

**James Madison University**  
**Introduction to School Counseling**  
**PSYC 640**

Course Description

An introduction to the history, theory, philosophy, principles, organization and personnel practices of school counseling. Specific topics include: developing and evaluating programs; intervening with individuals, groups, parents and schools; dealing with diverse students; and addressing legal, ethical and professional identity issues.

Required Texts

Davis, T. E. (2015). Exploring school counseling (2nd ed.). Stamford, CT: Cengage.

American School Counselor Association (2019). The ASCA national model: A framework for school counseling programs (4th ed.). Alexandria, VA: Author.

**Supplemental readings will be assigned by the instructor through Canvas.**

\*I also recommend acquiring an ASCA membership. ASCA provides an abundance of resources for school counselors, and a membership will keep you apprised of new literature, pertinent webinars, listservs, conferences, etc. Liability insurance is also included in membership (an important item for practicum). See the following link for more information regarding student membership:

<https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/membership-types>

Course Objectives

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs (CACREP, 2016 Standards). The following competencies will be covered in this course:

**SCHOOL COUNSELING SPECIALIZATION**

**1. FOUNDATION**

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

**2. CONTEXTUAL DIMENSIONS**

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools

- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance abuse occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

### **3. PRACTICE**

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- f. techniques of personal/social counseling in school settings
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students.

In addition, the course addresses the following standards associated with the Professional Counseling Identity (CACREP, 2016 Standards). These Professional Identity Standards are incorporated into readings and discussions throughout the course:

## **CACREP CORE STANDARDS**

### **F.1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas, emphasizing the history and development of School Counseling
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- l. self-care strategies appropriate to the counselor role

## F. 2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

## F.3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- d. theories and etiology of addictions and addictive behaviors
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## F.4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy

- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

#### F.5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

#### F.6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- g. ethical and culturally relevant strategies for designing and facilitating groups

#### F.7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## F.8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

### Methods of Instruction

The course will combine lecture (synchronous and asynchronous) and experiential class activities. The nature of this course requires that all students complete reading assignments as scheduled so they can meaningfully contribute to class discussions and class activities (with social distancing always in mind). Your classmates and I rely on you to share your thoughts and questions.

We will use Voicethread as our platform for lecture content. Students are expected to comment on at least one slide per week and comment on another student's comment one time per week. These are minimum guidelines. I encourage students to comment as much as possible. More information will be provided on this platform in a video posted during the first week.

We are also all in this together to keep each other safe as we manage life during the COVID-19 pandemic. The course policies below are intended to follow those guidelines from the university and

program directors. We are obviously in a fluid situation this semester. As a result, we will follow and adhere to any updates to university and program guidelines regarding delivery of instruction.

### ***Course Policies:***

- Per JMU guidelines for the health and safety of students and faculty this fall, students are encouraged to stay home if they feel ill. No student will be penalized for absences from in-person activities, and no student has to offer a reason for that absence.
- Late assignments will be penalized. However, students are encouraged to contact me before any due date to discuss the need for an extension.
- Cell phone use during class time is not permitted. Please turn off ringers and alerts and put your smartphone, etc., out of sight unless you have specific permission from the instructor.
- Exemplary professional responsibility and ethical behavior are expected during class time and onsite experiences. Confidentiality of participants must be maintained at all times. If you have any questions or concerns regarding confidentiality, ethics, or best practice please communicate with the instructor immediately. Unethical professional behavior may result in a failing grade for the course or an incomplete.
- Professional behavior this year also includes adhering to any COVID-19-related guidance for best safety practices. Consult guidelines provided by the program directors and the department.

### Evaluation

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

<b>Course Activity</b>	<b>Maximum Value</b>
Professional Exploration	100 points
Midterm Exam (Case Studies)	50 points
Portfolio	100 points
Guidance Lesson	100 points
ASIST Training Completion Certificate	Required as external training during this course, before transition to practicum

### Grading Scale

A 315 - 350  
B+ 298 - 314  
B 280 - 297

### Assignments

The following assignments and activities are required of all students. See above chart for referenced CACREP standards.

\*\*\*Check the course Canvas page throughout the semester for any updates, clarifications, or pertinent details for each assignment.

