College of Education

Counseling, Adult and Higher Education

Counseling

EdD

October, 2014

Suzanne Degges-White, Professor and Chair
1. Student Learning Outcomes

**EdD in Counseling**

Students will:

(1) Demonstrate knowledge in advanced counseling skills.

(2) Demonstrate knowledge in advanced teaching skills.

(3) Demonstrate knowledge in advanced supervision skills.

(4) Demonstrate knowledge in advanced leadership skills.

(5) Demonstrate the ability to conduct independent scholarly research.
2. Program-by-Baccalaureate Learning Outcomes Matrix

N/A
3. Curriculum Map

<table>
<thead>
<tr>
<th>Course</th>
<th>1. Demonstrate knowledge of advanced counseling skills</th>
<th>2. Demonstrate knowledge of advanced teaching skills</th>
<th>3. Demonstrate knowledge in advanced supervision skills</th>
<th>4. Demonstrate knowledge in advanced leadership skills</th>
<th>5. Demonstrate the ability to conduct independent scholarly research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHC 593</td>
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<tr>
<td>CAHC 700</td>
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<tr>
<td>CAHC 701</td>
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<tr>
<td>CAHC 730</td>
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<tr>
<td>CAHC 740</td>
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<td>B</td>
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<tr>
<td>CAHC 750</td>
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<td>CAHC 752</td>
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<td>CAHC 765</td>
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<td>CAHC 790</td>
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<tr>
<td>CAHC 799</td>
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<td>CAHE765</td>
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<tr>
<td>ETR 521</td>
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<td>ETRA 522</td>
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<td>ETRA 525</td>
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<tr>
<td>ETRA 531</td>
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</tbody>
</table>

*This table is for specialization courses only. They are in numerical order according to the school specialization (first 4 courses), followed by those pursuing a clinical mental health specialization.
### 4. Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>1. Demonstrate knowledge of advanced counseling skills</th>
<th>2. Demonstrate knowledge of advanced teaching skills</th>
<th>3. Demonstrate knowledge in advanced supervision skills</th>
<th>4. Demonstrate knowledge in advanced leadership skills</th>
<th>5. Demonstrate the ability to conduct independent scholarly research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidacy Exam</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
<td>F, D</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>S, I</td>
<td>S, I</td>
<td>S, I</td>
<td>S, I</td>
<td>S, I</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>S, I</td>
<td>S, I</td>
<td>S, I</td>
<td>S, I</td>
<td>S, I</td>
</tr>
<tr>
<td>Counseling Competencies Scale (CCS)</td>
<td>S, D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitator Evaluation Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S, I</td>
</tr>
<tr>
<td>Teaching Evaluations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisor-in-Training Evaluation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Doctoral Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S, D</td>
</tr>
</tbody>
</table>
### Explanation of Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
<th>Explanation</th>
<th>When Data Will be Collected</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidacy Exam</strong></td>
<td>At the end of their academic programs, students complete a general candidacy exam designed to reflect knowledge of the CACREP core doctoral counseling areas. Exam questions are written by the faculty. Each exam has one or two comprehensive questions that reflect the integration of several core areas and two-four questions that reflect a single core area. Exams are offered in the Fall, Spring and Summer semesters. Randomly selected counseling faculty members are selected to evaluate general comp exams.</td>
<td>Pass the exam on the first attempt.</td>
<td>During each semester that the exam is administered.</td>
<td>Testing Coordinator coordinates the administrative, review, and reports of results of exams.</td>
</tr>
<tr>
<td><strong>Alumni Survey</strong></td>
<td>This survey is designed for our graduates to assess our degree programs in regards to our objectives and learning outcomes. Survey results help inform faculty regarding how well the program prepares graduates for their profession.</td>
<td>90% of graduates believe the program helped them prepare for a job relevant to their degree.</td>
<td>90% of graduates will have secured employment.</td>
<td>Annually Program Coordinator</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Description</td>
<td>Student-Level Target</td>
<td>Program-Level Target</td>
<td>When Data Will be Collected</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>The Counseling Faculty conducts an Employer Survey of program graduates’ employers. This survey assesses employer rating of graduate knowledge in 21 areas, skills in 22 areas and attributes in 8 areas, as well as asking two open-ended questions on program strengths and areas for improvement.</td>
<td>Student performance meets employer expectations.</td>
<td>All students are performing adequately at their post-graduation jobs.</td>
<td>Effort is made to receive feedback from employers every 3 years.</td>
</tr>
<tr>
<td>Counseling Competencies Scale (CCS)</td>
<td>The Counseling Competencies Scale (CCS) assesses counseling students’ skills development and professional competencies.</td>
<td>All students will receive adequate or above in all categories before they can pass the course. (Evaluation is conducted during the Practicum course).</td>
<td>100% of students will receive ratings of adequate or higher on all skill areas.</td>
<td>After each Practicum course (Fall and Spring Semesters)</td>
</tr>
<tr>
<td>Facilitator Evaluations</td>
<td>This evaluation was developed to assess a student’s skills in facilitating group sessions, one aspect of leadership skill development. It is an 11-item, Likert-scale type evaluation of student’s ability to lead group counseling sessions.</td>
<td>All students will receive at least an average of 3.0.</td>
<td>100% of students will receive ratings of 3.0 or above on all measures.</td>
<td>At the end of the semester.</td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Description</td>
<td>Student-Level Target</td>
<td>Program-Level Target</td>
<td>When Data Will be Collected</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Teaching Evaluations</td>
<td>All doctoral students are responsible for teaching or co-teaching at least two masters-level core courses. This assessment is conducted after each teaching assignment by the faculty supervisor or Program Coordinator. The major areas for assessment include: organization, knowledge, methods of instruction, communication and accessibility. Students will demonstrate knowledge of common core areas in Counseling. 100% of students will successfully meet this learning outcome. Data is collected at the end of each teaching assignment. Supervising faculty members.</td>
<td></td>
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</tr>
<tr>
<td>Supervisor in Training Form</td>
<td>This is a 28-item Likert-type scale assessment that is completed by supervising faculty. The key areas assessed by this assessment include ethical behavior, counseling theory, and receptiveness to feedback and relationship development in regards to supervisee as well as supervisor. Students will demonstrate advanced supervision skills. 100% of students will successfully meet this learning outcome. Data is collected whenever a doctoral student is assigned to supervise a Master’s student. Faculty supervisor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Method</td>
<td>Description</td>
<td>Student-Level Target a</td>
<td>Program-Level Target b</td>
<td>When Data Will be Collected</td>
</tr>
<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Doctoral Dissertation</td>
<td>Every doctoral student is required to write a dissertation. Dissertations are evaluated at the proposal defense and the dissertation defense. The proposal defense represents the agreement between the student and the dissertation committee regarding the research questions, dissertation design, data collection methods, and data analysis. The final evaluation takes place at the dissertation defense. Students are expected to use appropriate technology, research methodology, and professionalism in presenting their research and defending their results. Proposal and dissertation defenses are ongoing throughout the year. External reviews of dissertations are conducted by the Graduate School, and input from the Dean’s designate at dissertation defenses are used to obtain feedback on the dissertation process. As part of program review, dissertations are sent for external review.</td>
<td>Successfully defend dissertation.</td>
<td>All students will successfully defend their dissertations.</td>
<td>Every semester.</td>
</tr>
</tbody>
</table>

