

George Mason University
College of Education and Human Development
Counseling and Development

EDCD 791 (007) - Internship in Counseling

3 Credits, Fall 2016

Mondays, 4:30 – 7:10 pm

Innovation Hall Room 338

Faculty

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Prerequisites/Corequisites

Completion of CNDV program course work except for electives [total credits cannot exceed three credit hours]; overall GPA of 3.00; no grade lower than B in skills courses EDCD 603, 606/609, and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

University Catalog Course Description

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process. Builds on previous practicum experiences.

Course Overview

Building upon completion of program coursework and a supervised practicum, this course provides supervised professional practice of a minimum of 300 hours of community agency counseling in a setting similar to one in which the graduate may work. Of those 300 hours, a minimum of 120 are required face-to-face provision of professional counseling. This course includes a weekly class in the form of a seminar, with an emphasis on the counseling process.

The internship course includes an arranged, on-site supervised experience in counseling. The course aims to assist the student to further develop skills in: counseling, theoretical conceptualization, applied intervention, and professional practice. The course will endeavor to provide students with opportunities to integrate multiculturalism, social justice, advocacy and leadership within the professional counseling parameters of the George Mason University Counseling and Development Program mission.

Students engage in the direct provision of professional counseling services while being supervised. Students meet a minimum of one hour each week in formal supervision with their on-site supervisor, who is a licensed and experienced mental health professional, and meet requirements of that supervisor, the organization in which the internship occurs, various service delivery and external licensing standards, and engage in ethical practice. Students are required to maintain a log of clinical and administrative activities.

Students are encouraged to have experience with a range of service recipients, including children, adolescents, adults, seniors, groups, and families. As an essential learning tool, students make audio/video recordings of their provision of counseling services. Recordings are reviewed by the student as well as their site supervisor. Two recordings and process notes are submitted to faculty and selected recordings are reviewed during class.

Classes involve seminars in which students share their learning experiences, present cases, discuss clinical formulations, conceptualize interventions, explore techniques, and consider multicultural and social justice issues. Students discuss professional identity, role, ethics, situational or organizational influences, practice issues, and the use of clinical supervision. And, because awareness of and use of ‘self’ by a professional counselor is an essential attribute, students examine countertransference as it relates to the counseling process. Thus, students are expected to discuss their personal reactions and feelings.

As this course involves client information and personal responses of students, it is expected that students will maintain high standards of professionalism and confidentiality. Students commit to respect the privacy of clients as well as other students, and agree not to disclose information, other than about oneself, outside of this supervised class or, with respect to clients, an appropriate site circumstance. As well, students may not discuss these matters in other classes. Cases should be regularly reviewed with the site supervisor and questions or concerns that need attention should be brought to faculty in class, by email (making sure that no client identity information is included) or mobile phone call.

Course Delivery Method

This course is taught using on-site clinical practice, on-site clinical supervision, implementation of a short term prevention program, readings, class discussions, audio/video recording of counseling practice, analysis of counseling process, and evaluations.

Attendance and participation in all classes are required. To be clear, attending the first night of class is mandatory. Students are required to be on time at the beginning of each class and to remain present until the class is dismissed by the professor. No early departures are permitted. Grades are in part determined by quality of one’s class participation.

Students are required to sign in to each class; the sign in sheet is collected at the time the class begins. Lateness to class will factor into a student’s grade for attendance/participation. If a student misses more than 1 class without an acceptable reason and documentation (e.g., religious holiday, family emergency, illness with a doctor’s note), he or she will not receive a passing grade for the course.

Students should be prepared to reflect on their own life experiences as they relate to topics of discussion with the class and group process.

