

**Assessment of Student Learning
Mental Health Counseling Program
Indiana University-Purdue University Columbus**

2012-2013 Progress Report

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The Master in Arts in Mental Health Counseling (MHC) program is new graduate program of Psychology housed in the Division of Science. The MHC program is the second graduate program at IUPUC. The fall 2012 began the first semester of operation, with an enrollment of 11 students. The MHC faculty focused on establishing an assessment plan by a) aligning its training mission with student learning outcomes or *competencies* and b) developing a corresponding assessment system to utilize the Chalk & Wire system for tracking student learning and professional development over the course of their graduate training.

This program is a 60-hours program that prepares students for careers as mental health counseling professionals. The curriculum aligns with the educational requirements outlined in Indiana Code §25-23.6-8.5 Chapter 8.5. Mental Health Counselors and is consistent with accreditation guidelines for the profession of counseling. Therefore, state law and national training standards prescribe the program's curriculum. The MHC's program of study includes a) 48 credits of content courses and b) 12 credits (or 1,000 clock hours) of supervised clinical experience. Students must also earn a passing score on a national professional counseling examination and complete post-graduate supervised counseling experience to qualify for the licensure in mental health counseling.

The MHC program requires professional national accreditation as a counseling program for its long-term sustainability. Implementation of an assessment plan will assist us in preparing for our accreditation self-study in addition to helping determine what and how our students are learning.

The primary objectives of the MHC assessment plan are to:

1. Track student development of professional competencies over the course of their program of study,
2. Measure students' acquisition of professional competencies at critical points in their training, and
3. Assess the program's effectiveness in training students based on state or national standards.

Assessment Plan: Steps of Development

The MHC faculty engaged in the following steps to develop the program's assessment system:

1. Refining program's training mission,
2. Identifying and defining competencies based on training mission,

3. Adapting recommended student learner outcomes and counselor work behaviors associated with the 2009 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards¹,
4. Determining the developmental benchmarks for the program of study,
5. Developing assessment rubrics for each competency²,
6. Reviewing competencies and assessment system with MHC students, and
7. Piloting the assessment rubrics in two courses.

The MHC faculty refined the program's training mission (Appendix A) to reflect the areas of competencies consistent with national and state professional standards (Step 1). We identified and defined these competencies as the program's student learning outcomes (Step 2). The program's competencies fall within two areas.

- I. Areas of Counseling
 - a. Profession of mental health counseling
 - b. Professional development
 - c. Counseling skills and processes
 - d. Cultural competence
- II. Common Factors
 - a. Ethical practices
 - b. Evidence-based practices
 - c. Area of practice/specialization
 - d. Communication and technology

The definitions of each competency are provided in the Appendix B.

The MHC faculty operationalized each competency by selecting sub-levels of related educational outcomes and work-related behaviors adapted from Engles and colleagues (2010) that matched the overall objectives of our training mission (Step 3). For example, the sub-level competencies for the *Profession of Mental Health Counseling* competency are:

A. Demonstrate an understanding of the historical, philosophical, social, psychological, cultural, economic aspects of the profession.

A1. Explain the historical roots of mental health services in the U.S and internationally.

A2. Differentiate among and between various philosophical approaches to mental health counseling.

B. Understand the structures & operations of professional organizations, and governmental entities (e.g., licensing boards) affecting mental health counselors.

B1. Identify the key organizations and entities affecting mental health counselors.

B2. Identify key professional issues affecting mental health counselors.

B3. Discuss the role of managed care systems in mental health delivery.

¹ Adapted from Engles, D. W., Minton, C. A. B., Ray, D. C., et al. (2010). *The Professional Counselor (4th ed.)*. Alexandria, VA: American Counseling Association.

² Adapted from Association of American Colleges and University (AACU) (2012). VALUE: Valid Assessment of Learning in Undergraduate Education. Retrieved from http://www.aacu.org/value/rubrics/pdf/All_Rubrics.pdf.

B4. Differentiate between the various state licensing bodies and national and state credentialing bodies of core providers.

B5. Use information and community resources for personal, social, or vocational development.

B6. Use referrals for individuals who request counseling services.

C. Demonstrate an understanding of community counseling practices, including dimensions of community settings, common service delivery systems, and characteristics of individuals and communities served.

C1. Discuss general principles of prevention, intervention, consultation, education, and advocacy.

C2. Identify and discuss types of agencies and services available via a community network.

C3. Identify and discuss indications for the use of various services available via a continuum of care including but not limited to inpatient hospitalization, partial hospitalization, intensive outpatient programs, outpatient services, aftercare, preventative services, and crisis intervention services.

C4. Discuss the ways in which the medical model is used within mental health counseling practices.

C5. Identify and discuss indications for the use of various types of services used most often in community settings including, but not limited to, individual, group, couple, family, and peer support services.

