professional preparation and experience and meets certain professional standards. When you finish your degree, you receive a diploma that shows you successfully completed all the required work in your chosen counseling program (school or mental health). Meeting specific criteria will help you become certified (authorized, sanctioned, endorsed) to practice as a professional School or Mental Health Counselor. In Wyoming, the Wyoming Professional Teaching Standards Board ([PTSB](#)) and the Wyoming Mental Health Professions [Licensing Board](#) are the two bodies who certify professionals for practice. The NBCC administers the National Certified Counselor credential.

Successful completion of the UW school-counseling program means that you have met the specific PTSB standards and you are eligible for certification as a P-12 Professional School Counselor. Mental Health graduates have completed the requirements necessary for provisional licensure in Wyoming (PPC), meaning that you are able to practice under supervision of a licensed mental health professional. For full licensure in Wyoming, you will still need to complete: (a) 3000 hours of supervised practice, (b) 100 hours of weekly face-to-face clinical supervision, and (c) successfully pass the National Counseling Exam.

Many credential requirements in other states are similar to those in Wyoming. Many state credentials (both for Mental Health Licensure and School Counselor Certification) are built on a foundation of the CACREP curriculum and experience standards. However, different states do have slightly different requirements. If you plan to practice in a different state after you graduate, we encourage you to review the requirements specific to that state early in your program to best prepare yourself for that transition.

A certified School Counselor cannot practice as a mental health counselor unless they are also licensed as a professional counselor (LPC). Licensed Mental Health Counselors can be hired in Wyoming to work in a school on the basis of your LPC credential. However many districts still require a PTSB Endorsement for employment.

Most credentials require ongoing participation in educational experiences to remain current with the field's evolving body of knowledge and to promote ethical and professional standards of competence. Most professionals meet this continuing education requirement through participation in state and national organizations' conferences or through local workshops. Be sure to understand the continuing education requirements for the credential you obtain in your state, and take advantage of opportunities for additional training. Beyond any requirement for

credentials, ongoing learning supports engagement in the profession, helps you avoid burnout, and allows for specialization or training in unique approaches and interventions. Additional certification can also be obtained through ongoing educational opportunities (such as becoming a Registered Play Therapist or certified in the Neurosequential Model of Therapeutics).

Employment Prospects

While job prospects will vary with location and specialization, opportunities are generally positive because the number of job openings that arise often exceed the number of graduates of counseling programs. The federal [Bureau of Labor Statistics](#) reports that available positions for School Counselors are expected to grow 13% from now to 2026, and 26% for Mental Health counselors, both faster than average for all occupations. The Bureau lists the average salary for School Counselors in Wyoming as approximately \$56,000, and for Mental Health Counselors as approximately \$58,000.

Appendices

Student Retention and Dismissal Policy (November, 2017)

Counseling Program Student Evaluation Form (March, 2019)

Student Consent Agreement (November, 2017)

Student Remediation Plan (January, 2018)

Course Sequence – Master’s Program (March 2019)

Counseling Skills Evaluation Form – MS (February, 2018)

Internship Counselor Evaluation Form – Mental Health (March, 2018)

Internship Counselor Evaluation Form – School (March, 2018)

Student Retention and Dismissal Policy

University of Wyoming – School of Counseling, Leadership, Advocacy, & Design: Counseling Program
Revised November 2017

A student's acceptance into any program does not guarantee his or her fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by insuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing evaluation of students' academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance.

Evaluating Student Academic and Non-Academic Performance

Academic Performance includes coursework, clinical skills development, and timely progress toward degree completion. These are evaluated through your assignments and final grades each semester, through the Clinical Skills Evaluation form (or Supervision Skills Evaluation form) in your clinical courses, and through your completion of program courses and other requirements needed for successful graduation. A component of this progress requires you to complete a minimum of 6 credit hours per year toward completing your program of study. Under some circumstances (e.g. major life event) you may be unable to enroll in courses for a semester. During these times you should enroll in one credit hour of continuous registration. These hours do not count toward graduation but will keep your status active in the program. You may enroll in a maximum of four credit hours of continuous registration over the course of your program. Exceptions to this rule are made on a case-by-case basis. If you do not enroll in program of study classes for a 12 month period, your status will be deactivated, you will be dismissed from the program, and will need to reapply if you would like readmission. If you need time away from the program, you should apply for a leave of absence from the university.