Learner Outcomes or Objectives

This course is designed to enable students to:

- 1) Practice professional counseling competencies developed throughout the graduate training program;
- 2) Apply understandings about a community service, systemic and ecological issues, and the role of a counselor in advocacy, social justice, multiculturalism and change;
- 3) Understand professional issues in community agency counseling, including issues related to administrative management and clinical supervision;
- 4) Develop and practice counseling skills in working with individuals, groups, and families within a culturally diverse framework;
- 5) Stimulate formulation of, and identification with, a professional role;
- 6) Inculcate high standards of professional ethics, accompanied by experience involving ethical decision-making and practice related to counseling;
- 7) Prepare for post-graduate supervised clinical practice of professional counseling.

Professional Standards (CACREP)

EDCD 791 is a culminating course for master’s degree students in the Community Agency Counseling

Program and directly relates to the program goals and mission. The course is designed to enhance professional counseling skills and to provide students with site-based community agency practical experience.

Commonwealth of Virginia Board of Counseling requirement includes supervised internship (300 of 600 hours to include 120 of 240 hours of face-to-face direct client contact).

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards require that counselor education programs include the study of helping relationships in a multicultural society; CACREP Section II requires preparation in Professional Identity; and CACREP Section III requires preparation in Professional Practice.

American Counseling Association Code of Ethics requires that counselor education and training programs integrate academic study and supervised practice.

Required Texts

1. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
2. American Counseling Association. (2014). ACA code of ethics. Alexandria, VA: Author.
3. Additional readings as indicated in the syllabus.
4. Materials on Blackboard on the Counseling and Development Organization page. Click the Community Agency P&I link on the left-hand column. Print copies of relevant materials as needed, including: Information for CA On-Site Supervisor, Supervision Agreement, Mid-Term Evaluation and Final Evaluation forms for your site supervisor.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

- A. Class Participation (30% of total grade)

Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the course; demonstrate engagement (ask questions, share thoughts and personal responses); be respectful and attentive; and demonstrate preparedness for each class meeting. Class participation is of critical importance for internship. Students are to be prepared to reflect on their own life experiences as they relate to topics of discussion with the class and group process. Also included in 'class participation' are: engagement in case reviews and processing; presentation of counseling theory, clinical formulation and process; presentation of a treatment plan; presentation of information on research; presentation on diversity; and presentation on licensing law.

- B. Community Agency Internship Placement & Supervision Evaluation (30% of total grade)

A minimum of 300 hours of on-site internship in the professional counselor role. One hundred and twenty (120) placement hours must be face-to-face counseling hours that include work with individuals, groups, and families. [For PCLC students, one hundred and fifty (150) hours of face-to-face hours are required.] Achieving the hours required to pass this class is the sole responsibility of the student. It is encouraged that students work with at least one group and/or family during the internship. Students are required to meet in clinical supervision a minimum of 1 hour each week, individually with their on-site supervisor. Students are responsible for obtaining mid-semester evaluations from on-site supervisors and submitting them on 10/17; and a final evaluation and site log of hours (signed by both student & on-site supervisor) and uploading them to Blackboard on 12/5. A minimum grade of 'B' on these evaluations is required to pass the course. Students also

meet in two individual brief supervision sessions with Dr Zuessman. Students also must submit on 11/28 a minimum of 3 counseling surveys completed by clients along with a client feedback report averaging the scores.

C. Recordings & Process Notes (20% of total grade)

Students are required to submit two audio/video recordings (stored on a USB drive) and process notes on two different clients. [If this poses some challenge, be sure to discuss this early on with Dr Zuessman.] The first recording should be of the entire session; the second recording should be a 20-minute segment of a session later in the semester with another client. The student should review each recording thoroughly. Process notes are to be written with an indication of the elapsed time on the recording. They should include notation of key events/interactions, the counselor's associated internal experience and thoughts, and a summary of client themes and counseling interventions. They should also address reflection upon effectiveness of intervention and questions you may have about particular parts (noting elapsed time) of the recording. Recordings and notes are to be submitted to Dr Zuessman on 10/11 and 11/21 respectively. A signed "permission to record" form is to be submitted with each recording. Additional recordings may be requested based on assessments by the site supervisor and/or Dr Zuessman.