C6. Identify and discuss indications for the use of interdisciplinary treatment teams in current mental health practice.

The assessment system is grounded in the fundamental belief that students' acquisition of educational and professional knowledge and skills will occur over time and will be impacted by course sequencing, field experiences, students' engagement in professional activities, and developing professional interests. Thus, benchmarks for assessing student learning were determined by completion of courses and educational or professional experiences (Step 4). Student data and artifacts will be collected and assessed through specific assignments from each course in the curriculum and analyzed in aggregate at the following benchmarks.



Assessment of student learning will begin from the essay questions submitted as part of students' application materials and end post-graduation with earned scores on the national counselor

examination. Student artifacts will be collected through two avenues a) program-required artifacts³ and b) student-generated artifacts⁴.

Assessment rubrics for each competency evaluate achievement of outcomes on a 4-point scale of accomplishments: *exemplary*, *proficient*, *benchmark*, and *emerging*, with proficient and benchmark as the program's targets for student achievement (Step 5) (see sample rubric, page 9).

Students were introduced to components of the assessment plan at the beginning of the semester through the courses that piloted the assessment rubrics. The goals of the pilot were to a) determine the utility of adapting the assessment system into the grading criteria for courses, b) provide students with a more transparent and self-directed approach to determining the quality of their finished products, and c) transition into the use of Chalk and Wire. A comprehensive review of the program's training mission, areas of competencies, and assessment system was presented to the MHC students at a program meeting held on February 6, 2013 (Step 6). Student provided little feedback on the entire assessment system (including training mission and conceptual framework) during the meeting. However, the overall assessment plan involves receiving continuous student feedback as part of the feedback loop for future development.

The completed assessment plan will include core assignments or course activities in each course designated as program-required artifacts for entry into Chalk and Wire. Assignments in two courses, PSY-G532 (Group Counseling) and PSY-G552 (Career Counseling) were identified as program-required artifacts for assessing competencies (Step 7). The assignments incorporated various sub-levels of the competencies and corresponding grading rubrics provided students with descriptors of expected content, quality, and grading criteria (Appendix D). The rating scale for the rubric was modified to reflect the following levels to be consistent with the grading scale used by the institution: *Exemplary* (4 points = A+), *Proficient* (3 points = A), *Benchmark* (2 points = B), *Emerging* (1 point = C). The grading rubrics for the courses were distributed with the course syllabi at the beginning of the semester. Instructor feedback on the assignments was given to students through the rubric matrices.

Challenges to the Assessment Plan

The challenge for the MHC assessment system is its compatibility with Chalk and Wire software. The complexity of our assessment systems allows for greater flexibility in assessing cyclical development and artifacts of learning that produce outcomes across multiple competencies. We are working with the Office of Institutional Research to determine Chalk and Wire's technical flexibility in managing the database that will result from our assessment plan. The goal is the ability to extract general and specific information on student learning so the program can report data in multiple configurations, such as data on specific courses, specific competency, or specific benchmark in training (e.g., pre-clinical).

³ Program-required artifacts are generated from specific course assignments. Students must fulfill these programmatic requirements in order to progress through the program. These artifacts and measures will evaluate if the student's learning is at "target" and meeting the developmental trajectory of acquiring skills and competencies.

⁴ Student-generated artifacts, independent of course specific requirements, demonstrate students' engagement and learning beyond program requirements. Students select and determine the appropriate placement of these artifacts based on congruence with training goals, content areas, professional development activities, etc.

Action Plan for 2013-2014

The MHC faculty will have two new faculty members join the program in fall 2013, reaching the program's goal of operating at full instructional capacity with four full-time faculty members. The program will like to implement the following actions to move forward in solidifying its assessment plan:

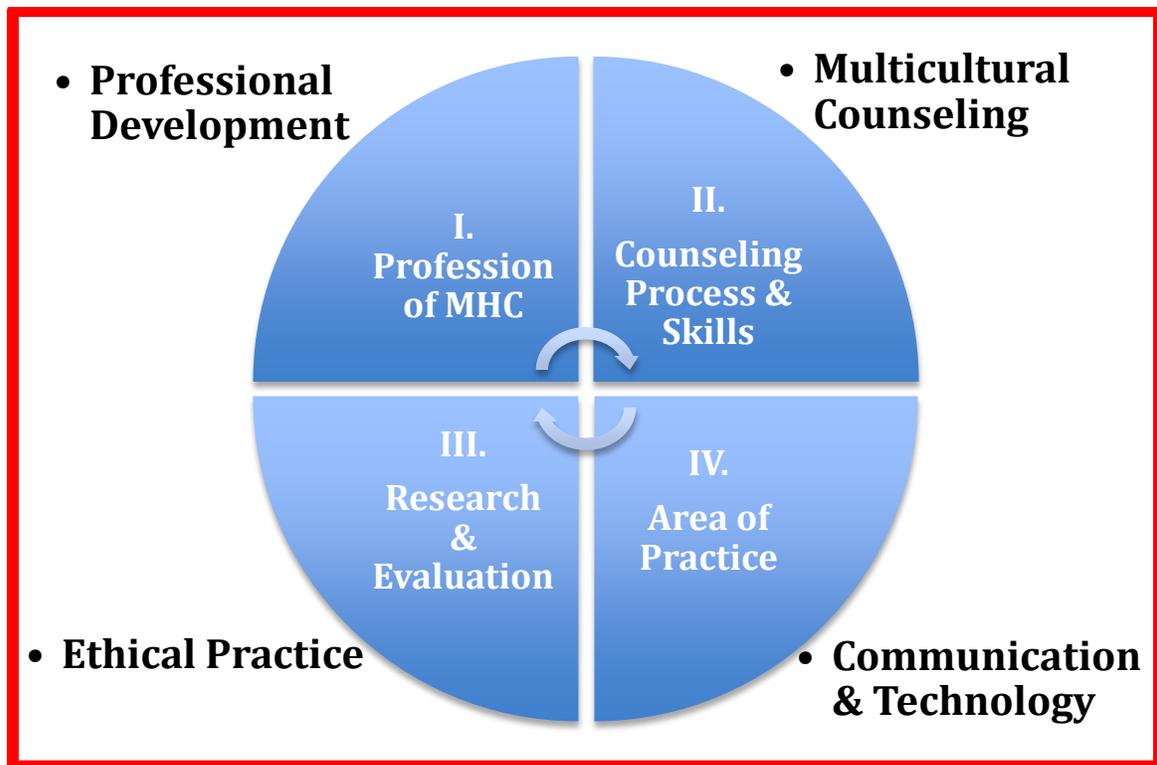
- 1) Getting feedback from students on the assessment plan, specifically on the following components:
 - a) Conceptual framework,
 - b) Usability of grading rubrics,
 - c) Transparency of instructor or program's expectations on course assignments, and
 - d) Use of rubrics in helping them understand the "big picture" of the development and levels of knowledge and skills they should acquire as they progress through the program.
- 2) Review conceptual framework (training mission and competencies) with the program's Advisory Council.
- 3) Identify core assignments as program-required artifacts for all courses.
- 4) Identify samples of student-generated artifacts.
- 5) Collaborate with Office of Institutional Research to input assessment system into Chalk and Wire.
- 6) Train all MHC faculty and students in Chalk and Wire.
- 7) Collaborate with IUPUC's MBA program to establish a plan for developing a conceptual framework for graduate education at IUPUC.

Appendix A

Mental Health Counseling Program Training Mission

The MHC program trains effective, ethical, and culturally competent counselors who hold a strong identity as professional mental health counselors. Our students develop the necessary knowledge, skills, and values to:

- A. Significantly contribute to the *profession of mental health counseling* through active participation in professional organizations and continued *professional development*.
- B. Exhibit the essential *counseling skills and processes* in order to provide effective, collaborative and *culturally competent* services to diverse clients in a variety of settings through a strengths-based approach to personal development and wellness.
- C. Engage in *ethical practices* that provide *evidence-based* counseling and evaluation services.
- D. Cultivate a relevant *area of practice/specialization* while incorporating the latest advances in *communication and technology*.



Appendix B

MHC Competencies

I. AREAS OF COUNSELING

I.A. Profession of Mental Health Counseling

Criterion Description: *The demonstration of identification, knowledge and skills specific to the counseling specialization of mental health counseling. Mental health counseling professionals a) possess in-depth understanding of the etiology, classification, treatment, and prevention of broad range of mental and emotional disorders and b) provide appropriate and effective services to diverse client populations in a variety of community settings.*

I.B. Counseling Skills and Processes

Criterion Description: *The demonstration of knowledge and application of counseling skills and processes that are critical in developing and implementing treatment and prevention strategies to assist individuals, groups, families, and communities to address concerns across the multiple dimensions of lifespan development.*

I.C. Evidence-based Practices

Criterion Description: *The demonstration of utilizing the principles of systematic inquiry to gain knowledge, implement, and evaluate appropriate counseling strategies and programs to ensure accountability, quality assurance, and advocacy for new or modified services.*

I.D. Area of Practice/Specialization

Criterion Description: *The demonstration of an area of growing expertise or specialization (including a “generalist” approach) supported by engagement in additional or targeted learning activities (e.g., research, clinical training and supervision, professional identity training, etc.) and ability to articulate, inform, and educate others in such area.*