**Professional Exploration (100 points) (CACREP Standards: 1b; 2a-l; F.1.d-m)**

As you begin your training as a school counselor, I expect you to engage as much as possible with the profession by participating in the following:

- 1) Interview a current school counselor. A list of contact information for school counselors around the region will be provided within the first few weeks of class. Students will be expected to contact the school counselor directly and schedule an interview time and interface (e.g., Zoom, phone). Present to the class your perceptions regarding the school counselor's role, the school counseling program, and the school culture upon completing the interview. A list of possible interview questions is included in Appendix A. (30%)
- 2) Participate in a virtual conference or webinar related to the school counseling professional practice. Examples topics include virtual school counseling, ethics, and trauma-informed school counseling. Discuss with the class the knowledge, skills, and attitudes learned and how school counselors can use leadership and advocacy to implement these knowledge areas into practice. (10%)
- 3.) Complete a Licensure Research Project. During Week 2 of class, students will be asked to research the requirements for school counselor licensure in 5 states. This research will be presented in class two weeks later. Students will provide all class participants with copies of this research via Google Docs. (30%)
- 4.) Review and plan to discuss two related articles on a SC topic of your choosing. You should plan to organize your discussion in the following manner: clearly state the topic; provide a concise summary of two recent research articles (post-2010); and conclude with recommendations for how this research has impacted your view of SC practice around the topic. Topics for this assignment will be decided during Week 4. Be ready to share your findings with the group (30%)
- 5) Participate in the Applied Suicide Intervention Skills Training 2-day workshop (TBD) (requirement for enrollment in practicum).

**Midterm Exam (50 points) (CACREP standards: 1.a-d; 2.b-d, i-n; F.1.a+l)**

Students will complete an online midterm exam, distributed during Week 7 and turned in 1 week later, during Week 8. The exam will include several case studies with short answer questions around the following topics:

History and development of school counseling

School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies  
School counselor roles in relation to college and career readiness, including career development  
School counselor roles in school leadership and multidisciplinary teams  
School counselor roles in recognizing student risk factors, including the impact of individual and system substance abuse as well as behavioral disorders  
Legislation and government policy relevant to school counseling  
Legal and ethical considerations specific to school counseling  
School counselor personal and professional development and self-care

**School Counseling Portfolio (100 points) – Key Assignment #1**  
**(CACREP standards: 2.a, f, j-l; 3.a; F.1.d, f+g, j)**

Begin to develop an online professional school counseling portfolio using an online tool (examples: Weebly, Bitmoji, Google Sites). Guidance will be provided during class. The portfolio should include the following:

Your draft of a School Counseling Mission Statement and Objectives. This draft should include your goals and policies regarding

- student and professional advocacy;
- effective consultation with external stakeholders;
- school leadership;
- interventions to promote career and academic success; and
- design and evaluation of school counseling programs

Community resources and referral sources relevant for the Harrisonburg/Rockingham County area;

Pdf files of your continuing education certificates;

Pdf files of relevant educational sessions and papers from other counseling course; and

Links, as appropriate, to organizations such as ASCA, VSCA, VASC, and VCA.

**Guidance Lesson (100 points) – Key Assignment #2**

**(CACREP standards: 1.c+d; 2.c+j; 3.c+d, n+o; F.1.j+m)**

In pairs, students will prepare a 60-minute guidance lesson designed to address topics identified in class. Students will create virtual lessons and present them to the class via Canvas during the last few weeks of this course. Students will conduct pre- and post-evaluations of their lesson. A grading rubric, as well as guidelines for peer review, will be presented on the Canvas assignment page.

**Note: All assignments should follow the formatting guidelines of the APA Style Manual, 7th Edition.**



## Counseling Programs Academic Policies for Syllabi

Over the years, we have deeply appreciated the tremendous sense of commitment that our counseling students have demonstrated in their work with us. As members of the James Madison University faculty, we are required to provide information in our syllabi regarding attendance, academic honesty, adding/dropping courses, inclement weather, religious accommodations, and disability accommodations. Therefore, we have adopted the following general academic policies to apply to all our Counseling Programs courses. Of course, in addition to these guidelines, individual faculty members may use their syllabi to inform you of more specific policies and expectations for particular courses.

**See guidance provided during orientation for hybrid and online learning and attendance.**

### Academic Honesty

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### Adding/Dropping Classes

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on MyMadison. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's website at <http://www.jmu.edu/registrar/>.

### Inclement Weather

By the way, inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. And stay safe! Don't take unnecessary risks to make it to class. We want you alive!

### Religious Accommodations

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing reasonable and appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### Disability Accommodations

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us

at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services. The office is located in Wilson Hall, Room 107. You may call 540.568.6705 or contact the office at <http://www.jmu.edu/ods/> for more information.