D. Short Term Prevention Program (20% of total grade)

During the practicum semester, in collaboration with site and university supervisors, students developed ideas for a Short-Term Prevention Program to address one problem facing their community agency site. During this internship semester, students implement their ideas. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at the training site. The proposal outlining the nature of the project is due on 9/26. The proposal can be the same as what was already submitted in the practicum semester. However, if the project is substantially revised, a new proposal will be necessary. A presentation of the actual project and associated learning is to be made to the class on 11/21. A five-page prevention program summary, including project methodology and outcomes is to be submitted on 11/28.

• Other Requirements

APA Format: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers unless otherwise noted. Errors in grammar, writing, and APA style impact grades.

Electronic Devices

Turn off all audible, visual and tactile notification systems and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Laptops or tablets are permitted for the purpose of taking notes only. Audio or video recording of the class is not permitted. Engaging in activities not related to the course (e.g. internet connection, email, chat, text, gaming, telephone, etc.) will result in a significant deduction in participation grade; and on second offense will result in a failing grade.

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. More than one un-excused absence will result in loss of credit for the entire course. Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Note: if any absence interferes with making any presentation listed in the syllabus topic section, then the student will be required to make that presentation the following scheduled class.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class activities, (5) regularly check GMU email & course website, (6) submit/access documents via Blackboard.

Assignments

Unless otherwise noted, assignments for the course are to be submitted in two ways: (1) Submit an electronic copy prior to the beginning of class on the date due via the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late course assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

All students planning to pursue licensure should submit to the program's clinical coordinator their verification of internship forms by the end of the semester. Failure to do so can result in delay of one's LPC application with the Board of Counseling. Verification of internship forms can be downloaded from the VA Board of Counseling website (www.dhp.state.va.us/counseling).

Students who plan to graduate in Fall 2016 should apply online for graduation and should visit the Registrar's office at <http://registrar.gmu.edu/graduation/index.html> for additional information regarding graduation procedures. Students must file the graduation intent form online. In addition, all graduating students should complete a C&D exit interview online survey. A link for this online survey will be emailed to you by the C&D faculty/staff towards the end of the semester. All exit interviews will be anonymous.

- **Course Performance Evaluation Weighting**

- A. Class Participation (30% of total grade)
- B. Community Agency Internship Placement & Supervision Evaluation (30% of total grade) [On-Site Supervisor Final Evaluation [paper & upload; 3 Client Satisfaction Surveys [paper]
- C. Recordings & Process Notes (20% of total grade)
- D. Short Term Prevention Program (20% of total grade) [paper & upload]

- **Grading Policies**

EDCD 791 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the Internship. Students will be evaluated on all course requirements. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, and assigned projects and papers. Consultation with university and on-site supervisors regarding the intern's performance will occur during the semester and scores lower than a three on a student's final evaluation from the on-site supervisor can result in course failure.

Every student registered for a Counseling and Development course with a required performance-based assessment is required to submit that assessment to Blackboard. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced

during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Class Schedule

EDCD 791: Internship in Counseling TENTATIVE COURSE SCHEDULE

<u>CLASS</u>	<u>DATE</u>	<u>TOPIC</u>	<u>Assignments Due</u>
1	8/29/16	Welcome & Introductions; Review of Syllabus. Change in faculty for Internship. Internship as a culminating graduate experience. Clarification of on-site supervisor contact details. What is it like to return to your internship site? What are your goals for professional & personal development this semester (have they changed from last semester)? How can you address these in this course?	Read syllabus. Please hand-in on paper your on-site supervisor contact details & description of internship site.
	9/5/16	Labor Day NO CLASS	
2	9/12/16	Check-in & case processing* (*may include excerpt from your audio/video recordings with client). Clinical formulation vs diagnosis. Clinical supervision.	All internship documents . Copy of current malpractice insurance .
3	9/19/16	Present your counseling theory & how you integrate that with clinical formulation, counseling process & intervention (10-15 min). Counselor evaluation of client progress.	Self-identified readings on counseling theory .
4	9/26/16	Check-in & case processing*. Present your planned short term prevention program (5-10 min).	Prevention program proposal .
5	10/3/16	Check-in & case processing*. Present your treatment plan of a case, including: clinical formulation, identification of goals & objectives, intervention strategies (15 min).	De-identified treatment plan .
	10/10/16	Columbus Day CLASS RESCHEDULED TO TOMORROW	
6	10/11/16	TUESDAY ! Check-in & case processing*.	Client recording # 1 & process notes .
7	10/17/16	Check-in & case processing*. Individual brief supervision sessions with Dr Zuessman.	Log of hours . Mid-semester supervisor evaluations .
8	10/24/16	Check-in & case processing*. What is evidence-based practice? Research informed practice? Practice-based evidence? Your views about research and your counseling practice.	Choose a peer reviewed research journal article on counseling & share with class.
9	10/31/16	Check-in & case processing*. Termination issues in counseling.	
10	11/7/16	Check-in & case processing* Diversity issues in counseling at your site. Share your article findings; identify ways to improve your cultural competencies.	Choose & review an article on diversity to share with class.
11	11/14/16	Check-in & case processing* What do professional issues mean to you (ACA, CACREP, NCC, CCMHC, post-degree experience & supervision, private practice, continuing professional development, specialization)?	Choose a state in which you plan to practice; read its licensure law ; bring a copy of that law & share findings with class.
12	11/21/16	Present your short term prevention program (15 minutes). Review of termination issues.	Client recording # 2 & process notes .
	11/23 to 11/27 THANKSGIVING RECESS		
13	11/28/16	Check-in & case processing* Individual brief supervision sessions with Dr Zuessman.	Prevention Program Paper . Submit Client Surveys .
14	12/5/16	Class Synthesis; Career planning; Summary & Evaluation	Log of Hours . Final On-Site Supervisor Evaluation .

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Assessment Rubric(s)

Short Term Prevention Program Rubric – 20% of total course grade

	Exceeds Standards 5 (94-100)	Meets Standards 4 (87-93)	Approaching Standards 3 (80-86)	Below Standards 2-1 (79 and below)
Prevention Program (Research-G.8.b.; G.8.d.)	Project is well thought out and researched, relevant to the stated goal, and addresses a need of the community agency site	Project is fairly well thought out and/or researched, relevant to the stated goal, and addresses a need of the community agency site	Project is not particularly well thought out, or is not relevant to the goal, or is an inappropriate community counseling intervention (not relevant to site needs)	Project is not well thought out, is not relevant to the goal, and/or is an inappropriate community counseling intervention
Program Implementation (Research-G.8.b.; G.8.f.)	Steps of program implementation are clearly described. Strengths and challenges of the program are fully discussed. There is evidence of a thorough understanding of relevant ethical issues and standards.	Steps of program implementation are described. Strengths and challenges of the program are discussed. Reference is made to relevant ethical issues and standards.	Steps of program implementation are described in a vague or disorganized way. Strengths or challenges of the program are neglected. Reference is made to general ethical considerations.	The steps of program implementation are not described. No discussion of strengths or challenges. No reference to ethical considerations.
Data Collected (Research-G.8.b.; G.8.d.)	Outcome data were collected and clearly identified, and were relevant to stated goals	Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	Outcome data were irrelevant to the stated goal of the intervention, or there were problems with the data collected	Data were missing, or outcome data were irrelevant to the goal
Data Analysis and Recommendations (Research-G.8.c.; G.8.d; G.8.e.)	Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and useful for future efforts to improve client success	Data are accurately analyzed and recommendations are related to the data and useful for future efforts to improve client success	Data are superficially analyzed and recommendations have limited usefulness for future efforts to improve client success	Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning future prevention programs