II. COMMON FACTORS

II.A. Professional Development

Criterion Description: *The demonstration of engagement in learning activities and/or the acquisition of new learning that occurred beyond the classroom for the enhancement of general and specific knowledge and skills related to the mental health counseling.*

II.B. Cultural Competence

Criterion Description: *The demonstration of cultural self-exploration, acquisition of knowledge, and application of culturally appropriate strategies or services to diverse populations and communities.*

II.C. Ethical Practice

Criterion Description: *The demonstration of integrating knowledge and skills related to the ACA Code of Ethics, ethical standards and guidelines of related counseling specialties (if applicable), and familiarity with local legal statutes that direct mental health counseling.*

II.D. Communication and Technology

Criterion Description: *The demonstration of articulating and delivering information relevant to mental health issues or the profession appropriate to developmental levels and cultural backgrounds of individuals, families, groups, and communities through the use of various communication media.*

Appendix C

Sample of Competency Rubric

II.A. Professional Development (PD) Rubric

Criterion Description: *The demonstration of engagement in learning activities and/or the acquisition of new learning that occurred beyond the classroom for the enhancement of general and specific knowledge and skills related to the mental health counseling.*

	4 Exemplary	TARGET		1 Emerging	0 Not applicable to artifact/assessment
		3 Proficient	2 Benchmark		
<i>A. Models professional career development and identity.</i>					
A1. Maintain active membership & participation in local, regional, national, or international professional counseling organizations related to one's area of practice.	Provide evidence of holding membership in a professional organization and actively participating in the organization's governance or advocacy and can describe the learning, contributions, and continual commitment to professional development and identity.	Provide evidence of holding membership in a professional organization or actively participating in the organization's governance or advocacy for the profession and can describe the learning and contributions to professional development and identity.	Provide evidence of holding membership in a professional organization as expected from course or program requirement (e.g., liability insurance).	No evidence of holding membership or participation in professional organizations or professional advocacy.	
A2. Participate in external (outside the program) education programs and continuing education activities.	Provide evidence of completing external educational activities that leads to area of specialization, certifications, or other professional enhancements and can	Provide evidence of completing external educational activities that leads to area of specialization, certifications, or other professional enhancements and can	Provide evidence of completing external educational activities that leads to area of specialization, certifications, or other professional enhancements.	No evidence of participating in participating in external educational activities.	

	describe the integration of the learning, contributions, and continual commitment into professional development and identity.	describe the learning and contributions to professional development and identity.			
A3. Engage only in counseling activities within the scope of one's professional training and expertise.	Demonstrates a mastery of integrating of knowledge and skills when engaging in counseling activities within the scope of training and expertise.	Demonstrates knowledge and applied skills when engaging in counseling activities within the scope of training and expertise.	Demonstrates sufficient knowledge <u>or</u> limited skills when engaging in counseling activities within the scope of training and expertise.	Engages in counseling activities beyond the scope of training or expertise or without evidence of training and expertise.	
<i>B. Recognize the role of personal awareness and growth in professional development and competency.</i>					
B1. Acknowledge personal values and the impact of these values on professional relationships and practice.	Communicates personal values, articulates challenges and areas of growth, and demonstrates integration and resolution of value conflicts professional relationships and practice.	Communicates personal values, articulates challenges and areas of growth related to impact on professional relationships and practice.	Communicates personal values <u>and</u> recognizes impact on professional relationships and practice.	Communicates personal values <u>and</u> recognizes values as separate from professional values or cannot see impact on professional relationships and practice <u>or</u> cannot communicate personal values.	
B2. Utilize appropriate self-care to mitigate personal stress inherent in a professional role.	Identifies personal stressors that are inherent to the professional role, preventive measures to reduce impact, and self-care strategies to mitigate impact on work performance.	Identifies personal stressors that are inherent to the professional role and self-care strategies to mitigate impact on work performance.	Identifies personal stressors <u>and</u> self-care strategies to mitigate impact on work performance.	Identifies personal stressors that can affect work performance	
B3. Recognize signs of burn-out and	Recognize subtle and explicit signs of burn-out	Recognize subtle and explicit signs of burn-out	Recognize signs of burn-out and	Recognizes signs of impairment but is	