Non-Academic Performance includes adherence to standards of professionalism, ethical behavior, and self-regulation. These are evaluated through observation of interactions and behavior in each course, in your clinical work and interactions with colleagues, faculty and staff. While evaluation is ongoing, more formal evaluations occur at the mid-point and end of each semester, along with the faculty annual review of students (using the Counseling Student Evaluation Form, students' self-reflections and feedback from faculty). Concerns about student performance and progress are discussed in weekly faculty meetings. If we have concerns about your performance, we will let you know as soon as possible. If you have questions about your performance at any time, please visit with your advisor.

Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. Faculty may work on an informal basis with students evidencing academic or non-academic deficiencies when circumstances indicate that this method may be productive. The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a timeline for change, documenting the process. However, the severity of the problem may not allow for this method and informal methods are not procedurally required. When, in the professional judgment of a program faculty member, a student is not meeting academic or non-academic program standards, or university standards, the faculty member will consult with the other program faculty and School Director to determine appropriate steps.

Student Remediation and Dismissal

Faculty have a responsibility to dismiss students unable to meet the academic and non-academic standards of the program. The faculty recognizes their obligation to: a) assist students in obtaining improvement assistance, and b) consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program.

Student Remediation: A rating of "1" or "2" on any criteria on the Counseling Program Student Evaluation Form and/or serious concerns of faculty about student performance indicate the need for a written

student remediation plan. A faculty member or members will discuss with the student and document what behavior(s) need to be changed, requirements for remediation, time limits for expected changes, and consequences if remediation efforts are unsuccessful. Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan will result in program dismissal.

Student Dismissal: The following circumstances constitute some cases of “unsatisfactory” performance and will result in dismissal from the program without an opportunity for remediation.

- A grade of “F” in any required Program of Study course
- More than two grades below a “B” in any required Program of Study courses
- A grade of “C” or below in any clinical course (Pre-Practicum, Practicum, Internship, Spvsn. Theory, Spvsn. Practicum)
- Failure to successfully meet all requirements of the student’s remediation plan
- Failure of the written or oral doctoral preliminary / comprehensive examination, or of the doctoral dissertation defense
- Any serious ethical violation or unprofessional behavior

Counseling Program Student Evaluation Form

University of Wyoming – School of Counseling, Leadership, Advocacy, and Design: Counseling Program
Revised 25 March, 2019

Student Name: _____ **MS -** **Ph.D. -**

Faculty Advisor: _____ **Date:** _____

N = No opportunity to observe; 1 = Does not meet criteria *; 2 = Inconsistently meets criteria *; 3 = Meets criteria

Academic Performance				
Coursework				
▪ The student maintains a minimum 3.0 GPA (“A” or “B” in all Program of Study courses).	N	1	2	3
▪ The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments and activities.	N	1	2	3
▪ The student’s performance in all individual and group assignments reflects graduate level work.	N	1	2	3
Notes:				
Clinical Skill Development				
▪ The student demonstrates developmentally appropriate clinical / supervisory skills in work with clients/supervisees.	N	1	2	3
▪ The student demonstrates basic cognitive skills and appropriate affect in response to clients, supervisors, and/or supervisees.	N	1	2	3
Notes:				
Progress Toward Program Completion				
▪ Student is making appropriate progress in terms of credit hours and other program requirements toward degree completion.	N	1	2	3
Notes:				

Non-Academic Performance				
Professionalism				
▪ The student relates to peers, faculty, supervisors/ees, instructors, administrators, clients and others in a timely, respectful and appropriately professional manner.	N	1	2	3
▪ The student’s behavior, dress, and language reflect appropriate professionalism.	N	1	2	3
Notes:				
Ethical Behavior				
▪ The student applies legal and ethical standards throughout all program areas.	N	1	2	3
▪ The student respects the fundamental rights, dignity, and worth of all people.	N	1	2	3
Notes:				
Self-Regulation				
▪ The student demonstrates awareness of her/his own emotions, belief systems, values, coping styles, and limitations, and manages these in healthy and appropriate ways.	N	1	2	3
▪ The student takes responsibility for her/his ongoing growth, compensating for deficiencies and demonstrating responsibility for his/her personal wellness.	N	1	2	3
▪ The student demonstrates the ability to give, receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, clients and others.	N	1	2	3
Notes:				

* A rating of “1” or “2” on any criteria will require a meeting with the advisor and possible remediation plan to address the concerns.