### Confidentiality and Title IX

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockyam@jmu.edu](mailto:sirockyam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>. Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

PSYC 640 Fall 2020 Course Schedule and Important Due Dates

<b>Class</b>	<b>Topic</b>	<b>Reading Assignments</b>	<b>Assignments Due</b>
1 – 8/31	Introduction; Context of the Counseling Profession (Role of the School Counselor, etc.)	Davis 1	
2 – 9/7	History & Development of School Counseling; School Counselors' Roles as Leaders, Advocates, and Systems Change Agents	ASCA (vi-xii)	[5 States handed out for Licensure Research]
3 – 9/14	Comprehensive School Counseling Programs and the ASCA Model	ASCA: Define (1-28); ASCA: Manage (29-32)	
4 – 9/21	Direct Student Services: Current School Counseling Issues; Lesson Planning and Guidance	Davis 5; ASCA: Deliver (77-84)	
5 – 9/28	Direct Student Services: Promoting Academic Achievement and Planning for College and Career Readiness	Readings on Canvas	
6 – 10/5	Practical Action Research and Evaluating Outcomes	Davis 4; ASCA: Manage (32-72)	<b>Licensure research due</b>
7 – 10/12	Culturally Competent School Counseling: Promoting Equity and Resilience	Davis 7; Readings on Canvas	[Midterm exam available on Canvas]
8 – 10/19	Models of School-Based Collaboration & Consultation; Leading Preventive & Responsive Teams	Davis 6 & 8	<b>Midterm Exam due</b>
9 – 10/26	Consulting with Families and Communities Guidance Lesson Collaboration	Davis 9 & Readings on Canvas	<b>Research topic discussions</b>
10 – 11/2	NO CLASS – take time to catch up and participate in professional development		
11 – 11/9	Legal & Ethical Considerations; Ethical Decision-Making	Davis 2 & 3; ASCA Ethical Standards	<b>Interviews due</b>
12 – 11/16	School Reform, Legislative Policy, & Advocacy; ASCA: Assess	Davis 10 & 11; ASCA: Assess (85-94)	<b>Guidance lessons due</b>
13 – 11/23	Thanksgiving break		

14 – 11/30	Preventing Violence & Leading Crisis Response Teams	Davis 12 & 13	
15 – 12/7	Reflection/Semester in Review		<b>Professional Development Webinars</b>
16 – 12/14	Exam Week		<b>Portfolio due</b>

## Appendix A: PSYC 640 Interview Protocol

Please follow your counselor's lead in the timing and location of the interview. The questions below are meant to help guide you. Therefore, deviations from the questions are certainly allowed – don't follow this protocol in a cookie-cutter manner! When you present this information to the class, please include specific information about the school. Please remember to write your cooperating school counselor a thank you letter after your interview.

1. Please tell me about your experiences as a professional school counselor thus far. I'd like to know...
  - What are the best things about being a school counselor?
  - What are the worst things about being a school counselor?
  - Looking back, what is one thing you wished you had learned in graduate school about school counseling?
  - How can I best prepare myself for a new career as a school counselor?
2. Would you tell me about your experience as a member of your school's leadership team? What skills are involved in being successful in this role?
3. How would you evaluate your school's crisis management plan? How frequently have you used this plan?
4. How can school counselors best build effective relationships with school principals?
5. How does technology impact your current work as a school counselor? What is your policy regarding social media?
6. [For middle school counselors]: Middle school is a time when students begin to explore their individual identities. How do middle school counselors help foster exploration regarding academics, career, and personal/social identity?
7. [For high school counselors]: How can school counselors balance the need for scheduling and testing, with the need to help students apply to colleges or enter the workforce?
8. How do you prioritize academic and career success for your students?
9. What have been your experiences in developing peer intervention programs?
10. How do you meet your needs for supervision? Do you offer supervision to others?
11. Do your school colleagues and administrators seem to understand and endorse your professional ethical expectations?
12. How actively do you feel you need to advocate for your role as a school counselor?

## Appendix B: Checklist for Preparing Guidance Lesson

**Planning:** Was there a coherent lesson plan, with objectives aligned with ASCA model, and information provided about purpose, long-term outcomes, detailed instructions, and processing?

**Structure:** Was the lesson well prepared, with a beginning, middle, and end?

**Content:** Was relevant information provided for the age range identified?

**Learning Styles:** Was there a balance between auditory, visual, and kinesthetic learning styles?

**Presentation to Audience:** Was the lesson provided in a personable and inviting manner?

**Pacing:** Was the presenter's rate of speech steady and well-paced, and the presentation completed in the time allowed (i.e., not significantly under or over time)?