impairment in self and others.	and impairment in self and others <u>and</u> utilizes ethical decision-making processes to address the implications of such situations.	and impairment in self and others <u>and</u> understands the ethical implications of such situations.	impairment in self <u>or</u> others.	less familiar with the signs of burn-out in self and other professionals.	
<i>C. Remain professionally competent.</i>					
C1. Work as a team player in cooperation with professionals or paraprofessionals, colleagues, peers, or community stakeholders.	Attends team activities, show respect for team members, and offers suggestions that reflect collaboration and facilitation of new ideas and actions that advance or contribute to the achievement of team goals.	Attends team activities, shows respect for team members, and offers suggestions that build on the ideas of others and advance or contribute to the achievement of team goals.	Attends team activities, shows respect for team members, and offers perspectives and suggestions that advance or contribute to the achievement of team goals	Attends team activities, shows respect for team members, but does not contribute to the advancement or achievement of team goals.	
<i>D. Remain committed professional growth.</i>					
D1. Appropriately receive and use feedback, both positive and negative, from clients, supervisors, and peers.	Demonstrates appropriate acceptance of feedback and ability to synthesize, adapt, and apply new learning to professional knowledge and practices.	Demonstrates appropriate acceptance of feedback and efforts to understand the	Demonstrates challenges to appropriately receiving and using feedback others.	Demonstrates challenges to appropriately receiving and using feedback others, especially if feedback does not match expectations or are perceived to be negative.	
D2. Engagement in clinical and peer supervision.	Demonstrates motivation, initiative, and openness to supervision, articulate needs and foci of assistance, and synthesize learning to enhance knowledge and skills set.	Demonstrates motivation, initiative, and openness to supervision <u>and</u> articulate needs and foci of assistance above the course or program requirements.	Demonstrates openness to the supervision process and engages in supervision as expected by course or program requirements to achieve satisfactory completion of requirements.	Minimally engages in supervision as expected by course or program requirements <u>or</u> does not initiate or seek out supervision.	

Appendix D

Sample of Course Grading Rubric

**PSY-G552 Career Development
Grading Rubric**

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
Class Participation					
		Provides informed contributions, indicates one has read and is up to date, leads discussion, offers pertinent and succinct information without dominating the conversation, invites others in the class to participate in the discussion and is open to sharing about topic, and shows efforts to synthesize learning with other counseling-related topics or professional issues.	Contributes to discussions begun by instructor or peers, shares information that is pertinent and helpful in processing a topic, follows up to reiterate or contradict a point made by someone else, and shares opinions yet may not indicate knowledge of reading materials or up to date information.	Responds to the contributions of others, responds when called upon by the instructor or peers, shows that one is following the class discussions yet does not contribute often and does not lead conversations.	Miss class without notification or attends class with minimal participation, may go many classes without contributing to conversations, displays attitude of boredom or apathy, sleeps, or responds in manners that inhibit learning and growth, and blatant disrespect for peers and instructor.
II.A.C1	Work as a team player in cooperation with professionals or paraprofessionals, colleagues, peers, or community stakeholders.	Attends team activities, show respect for team members, and offers suggestions that reflect collaboration and facilitation of new ideas and actions that advance or contribute to the achievement of team goals.	Attends team activities, shows respect for team members, and offers suggestions that build on the ideas of others and advance or contribute to the achievement of team goals.	Attends team activities, shows respect for team members, and offers perspectives and suggestions that advance or contribute to the achievement of team goals	Attends team activities, shows respect for team members, but does not contribute to the advancement or achievement of team goals.
II.A.D1	Appropriately receive and use feedback, both	Demonstrates appropriate acceptance of feedback and	Demonstrates appropriate acceptance of feedback	Demonstrates challenges to appropriately receiving and	Demonstrates challenges to appropriately receiving and

⁵ References to the Mental Health Counseling Program Learning Competencies.

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
	positive and negative, from clients, supervisors, and peers.	ability to synthesize, adapt, and apply new learning to professional knowledge and practices.	and efforts to understand the	using feedback others.	using feedback others, especially if feedback does not match expectations or are perceived to be negative.
Career Autobiographies					
	Assignment Content & Quality	Demonstrates in-depth knowledge of assignment's purpose by synthesizing and supporting all key elements in a cohesive artifact that communicates clarity and expansion of ideas/concepts.	Demonstrates insightful knowledge of assignment's purpose by addressing all relevant elements in an artifact that communicates clarity and exploration of ideas/concepts.	Demonstrates knowledge of assignment's purpose but critical or relevant elements are missing or artifact lacks depth in its presentation.	Demonstrates limit or cursory knowledge of assignment's purpose.
II.D.B3	Utilize resources to ensure reporting in an appropriate format, such as the <i>Publication Manual of the American Psychological Association</i> .	Demonstrates understanding of importance in appropriate use and compliance to expectations and standards outlined by established reporting resources.	Complies with formatting expectations and standards outlined by reporting resources	Attempts to adhere to reporting standards but require substantial improvement and/or consistency in complying with reporting resources.	Attempts to adhere to reporting standards but exhibits little knowledge of, or failure to comply with formatting, or appropriate standards.
I.B.G1	Provide general and specific information regarding educational and occupational opportunities, requirements, outlooks, trends, benefits, conditions, and admissions / employment practices for clients, administrators, staff, and significant others.	Provides general and specific career information from multiple resources and demonstrates ability to customize and synthesize information specific to individuals' needs, requests, and/or situations.	Provides general and specific career information that broadly applies to individuals' needs, requests, and/or situations.	Provides general or specific career information with superficial or limited application to individuals' needs, requests, and/or situations.	Unable to provide career information or provides limited information from inappropriate resources or limited information unmatched to individuals' needs, requests, and/or situations.
I.B.H1	Explain and discuss strengths and limitations of established and emerging theories of career development and	Demonstrates ability to identify career theories, explain and discuss strengths and limitations, and understand the implications of	Demonstrates ability to identify career theories, explain and discuss strengths and limitations.	Can identify career theories but exhibits limited abilities in explaining and discussing respective theories' strengths or limitations (for	Exhibits difficulties naming or identifying established or emerging career theories.