Community Agency Field Experience Rubric

	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)	Poor (0)
Counseling Skills	<ul style="list-style-type: none"> *Develops strong therapeutic relationships with most clients *Independently develops thorough case conceptualizations *Independently assesses most clients appropriately 	<ul style="list-style-type: none"> *Develops strong therapeutic relationships with some clients *Develops thorough case conceptualizations with clinical supervision *Appropriately assesses most clients with clinical supervision 	<ul style="list-style-type: none"> *Develops adequate therapeutic relationships with most clients *Some evidence of case conceptualization skills *Some evidence of assessment skills 	<ul style="list-style-type: none"> *Develops adequate therapeutic relationships with some clients *Relies on clinical supervision to assist with case conceptualization *Relies on clinical supervision to assist with assessment 	<ul style="list-style-type: none"> *Does not develop adequate therapeutic relationships with any clients *No evidence of case conceptualization skills *No evidence of assessment skills
Professional Disposition	<ul style="list-style-type: none"> *Collegial at all times *On time for all appointments/ meetings *Displays effective interpersonal communication at all times *Paperwork is well-written and timely 	<ul style="list-style-type: none"> *Collegial most of the time *On time for most appointments/ meetings *Displays effective interpersonal communication most of the time *Paperwork is adequate 	<ul style="list-style-type: none"> *Improvement needed in one of the areas 	<ul style="list-style-type: none"> *Improvement needed in two of the areas 	<ul style="list-style-type: none"> *Improvement needed in three or more of the areas
Utilization of Clinical Supervision	<ul style="list-style-type: none"> *Always engaged in supervision *Always prepared for supervision *Always thoughtful and reflective during supervision *Always open to feedback in supervision 	<ul style="list-style-type: none"> *Engaged in supervision most of the time *Prepared for supervision most of the time *Thoughtful and reflective in supervision most of the time *Open to feedback in supervision most of the time 	<ul style="list-style-type: none"> *Improvement needed in one of the areas 	<ul style="list-style-type: none"> *Improvement needed in two of the areas 	<ul style="list-style-type: none"> *Improvement needed in three or more of the areas
Multicultural & Social Justice Competency	<ul style="list-style-type: none"> *Identifies multicultural issues and integrates culturally appropriate interventions with all clients *Identifies social justice issues and advocates accordingly for all clients 	<ul style="list-style-type: none"> *Identifies multicultural issues and integrates culturally appropriate interventions with most clients *Identifies social justice issues and advocates accordingly for most clients 	<ul style="list-style-type: none"> *Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision *Identifies social justice and advocacy issues with clinical supervision 	<ul style="list-style-type: none"> *Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions *Some identification of social justice issues, but difficulty advocating for clients 	<ul style="list-style-type: none"> *Unable to identify multicultural issues *Unable to identify social justice and advocacy issues
Self-Awareness	<ul style="list-style-type: none"> *High levels of self-awareness *Demonstrates insight into impact on others at all times *Ability to clearly articulate strengths and weaknesses at all times 	<ul style="list-style-type: none"> *Good self-awareness *Demonstrates insight into impact on others most the time *Ability to articulate strengths and weaknesses most of the time 	<ul style="list-style-type: none"> *Moderate levels of self-awareness *Some insight into impact on others *Some awareness of strengths and weaknesses 	<ul style="list-style-type: none"> *Limited evidence of self-awareness *Limited evidence of insight into impact on others *Limited evidence of awareness of strengths and weaknesses 	<ul style="list-style-type: none"> *No evidence of self-awareness *No evidence of insight into impact on others *No evidence of awareness of strengths and weaknesses

Community Agency Counseling Outcome Rubric

	(4) Client Response of Strongly Agree	(3) Client Response of Mostly Agree	(2) Client Response of Neutral	(1) Client Response of Mostly Disagree	(0) Client Response of Strongly Disagree
	Item A: Client satisfaction with counseling process (4 pts possible)	Item B: Client satisfaction with progress being made towards identified counseling goals (4 pts possible)	Item C: Client's degree of feeling understood by student counselor (4 pts possible)	Item D: Client satisfaction with counseling relationship (4 pts possible)	Item E: Client report that life has improved as a result of counseling (4 pts possible)
Client 1					
Client 2					
Client 3					
Average score for each Item (column)					