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Retention and Dismissal Policy - Student Consent Agreement

University of Wyoming – School of Counseling, Leadership, Advocacy, and Design: Counseling Program
Revised August 2018

The course content and experiential activities involved in the Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, clinical, and professional development and functioning. Throughout the program of study, you will be given feedback concerning your personal, intellectual, and professional strengths, weaknesses and performance. This feedback will come from faculty, supervisors, peers and clients. You will be expected to deal with this feedback in a mature and professional manner.

The expectations of the Program's curricula are that you will explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses will require that you develop and demonstrate your clinical and professional skills as you work with classmates in role-play situations, with clients in actual sessions, and with supervisors / supervisees. You will be asked to examine your behaviors, beliefs, and emotions in relation to your professional activities and experiences on an ongoing basis.

Counseling Program faculty members have a responsibility to dismiss students who are unable to render competent service due to academic and/or non-academic performance deficiencies.

If, in the professional judgment of the faculty, a student's academic or non-academic performance (as described in the Retention and Dismissal policy and Counseling Student Program Evaluation form) is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, faculty will review the performance and behavior of the student and develop a written improvement plan. In the case of serious ethical violation or unprofessional behavior, the student will be dismissed without an opportunity for remediation.

I _____ (print student name) have read the most current American Counseling Association Code of Ethics, all UW Graduate Student Regulations and Policies, the relevant Ph.D. or MS Handbook, the Counseling Program Student Retention and Dismissal Policy, the Clinical and/or Supervisory Skills Evaluation Form, and the Counseling Program Student Evaluation Form.

I agree that the Counseling Program faculty have the responsibility and the right to monitor my academic and non-academic performance as they relate to the standards and expectations of the counseling profession. I agree to participate fully in all courses and the program.

Student Signature: _____

Date: _____

Program Coordinator: _____

Date _____

Student Remediation Plan

University of Wyoming – Department of Professional Studies: Counseling Program
Revised January 2018

Student Name: Enter the Student's Name. **Date:** Select today's date.

Faculty Member: Enter Your Name.

This Remediation Plan is being developed by the above student and faculty, integrating feedback from the following sources:

List Sources of Feedback Pertinent to the Deficiencies.

It is the expectation of the faculty that the student above will address the following concerns by Select a deadline date. At any point, if progress in following this remediation plan and/or resolving these concerns is not apparent, a meeting between the student and all faculty members will be held to discuss the student's status in the counseling program.

Primary areas of concern include the following:

Academic Performance (includes Coursework, Clinical Skill Development, and Progress toward Program Completion)

Identify Specific Concerns here:

Student is Expected to do the following:

Non-Academic Performance (includes Professionalism, Ethical Behavior, and Self-Regulation)

Identify Specific Concerns here:

Student is Expected to do the following:

I, _____ agree to the following:

As a student currently enrolled in the UW counseling program I have read, signed, and I understand the Counseling Program Retention and Dismissal Policy. I will abide by this remediation plan as an educational contract. I understand that my ability to remain enrolled in the counseling program is directly connected to accomplishing the expectations of this remediation plan. I understand that lack of participation in this remediation plan or failure to

fully meet the expectations of the remediation plan will result in my dismissal from the counseling program as per the policy.

I will check-in regarding my progress on this plan with my advisor and any relevant course

Instructors Frequency of Check-In's (weekly, 2x per month, etc).

A follow up meeting to evaluate my compliance and progress with the terms of this plan will take place on Select a Date for Evaluation. with my advisor and any relevant course instructors and/or supervisors.