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
	career choice.	strengths and limitations to counseling.		example, can discuss strengths but not limitations).	
I.B.H3	Demonstrate theory application and interventions in a manner that “fits” the theory to the client rather than “fitting” the client to the theory.	Demonstrates sophisticated understanding of applying theory and interventions by synthesizes relevant elements of theories that match clients’ development, needs, and situations.	Demonstrates ability to appropriately apply theory and interventions to clients that match clients’ development, needs, and situations.	Demonstrates adequate understanding of applying theory and interventions that match clients’ development, needs, and situations.	Demonstrates difficulties identifying theories or can identify theories but unable to appropriately apply theories to clients or client populations
Career Interviews					
	Assignment Content & Quality	Demonstrates in-depth knowledge of assignment’s purpose by synthesizing and supporting all key elements in a cohesive artifact that communicates clarity and expansion of ideas/concepts.	Demonstrates insightful knowledge of assignment’s purpose by addressing all relevant elements in an artifact that communicates clarity and exploration of ideas/concepts.	Demonstrates knowledge of assignment’s purpose but critical or relevant elements are missing or artifact lacks depth in its presentation.	Demonstrates limit or cursory knowledge of assignment’s purpose.
II.D.B3	Utilize resources to ensure reporting in an appropriate format, such as the <i>Publication Manual of the American Psychological Association</i> .	Demonstrates understanding of importance in appropriate use and compliance to expectations and standards outlined by established reporting resources.	Complies with formatting expectations and standards outlined by reporting resources	Attempts to adhere to reporting standards but require substantial improvement and/or consistency in complying with reporting resources.	Attempts to adhere to reporting standards but exhibits little knowledge of, or failure to comply with formatting, or appropriate standards.
I.B.G1	Provide general and specific information regarding educational and occupational opportunities, requirements, outlooks, trends, benefits, conditions, and admissions / employment practices for clients, administrators, staff, and significant	Provides general and specific career information from multiple resources and demonstrates ability to customize and synthesize information specific to individuals’ needs, requests, and/or situations.	Provides general and specific career information that broadly applies to individuals’ needs, requests, and/or situations.	Provides general or specific career information with superficial or limited application to individuals’ needs, requests, and/or situations.	Unable to provide career information or provides limited information from inappropriate resources or limited information unmatched to individuals’ needs, requests, and/or situations.

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
	others.				
I.B.H1	Explain and discuss strengths and limitations of established and emerging theories of career development and career choice.	Demonstrates ability to identify career theories, explain and discuss strengths and limitations, and understand the implications of strengths and limitations to counseling.	Demonstrates ability to identify career theories, explain and discuss strengths and limitations.	Can identify career theories but exhibits limited abilities in explaining and discussing respective theories' strengths or limitations (for example, can discuss strengths but not limitations).	Exhibits difficulties naming or identifying established or emerging career theories.
I.B.H3	Demonstrate theory application and interventions in a manner that "fits" the theory to the client rather than "fitting" the client to the theory.	Demonstrates sophisticated understanding of applying theory and interventions by synthesizes relevant elements of theories that match clients' development, needs, and situations.	Demonstrates ability to appropriately apply theory and interventions to clients that match clients' development, needs, and situations.	Demonstrates adequate understanding of applying theory and interventions that match clients' development, needs, and situations.	Demonstrates difficulties identifying theories or can identify theories but unable to appropriately apply theories to clients or client populations
Exams/Quizzes					
I.B.F1	Understand trends, philosophies, and the history of career development and career counseling.	Earned points 96% or higher.	Earned points between 90 – 95%.	Earned points between 80 – 89%.	Earned points 79% or below.
I.B.F2	Identify sources of and help clients understand and use labor market information and career information tailored for individual use.	Earned points 96% or higher.	Earned points between 90 – 95%.	Earned points between 80 – 89%.	Earned points 79% or below.
II.C.A1	Exhibit a thorough knowledge of ethical standards of professional organizations and credentialing bodies.	Earned points 96% or higher.	Earned points between 90 – 95%.	Earned points between 80 – 89%.	Earned points 79% or below.
Group Presentations					
	Assignment Content &	Demonstrates in-depth	Demonstrates insightful	Demonstrates knowledge of	Demonstrates limit or cursory