*Note.* a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.
# Evaluation Form for Supervisor-In-Training

## Standards/Outcomes

<table>
<thead>
<tr>
<th>Standards/Outcomes</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sort Order</td>
<td>Enforce Answering</td>
<td>Entries</td>
<td>Possible Answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Supervisor-in-Training Name:</td>
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</tr>
<tr>
<td>2</td>
<td>Date:</td>
<td>Choose date</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Evaluation Period:</td>
<td>Midterm</td>
<td>Final</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Directions: Please rate the following supervisory functions using the 1-5 point Likert scale below (1 = low, 5 = high). A rating below 3 indicates the supervisor standard was not being met.</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td><strong>PART 1: ACS Code of Ethics Standards</strong></td>
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<tr>
<td></td>
<td>NA= Not Applicable</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(Low)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>(High)</td>
</tr>
<tr>
<td>6</td>
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</tbody>
</table>

1. Supervisor in training provides a disclosure statement that informs the supervisee of the supervisory process including, goals, roles, expectations, length of session meetings, time and place for meetings, crisis responses, and any other pertinent data.

2. Supervisor in training informs supervisee of confidentiality and methods for keeping secure all records and information obtained in counseling.

3. Supervisor in training understands the ACA code of ethics and concerns regarding multiple relationships with supervisee.

4. Supervisor in training provides supervisees with adequate and timely feedback as part of an established evaluation plan, including a review of the counselor competency scale.

5. Supervisor in training ensures that supervisees informs clients of their professional status (e.g., intern) and of all conditions of supervision including their supervision, licenses, taped, restrictions such as the number of sessions available, rights to confidentiality and privileged communications.

6. Supervisor in training renders assistance to any supervisee who is unable to provide competent counseling to clients, and intervenes in any situation where the supervisee is impaired or the client is at risk.