Student

Date

Faculty, Advisor

Date

Counseling Program Coordinator

Date

Counselor Education – Master’s Programs

University of Wyoming - Laramie

Required Course Sequence, 2-Year Plan (Full Time Students)

Revised 25 March 2019



	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>
Year 1	5175 – Human Growth & Development – 3 5060 – Ethics & Professional Issues – 3 Credit Hours: 6	5310 – Pre-Practicum – 3 * 5640 – Diagnosis, Psycho-path. & pharm. - 3 5650 – Counseling Theories – 3 5340 – Play Therapy – 3 Credit Hours: 12	5320 – Practicum – 3 * 5140 – Counseling & Addictions 5350 – Multicultural Counseling – 3 School Counselors 5120 – School Counseling Strategies – 3 Mental Health Counselors 5130 – Mental Health Counseling – 3 Credit Hours: 12
Year 2	5580 – Supervised Internship – 1-6 * 5170 – Career Across the Lifespan – 3 5330 – Counseling Children & Adolescents – 3 Credit Hours: 6 + Internship	5580 – Supervised Internship – 1-6 * 5110 – Group Procedures – 3 5210 – Group Experience – 1 5200 – Couple & Family Theory – 3 5180 – Assessment – 3 Credit Hours: 10 + Internship	5580 – Supervised Internship – 1-6 * 5630 – Trauma-Informed Counseling – 3 EDRE 5530 – Introduction to Research – 3 School Counselors 5125 – School Counseling II – 3 Mental Health Counselors 5150 – Mental Health Counseling II – 3 Credit Hours: 9 + Internship

Notes:

- * These courses require additional time outside of class for seeing clients, clinical supervision, and clinical documentation.
 - 6 Credit Hours of Supervised Internship are required, where 100 hours of on-site internship time = 1 Credit Hour.
 - EDRE 5530 – Introduction to Research is offered most semesters, online and in person, and may be taken any time during the second year.
 - Students wanting to do the program part-time will automatically postpone Pre-Practicum/Practicum and the Internship courses. Work out a part-time plan with your advisor that best meets your needs while fulfilling program requirements

Counseling Skills Evaluation Form: MS Version

University of Wyoming, School of Counseling Leadership, Advocacy & Design; Counseling Program
Revised, February 2018

Student: _____ **Instructor:** _____

Triad Spvsr: _____ **Block Spvsr:** _____

Course / Semester: Pre-Practicum / Fall Practicum / Spring Year: _____

Instructions: Rate yourself / the trainee on each item by circling *only one* number or letter completely (nothing in-between). Supervisors consult with instructors to arrive at a consensus rating for each item. Some rating options reflect a developmental course for the item, and developmental considerations should be applied. On non-developmental items, the expectation is that trainees will fully meet professional expectations early in the fall semester. Circle “no-information” only when there really is *no* information at all. Both the trainee and supervisors should also list strengths and growth areas, plus specific plans for addressing growth areas.

N = No Information; **0** = Unacceptable Performance; **1** = Below Pre-Prac Mastery Level; **2** = Pre-Prac Mastery; **3** = Between Pre-Prac and Prac Mastery Level; **4** = Practicum Mastery Level (Ready for Internship)
or
N = No Information; **U** = Unacceptable Performance; **P** = Progressing; **M** = Meets Expectations

Core Counseling Skills:

		Mid-Term	Final
1 <u>Therapeutic Relationship</u> (2F5d, 2F5g): Effective use of ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships. Ability to communicate to the client unconditional positive regard, genuineness. Accurately communicates an empathic emotional response. Ability to establish and maintain a relationship of trust which will facilitate counseling progress. Appropriate pacing.	Student	N 0 1 2 3 4	N 0 1 2 3 4
	Supervisors	N 0 1 2 3 4	N 0 1 2 3 4
2 <u>Session Management</u> (2F5g): Puts clients at ease. New clients: ability to establish rapport, introduce the process of counseling, explain/obtain informed consent, set up the counseling contract. All clients: ability to flow in/out of clinical material at the beginning/end of the session, maintain appropriate focus on client concerns during the session.	Student	N 0 1 2 3 4	N 0 1 2 3 4
	Supervisors	N 0 1 2 3 4	N 0 1 2 3 4
3 <u>Communication Skills</u> (2F5g): Ability to reflect client content (paraphrasing–briefly restating content, summarizing–identifying patterns in clients’ statements, behaviors and experiences), reflect client feelings, and reflect meaning underlying client statements/patterns. Uses verbal and non-verbal encouragers, and effectively uses questions (open-ended, maximize client expression, limited use).	Student	N 0 1 2 3 4	N 0 1 2 3 4
	Supervisors	N 0 1 2 3 4	N 0 1 2 3 4
4 <u>Intake</u> (2F5g, 5C3a): Skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and psychological assessment for treatment planning and caseload management.	Student	N 0 1 2 3 4	N 0 1 2 3 4
	Supervisors	N 0 1 2 3 4	N 0 1 2 3 4