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
	Quality	knowledge of assignment's purpose by synthesizing and supporting all key elements in a cohesive artifact that communicates clarity and expansion of ideas/concepts.	knowledge of assignment's purpose by addressing all relevant elements in an artifact that communicates clarity and exploration of ideas/concepts.	assignment's purpose but critical or relevant elements are missing or artifact lacks depth in its presentation.	knowledge of assignment's purpose.
I.B.A4	Use counseling and psychotherapeutic techniques based on principles, methods, and procedures of counseling that assist people in identifying and resolving personal, social, vocational, intrapersonal, and interpersonal concerns.	Exhibits mastery in using counseling and psychotherapeutic techniques as indicated by intentionality of use, identification and rationale of all techniques used, and application of techniques across wide range of clients' concerns.	Exhibits proficiency in using counseling and psychotherapeutic techniques as indicated by intentionality of use, identification of techniques, and application of techniques in most areas of clients' concerns.	Uses counseling or psychotherapeutic techniques but is unable to identify, explain rationale for use, or can apply techniques in limited situations; needs improvement in identifying and intentionally applying specific techniques.	Uses strategies to assist clients but approach are less related to counseling or psychotherapeutic techniques or theories and in areas of direct advise-giving, "fixing", or problem-solving.
I.B.G1	Provide general and specific information regarding educational and occupational opportunities, requirements, outlooks, trends, benefits, conditions, and admissions / employment practices for clients, administrators, staff, and significant others.	Provides general and specific career information from multiple resources and demonstrates ability to customize and synthesize information specific to individuals' needs, requests, and/or situations.	Provides general and specific career information that broadly applies to individuals' needs, requests, and/or situations.	Provides general or specific career information with superficial or limited application to individuals' needs, requests, and/or situations.	Unable to provide career information or provides limited information from inappropriate resources or limited information unmatched to individuals' needs, requests, and/or situations.
I.B.H3	Demonstrate theory application and interventions in a manner that "fits" the theory to the client rather than "fitting" the client to the theory.	Demonstrates sophisticated understanding of applying theory and interventions by synthesizes relevant elements of theories that match clients' development, needs, and	Demonstrates ability to appropriately apply theory and interventions to clients that match clients' development, needs, and situations.	Demonstrates adequate understanding of applying theory and interventions that match clients' development, needs, and situations.	Demonstrates difficulties identifying theories or can identify theories but unable to appropriately apply theories to clients or client populations

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
		situations.			
I.C.C1	Perform a thorough literature search of resources.	Provides evidence of thorough literature search that is appropriate, critically supportive, and informative for intended specific purpose(s).	Provides evidence of literature search that is appropriate, supportive, and informative for intended specific purpose.	Provides some evidence of a literature search that is appropriate or supportive but search range is restricted or limited for intended specific purpose.	Fails to provide evidence of literature search or provides evidence of a literature search that is limited in scope, includes inappropriate or irrelevant sources, and lack specificity for intended specific purpose.
I.C.C2	Use and interpret counseling research.	Demonstrates thorough use of counseling research and ability to synthesize information to provide an interpretation of findings with depth and clarity.	Demonstrates use of counseling research and ability to integrate information to provide an interpretation of findings.	Demonstrates use of counseling research by communicating and organizing information but needs improvement in providing interpretation of findings.	Demonstrates use of counseling research by communicating information from sources but needs improvement in presenting information and interpreting findings.
I.C.C3	Select studies to be reported in a review.	Effectively selects studies determined relevant and appropriate to the scope of the research (e.g., concepts, populations, techniques, etc.) and effectively reports relevance of studies in the review.	Selects studies determined relevant and appropriate to the scope of the research (e.g., concepts, populations, techniques, etc.) and reports relevance of studies in the review.	Selects limited or few studies determined to be relevant and provides cursory reporting of studies in the review.	Selects studies to be included in review but provides little evidence of relevance or fail to report in the review.
I.C.C4	Summarize the strengths and weaknesses of existing studies and other literature.	Provides insightful summary and discussion of implications from the strengths and weaknesses of studies and other literature.	Provides summary of the strengths and weaknesses of studies and other literature.	Provides strengths and weaknesses of studies and other literature.	Provides either strengths or weaknesses of studies and other literature.
I.C.C5	Draw conclusions about existing literature.	Articulates a synthesized and logical conclusion that extrapolates from existing literature and applies to specific inquiry.	Articulates a logical conclusion that summarizes existing literature and applies to specific inquiry.	Articulates a conclusion that is reflects a general position or summary with limited association to existing literature or specific inquiry.	Articulates a conclusion that is unrelated to existing literature and does not apply to specific inquiry.
II.B.A1	Define and recognize the needs of culturally diverse populations.	Demonstrates sophisticated ability to define and recognize the needs of culturally diverse	Demonstrates ability to define and recognize the needs of diverse	Demonstrates efforts in defining or recognizing the needs of culturally diverse	Demonstrates minimal ability in defining and recognizing the needs of culturally diverse