**Generalization:** Did the presenter provide examples of how participants could use the material in their personal lives? E.g., practicing skills taught, or using knowledge to inform decisions?

**\*Virtual Lesson:** Did the presenter use virtual tools effectively to engage the audience? To enhance connections to the material?

**\*Transferability:** If you were working in the same school context (e.g., grade levels, school size, etc.), could you pick up the lesson and use it based on the lesson plan and materials given?

**Appendix C: CACREP CORE AND SCHOOL COUNSELING PROGRAM STANDARDS,  
MAPPED TO ASSIGNMENTS, AND KPI'S**

**CACREP CORE STANDARDS INCLUDED IN KPI'S**

**KPI 1 (Introductory): Midterm**

1: a-l

2: a, b, h

3: a, b, d, f, g, i

4: a, b, c, d, f, g, h, i

5: a, b, c, d, e, f, g, j, k, l, m

6: a, b, d, e, g

7: a, c, d, f, m

8: a-j

**PI 7 (Introductory): ASIST Training Completion with Certificate**

1: b, c, l

3: g, i

5: a, b, f, g, j, k, l, m

7: c, d,

**KPI 8 (Introductory): Guidance Lesson (Key Assignment #2)**

2: b, h

3: b, f

5: d, e, j

8: a-j

**SCHOOL COUNSELING PROGRAM STANDARDS MAPPED TO KPI'S**

SC SPECIALIZATION CACREP STANDARDS INCLUDED IN COURSE, KPI's AND STANDARDS COVERED IN ASSIGNMENTS SC FOUNDATIONS = F SC CONTEXTUAL DIMENS = C SC PRACTICE = P	1 a F	1 b F	1 c F	1 d F	2 a C	2 b C	2 c C	2 d C	2 e C	2 f C	2 g C	2 h C	2 i C	2 j C	2 k C	2 l C	2 m C	2 n C	3 a P	3 c P	3 d P	3 n P	3 o P	
<b>1: Professional Counseling Orientation and Ethical Practice</b>																								
<b>7. Assessment and Testing</b>																								
<b>8. Research and Program Evaluation</b>																								
<b>KPI 1 (Introductory): Midterm</b>	X	X	X	X		X	X	X					X				X	X						
<b>KPI 7 (Introductory): ASIST Certification Completion</b>									X	X				X			X							
<b>KPI 8 (Introductory): Guidance Lesson (Key Assignment #2)</b>			X	X			X	X					X							X	X	X	X	



<b>KPI RUBRIC</b>	<b>Below Standard 1</b>	<b>Approaching Standard 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
<p><b><i>KPI 1: Professional Counseling Orientation and Ethical Practice</i></b> Recognizes and applies professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Does not demonstrate understanding of ethical standards, with particular attention to provision of counseling services to minors. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Demonstrates understanding of ethical standards, with particular attention to provision of counseling services to minors, but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships. Demonstrates understanding of ethical standards, with particular attention to provision of counseling</p>	<p>Surpasses expectations for level of training and experience when: : (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with clients, colleagues, or the community. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues. Masters the application of ethical standards, with particular attention to provision of counseling services to minors.</p>

			services to minors.	
<p><b>KPI 7: Assessment and Testing</b> Gathers information to assess needs and next steps in the counseling process, including evaluation for serious and foreseeable harm and reporting requirements for abuse or neglect of children and vulnerable adults.</p>	<p>Does not meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though does not demonstrate knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Does not consistently meet expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, though inconsistently demonstrates knowledge and skill in the assessment of suicide/homicide risk and reporting requirements for abuse/neglect</p>	<p>Meets expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect.</p>	<p>Surpasses expectations for level of training and experience when conducting assessments. Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect. Makes treatment decisions that are informed by an assessment of this information. Uses supervision as appropriate.</p>
<p><b>KPI 8: Research and Program Evaluation</b> Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.</p>	<p>Does not meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Does not use this information to inform decision-making.</p>	<p>Does not consistently meet expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Inconsistently uses this information to inform decision-making.</p>	<p>Meets expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information to inform decision-making.</p>	<p>Surpasses expectations for level of training and experience in critically evaluating research related to client problems or programs relevant to work setting. Able to use this information effectively and thoughtfully to inform decision-making.</p>