		Mid-Term	Final
5	<u>Assessment</u> (2F5g, 2F7c, 2F7d): Applies appropriate procedures to assess risk of aggression or danger to others, self-inflicted harm, and suicide. Appropriate use of procedures for identifying trauma and abuse and for reporting abuse. Screens for addiction / co-occurring mental disorders. Ability to clarify the client's presenting problem (scope, dynamics, intensity, attempted solutions, the client's view of etiology). Recognition of the unique ecosystemic factors that may impact each client's presenting problem and ability to resolve it. Identification of client strengths and resources.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
6	<u>Diagnosis</u> (2F5g): Demonstrates the ability to articulate a meaningful, accurate description of clients' symptoms, mental functioning and behavior to guide effective services (considering both strengths and vulnerabilities across biological, psychological, and social domains). Appropriately uses diagnostic tools, including the current edition of the <i>DSM</i> . Is able to conceptualize an accurate diagnosis of disorders presented by the client and discuss the differential diagnosis with other professionals.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
7	<u>Service Planning & Delivery</u> (2F5g, 2F5h, 2F5i, 5C3b): Collaborates with clients to create a developmentally relevant, meaningful service plan based on client concerns, diagnosis and current theory/research. Develops measurable client outcomes. Uses appropriate techniques and interventions for prevention and treatment of a broad range of mental health, emotional and behavioral issues. As needed, helps clients access a variety of community resources, including making referrals. Regularly evaluates client progress/outcomes and appropriately adjusts goals and interventions. Facilitates effective termination as appropriate.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
8	<u>Appropriate Use of Self</u> (2F5g): Appropriate and effective use of immediacy (in-vivo discussion with client about the therapeutic relationship, the counselor's feelings and reactions to the client), and self-disclosure. Willingness and ability to address difficult issues in session. Appropriately and effectively challenges clients.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
Conceptual Skills:		Mid-Term	Final
9	<u>Knowledge-Base</u> : Has adequate understanding of counseling techniques, general client dynamics, and information related to a variety of presenting concerns, diagnostic criteria, potential interventions. Draws on knowledge-base of field to understand clients and guide effective service delivery.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
10	<u>Theoretical Development</u> (2F5n): Is developing a personal approach to counseling based on a sound, intentional rationale grounded in the literature, with sufficient flexibility to meet different client needs. Has sufficient understanding of other counseling theories to see how own approach interacts with them. Demonstrates consistency between personal model of counseling and counseling style in session.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
11	<u>Case Conceptualization</u> (5C1c): Can generate a variety of meaningful, theory-based hypotheses about the etiology and possible resolution of clients' biopsychosocial concerns. Can develop and articulate a treatment plan for addressing client biopsychosocial concerns based on sound counseling principles and which is consistent with the client's worldview and the counselor's theoretical orientation.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4

Professionalism Skills:

		Mid-Term	Final
12	Professional Conduct: Professional dress; punctuality (on time to start/end sessions, to supervision, class, etc.); follows clinic policies and procedures; presents self as a professional to others; contributes meaningfully to the clinical team through observation and feedback. Thoughtfully accepts other's feedback. Communicates respect for others' perspectives in words and actions. Resolves differences and conflict with colleagues in a professional, respectful manner.	Student	N U P M N U P M
		Supervisors	N U P M N U P M
13	Ethical Practice: Demonstrates the ability to apply and adhere to ethical and legal standards in all professional activities.	Student	N U P M N U P M
		Supervisors	N U P M N U P M
14	Supervision (2F1m): Recognizes the role of supervision in the profession. Demonstrates awareness of own limitations as a professional counselor and to seek supervision or refer clients when appropriate. Makes good use of group and individual/triadic supervision (arrives on-time, is prepared, appropriately participates), and maintains regular contact with supervisors about all clients. Consults a supervisor in all safety/risk situations. Is open to supervisory feedback and trying new things. Provides appropriate feedback to supervisors.	Student	N U P M N U P M
		Supervisors	N U P M N U P M
15	Documentation: Applies current record-keeping standards related to professional counseling: all client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style and make appropriate recommendations.	Student	N U P M N U P M
		Supervisors	N U P M N U P M
16	Multicultural Competence: Applies multicultural competencies to professional counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4