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
		populations and incorporates ability to practice (e.g., interactions, counseling interventions & strategies, etc.).	populations understanding.	populations.	populations, views needs of others through own cultural experiences or lens of universality, and/or shows limited interest in expanding awareness.
II.B.C2	Discuss the ways in which assumptions and methods utilized in various theories, approaches, and techniques may or may not be appropriate for use with culturally diverse populations.	Demonstrates ability to evaluate and articulate the appropriateness of assumptions and methods of various theories when applied to culturally diverse populations.	Demonstrates ability to articulate the appropriateness of assumptions and methods of various theories when applied to culturally diverse populations.	Demonstrates ability to recognize the appropriateness of a few theories when applied to culturally diverse populations.	Demonstrates limited awareness of the appropriateness of assumptions and methods of various theories when applied to culturally diverse populations.
II.B.E3	Recognize the possibility of bias in the areas of assessment and research as related to culturally diverse clients and interpret data accordingly.	Has ability to recognize bias in assessment and research, can independently state implications and limitations of bias, and modify interpretations with support for appropriate application to culturally diverse populations.	Has ability to recognize bias in assessment and research and can independently interpret the data with relevant support for appropriate application to culturally diverse populations.	Has ability to recognize some bias in assessment and research but needs improvement in ability to independently interpret the data as it relates to culturally diverse populations.	Has limited ability to recognize bias in assessment and research and interprets information as appropriate and applicable to all clients.
II.B.F1	Understand counselors' roles in promoting social justice for all clients.	Demonstrates sophisticated understanding of counselor's role in promoting social justice through explicit commitment and collaborative actions on behalf of clients.	Demonstrates understanding of counselor's role in promoting social justice on behalf of all clients.	Demonstrates understanding of counselor's role in promoting social justice within restricted context or with limited client populations.	Demonstrates little understanding of or shows little interest in counselors in promoting social justice for all clients.
II.B.H2	Apply knowledge regarding ethical standards related to cultural factors.	Can independently and accurately apply ethical standards to cultural factors and demonstrates full understanding of the ethical and cultural implications for all individuals.	Can independently apply ethical standards to cultural factors and demonstrates understanding of the ethical and cultural implications for all individuals.	Can recognize basic ethical standards related to cultural factors but exhibits difficulties in independently or accurately applying ethical standards to cultural factors.	Can apply ethical standards to cultural factors with support or within limited context but is unable to independently relate ethical standards to cultural factors.

Course Activities		4=A+	3=A	2=B	1=C
PLC ⁵	Competencies				
II.C.A3	Operate from a consistent ethical decision-making model to solve ethical dilemmas.	Independently and effectively operates from a consistent ethical decision-making model to solve ethical dilemmas.	Operates from a consistent ethical decision-making model to solve ethical dilemmas.	Recognizes an ethical dilemma but inconsistently or inaccurately applies an ethical decision-making model to solve dilemmas.	Recognizes ethical dilemmas but does not use an ethical decision-making model or fails to recognize ethical dilemmas.
II.D.B3	Utilize resources to ensure reporting in an appropriate format, such as the <i>Publication Manual of the American Psychological Association</i> .	Demonstrates understanding of importance in appropriate use and compliance to expectations and standards outlined by established reporting resources.	Complies with formatting expectations and standards outlined by reporting resources	Attempts to adhere to reporting standards but require substantial improvement and/or consistency in complying with reporting resources.	Attempts to adhere to reporting standards but exhibits little knowledge of, or failure to comply with formatting, or appropriate standards.
Theoretical Framework Video					
I.B.H2	Develop and explain a personal theory of career counseling consistent with personal philosophical assumptions, client needs, and agency/institution goals, objectives, and standards, and consonant with agency, ACA, NCDA, and personal ethical standards.	Articulates a personal theory of career counseling that conveys, within one's voice and professional style, synthesized understanding of existing career theories, ethical and legal standards, client development, and other external factors.	Articulates an emerging personal theory of career counseling that conveys, within one's voice and professional style, synthesized understanding of existing career theories, ethical and legal standards, client development, and other external factors.	Articulates a personal theory of counseling that reflects a general understanding of counseling and ethical standards but is less specific to career counseling or conveys partial understanding of career counseling.	Articulates a personal theory of counseling that conveys a surface understanding of counseling applied to career counseling.