7. Supervisor in training ensures that all supervisees are aware of the current ethical standards related to professional practices as well as legal issues that regulate the practice of counseling in this state.

8. Supervisor in training ensures that both the supervisees and their clients are aware of their rights and of due process procedures.

## Comments:

<table>
<thead>
<tr>
<th>COMMENTS:</th>
<th></th>
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<th></th>
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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Outcome(s)</th>
</tr>
</thead>
</table>

## Standard(s) | Outcome(s)

<table>
<thead>
<tr>
<th>PART 2: Supervisory Relationships</th>
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</thead>
<tbody>
<tr>
<td>NA= Not Applicable</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Low)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>(High)</td>
</tr>
<tr>
<td>7</td>
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</tr>
</tbody>
</table>

9. Supervisor in training is warm, friendly, and supportive with supervisees and maintains an appropriate amount of structure.

10. Supervisor in training is accepting, understanding, and exhibits a genuine interest in supervisee.

11. Supervisor in training attends to both verbal and non-verbal behaviors of supervisee.

12. Supervisor in training responds appropriately and reflects both the content and affect of supervisee's message.
13. Supervisor in training demonstrates a strength-based approach with supervisees.

14. Supervisor in training collaborates with supervisee on goals for supervision.

15. Supervisor in training sets and maintains appropriate boundaries with supervisee, and clearly conveys this with the supervisee about their clients.

**COMMENTS:**

**PART 3: Supervisory Theory and Roles**

NA= Not Applicable

<table>
<thead>
<tr>
<th>(Low)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>(High)</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

16. Supervisor in training accurately employs supervisory roles (teacher, counselor, consultant, and learner, etc.)

17. Supervisor in training understands supervisory functions and does not overly control the direction of the supervisory session

18. Supervisor in training demonstrates supervisory techniques

19. Supervisor in training understands group theory and group dynamics and assists supervisees in group work and development.

20. Supervisor in training exhibits a personal supervisory style and can articulate it.

21. Supervisor in training understands the unique dynamics associated with individual, triadic, group, and live supervision.

**COMMENTS:**

**PART 4: Supervisee Development**

NA= Not Applicable

<table>
<thead>
<tr>
<th>(Low)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>(High)</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

22. Supervisor in training provides formal and informal formative and summative feedback to supervisee.

23. Supervisor in training models reflective processing and works to prepare supervisee to self-supervise.

24. Supervisor in training facilitate supervisee's development of their own theoretical orientation and approach to the helping profession

25. Supervisee initiates discussion of the impact of multicultural influences in supervision and counseling.

**COMMENTS:**

**PART 5: Supervision of Supervisor in training**

NA= Not Applicable

<table>
<thead>
<tr>
<th>(Low)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>(High)</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
</table>

26. Supervisor in training has been open to supervision and feedback.

27. Supervisor in training has participated in their own process of reflection and growth in supervision

28. Supervisor in training is developing a professional identity in the role of supervision.
29. Supervisor in training demonstrates professional maturity as a supervisor.

COMMENTS:

OVERALL COMMENTS:

Supervisor Electronic Signature: To be completed at the end of the semester.

By clicking on the box, you are providing your official electronic signature.