Personal Management:

		Mid-Term	Final
17	Appropriate Boundaries: Maintains appropriate personal and professional boundaries with clients and colleagues; does not use time with clients to meet own needs. Maintains appropriate boundaries in class and supervision.	Student	N U P M N U P M
		Supervisors	N U P M N U P M
18	Self-Awareness & Growth (2F5f): Recognizes counselor characteristics and behaviors that influence the counseling process, including the impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how <i>self</i> impacts clinical work (ongoing self-reflection). Recognizes own strengths and limitations. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4
19	Tolerance For Vulnerability & Risk: Able to be appropriately vulnerable with clients and colleagues. Able to take risks with clients and colleagues. Is aware of and able to appropriately manage own affect in session, in class, and in supervision.	Student	N 0 1 2 3 4 N 0 1 2 3 4
		Supervisors	N 0 1 2 3 4 N 0 1 2 3 4

		Mid-Term	Final
20	<u>Appropriate Self-Care</u> : Recognizes own limits and physical, emotional and spiritual needs. Seeks healthy means for meeting own personal needs. Makes self-care and holistic personal wellness a reasonable priority, both in idea and action. Seeks help from others (including personal counseling) when appropriate.	Student	N U P M
		Supervisors	N U P M

Mid-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Block Supervisor:

Strengths: _____

Growth Areas: _____

Triadic / Individual Supervisor:

Strengths: _____

Growth Areas: _____

 Student Signature

 Date

 Block Supervisor

 Date

 Individual / Triadic Supervisor

 Date

End-of-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Block Supervisor:

Strengths: _____

Growth Areas: _____

Triadic / Individual Supervisor:

Strengths: _____

Growth Areas: _____

Student – Based on the information above, work with your supervisors to identify and list some specific, measurable plans for the your continued professional (clinical skill) and personal (self-awareness and self-management) growth:

Professional: 1 _____

2 _____

Personal: 1 _____

2 _____

Student Signature

Date

Block Supervisor

Date

Individual/Triadic Supervisor

Date

Internship Counselor Evaluation Form – Mental Health

University of Wyoming, School of Counseling, Leadership, Advocacy & Design

Student: _____ Phone: _____

e-mail: _____

Supervisor: _____ Phone: _____

e-mail: _____

Internship Site: _____ Semester / Year _____

Instructions: Rate yourself / the trainee on each item by circling *only one* number or letter completely (nothing in-between). Please remember to take into account the trainee’s developmental level in considering expectations (these expectations shift over the course of training). Circle “no-information” only when there really is *no* information at all. Both the trainee and supervisors should also list strengths and growth areas, plus specific plans for addressing growth areas.

Use the following scale to rate yourself / the trainee according to expectations for his/her developmental level.
N = No Information; **0** = Unsatisfactory; **1** = Minimally Acceptable; **2** = Proficient; **3** = Exceptional Performance

Professionalism:

Professional dress; punctuality (on-time to internship, meetings, supervision, etc., start/end sessions on time); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the agency environment through appropriate interactions with all agency personnel; makes thoughtful use of supervision and other feedback; communicates respect for the perspectives of others through actions; other professional expectations.

		Mid-Term		Final	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Basic Counselor Skills

Employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.), in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed.

		Mid-Term		Final	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Case Conceptualization

Ability to make sense of client material. Can generate a variety of theory grounded hypotheses about the etiology and possible resolution of clients’ concerns. Can develop and articulate a plan for addressing client concerns based on sound counseling principles, and which is consistent with the client’s worldview and the counselor’s theoretical orientation.

		Mid-Term		Final	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Self-Awareness & Growth

Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.

		Mid-Term		Final	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Foundations

Demonstrates willingness and ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

		Mid-Term		Final	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

		Mid-Term		Final	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Counseling, Prevention, & Intervention

		Mid-Term	Final
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies effective strategies to promote client understanding of and access to a variety of community resources.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates the ability to use procedures for assessing and managing suicide risk.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies current record-keeping standards related to clinical mental health counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

Diversity & Advocacy

		Mid-Term	Final
Maintains information regarding community resources to make appropriate referrals.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

Assessment

Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Diagnosis

Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Research & Evaluation

Applies relevant research findings to inform the practice of clinical mental health counseling.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

		Mid-Term	Final
Student		N 0 1 2 3	N 0 1 2 3
Supervisor		N 0 1 2 3	N 0 1 2 3

Mid-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Supervisor:

Strengths: _____

Growth Areas: _____

Student Signature

Date

Supervisor Signature

Date

End-of-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Supervisor:

Strengths: _____

Growth Areas: _____

Student Signature

Date

Supervisor Signature

Date

Internship Counselor Evaluation Form – School

University of Wyoming, School of Counseling, Leadership, Advocacy & Design

Student: _____ Phone: _____
 e-mail: _____

Supervisor: _____ Phone: _____
 e-mail: _____

Internship Site: _____ Semester / Year: _____

Instructions: Rate yourself / the trainee on each item by circling *only one* number or letter completely (nothing in-between). Please remember to take into account the trainee’s developmental level in considering expectations (these expectations shift over the course of training). Circle “no-information” only when there really is *no* information at all. Both the trainee and supervisors should also list strengths and growth areas, plus specific plans for addressing growth areas.

Use the following scale to rate yourself / the trainee according to expectations for his/her developmental level.
N = No Information; **0** = Unsatisfactory; **1** = Minimally Acceptable; **2** = Proficient; **3** = Exceptional Performance

Professionalism:

Professional dress; punctuality (on-time to internship, meetings, supervision, etc., start/end sessions on time); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the school environment through appropriate interactions with all school personnel; makes thoughtful use of supervision and other feedback; communicates respect for the perspectives of others through actions; other professional expectations.

	Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3
Supervisor	N	0	1	2	3	N	0	1	2	3

Basic Counselor Skills

Employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.), in the development of a therapeutic relationship with students, parents, and other professionals as needed.

	Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3
Supervisor	N	0	1	2	3	N	0	1	2	3

Case Conceptualization

Ability to make sense of client material. Can generate a variety of theory grounded hypotheses about the etiology and possible resolution of clients’ concerns. Can develop and articulate a plan for addressing client concerns based on sound counseling principles, and which is consistent with the client’s worldview and the counselor’s theoretical orientation.

	Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3
Supervisor	N	0	1	2	3	N	0	1	2	3

Self-Awareness & Growth

Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.

	Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3
Supervisor	N	0	1	2	3	N	0	1	2	3

Foundations

Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

	Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3
Supervisor	N	0	1	2	3	N	0	1	2	3

Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

	Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3
Supervisor	N	0	1	2	3	N	0	1	2	3

Prevention & Intervention

Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Demonstrates the ability to use procedures for assessing and managing suicide risk.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Diversity & Advocacy

Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Assessment

Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Makes appropriate referrals to school and/or community resources.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Assesses barriers that impede students' academic, career, and personal/social development.

		Mid-Term					Final				
Student	N	0	1	2	3	N	0	1	2	3	
Supervisor	N	0	1	2	3	N	0	1	2	3	

Research & Evaluation

Applies relevant research findings to inform the practice of school counseling.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Analyzes and uses data to enhance school counseling programs.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Support for Student Academic Development

Conducts programs designed to enhance student academic development.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Collaboration & Consultation

Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Locates resources in the community that can be used in the school to improve student achievement and success.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Uses peer helping strategies in the school counseling program.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Leadership

Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

		Mid-Term	Final
Student	N	0 1 2 3	N 0 1 2 3
Supervisor	N	0 1 2 3	N 0 1 2 3

Mid-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Supervisor:

Strengths: _____

Growth Areas: _____

Student Signature

Date

Supervisor Signature

Date

End-of-Term Comments

Student:

Strengths: _____

Growth Areas: _____

Supervisor:

Strengths: _____

Growth Areas: _____

Student Signature

Date

Supervisor Signature

Date