Supervisor Electronic Signature
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Sections/Components</th>
<th>Options/Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>The research problem</td>
<td>Begin the introduction with a narrative hook to engage the reader. Clearly identify the issue(s) or problem(s) that lead to a need for the study. Indicate why the problem is important by citing numerous references.</td>
</tr>
<tr>
<td></td>
<td>Studies that have addressed the problem</td>
<td>Review studies to: ✓ Justify the importance of the problem. ✓ Create distinctions between past studies and the proposed study. ✓ The use of literature in the introduction differs from the full literature review (Chapter 2). ✓ Summarize large groups of studies (broad categories) in the introduction. ✓ Deemphasize single studies. ✓ Include studies that used quantitative, qualitative, or mixed methods approaches. ✓ Focus on recent research studies (past 10 years).</td>
</tr>
<tr>
<td></td>
<td>Deficiencies in the studies</td>
<td>Identify specific deficiencies in past literature. These deficiencies may exist because: ✓ The topic has not been explored with a particular group, sample, or population. ✓ The literature needs to be replicated with new people or sites. ✓ The voice of underrepresented groups has not been heard in published literature. Also tell how proposed study will: ✓ Remedy or address the deficiencies. ✓ Provide a unique contribution to the literature.</td>
</tr>
<tr>
<td></td>
<td>The significance of the study for particular audiences</td>
<td>Describe the significance of the study for select audiences to convey the importance of the study. Consider including: ✓ 3-4 reasons the study adds to the scholarly literature. ✓ 3-4 reasons the study helps to improve practice. ✓ 3-4 reasons the study will improve policy.</td>
</tr>
</tbody>
</table>
| The purpose statement | The purpose statement  
✓ Is the central controlling idea in a study  
✓ Is written in a sentence or several sentences  
✓ Sets the objectives, the intent, or the major idea of a proposal or a study  
The purpose statement is NOT  
✓ The problem leading to a need for the study (see Creswell Chapter 5)  
✓ The questions to be answered by collecting data (see Creswell Chapter 7)  
A Good Quantitative Purpose Statement  
A good quantitative purpose statement contains:  
The variables (independent, dependent, and mediating, moderating or control)  
The participants  
The research site  
Include the following:  
Use words such as purpose, intent, or objective  
Identify the theory, model, or conceptual framework  
Use words to connect the independent and dependent variables such as related to or comparison of  
Position the independent before the dependent variable; other variables may go between the two or after the dependent variable  
Mention the specific strategy of inquiry  
Provide general definitions of key variables  
A Script for Quantitative Purpose Statement  
The purpose of this (experiment? survey?) study is (was? will be?) to test the theory of (theory name) that (compares? relates?) the (independent variable) to (dependent variable), controlling for (control variables) for (participants) at (the research site). The independent variable(s) will be defined as (provide a definition). The dependent variable(s) will be defined as (provide a definition), and the control and intervening variable(s) will be defined as (provide a definition). |
| **Quantitative Research Questions/Hypothesis** | Quantitative researchers pose research questions or hypotheses to focus the study's purpose  
Quantitative research questions:  
Questions about the relationships among variables that the investigator seeks to know  
Quantitative hypotheses:  
Predictions that the researcher makes about the expected relationships among variables  
Predictions about the population values that the researcher will estimate based on data from a sample  
Quantitative objectives:  
Indicate a study's goals  
Used frequently in proposals for funding |
|---|---|
| **Writing Quant Q’s** | Write questions or hypotheses, not both  
Consider 3 approaches to the variables for a question or hypothesis:  
Compare groups  
Relate variables  
Describe responses  
Specify questions and hypotheses based on theory if possible  
Measure the independent and dependent variables separately  
Generally use demographic information as intervening variables  
Use consistent words and ordering for independent and dependent variables  
Scripts for Quantitative Questions/Hypothesis  
Does *name the theory* explain the relationship between *independent variable* and *dependent variable*, controlling for the effects of *control variable*?  
There is no significant difference between *the control and experimental groups on the independent variable* on *dependent variable*. |
| **Forms for Writing Quantitative Questions/Hypothesis** | If writing hypotheses, use a consistent form:  
- Null hypotheses (predict no difference or no relationship)  
- Directional hypotheses (predict direction of difference or relationship)  
- Non-directional hypotheses (predict a difference or relationship, but not its direction)  
If writing research questions:  
- First, specify descriptive questions for each important variable  
- Next, state inferential questions that relate variables or compare groups  
- Finally, add questions in which variables are controlled |
<table>
<thead>
<tr>
<th>LITERATURE REVIEW</th>
<th>Definition of Terms Quantitative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify and define terms that readers need to understand a proposal</td>
</tr>
<tr>
<td></td>
<td>Clarify which are supported by conclusions in the literature and any that may be a working definition for the study</td>
</tr>
<tr>
<td></td>
<td>Define terms introduced in all sections of the research plan</td>
</tr>
<tr>
<td></td>
<td>The title of the study</td>
</tr>
<tr>
<td></td>
<td>The problem statement</td>
</tr>
<tr>
<td></td>
<td>The purpose statement</td>
</tr>
<tr>
<td></td>
<td>The research questions, hypotheses, or objectives</td>
</tr>
<tr>
<td></td>
<td>The literature review</td>
</tr>
<tr>
<td></td>
<td>The theory base of the study</td>
</tr>
<tr>
<td></td>
<td>The methods section</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview</th>
<th>Shares the results of other studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relates the study to the larger dialogue in the literature</td>
</tr>
<tr>
<td></td>
<td>Provides a framework for establishing the importance of the study</td>
</tr>
<tr>
<td></td>
<td>Provides a benchmark for comparing the results to other findings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quantitative studies use literature to</th>
<th>Provide direction to the research questions and hypotheses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduce a problem</td>
</tr>
<tr>
<td></td>
<td>Introduce a theory</td>
</tr>
<tr>
<td></td>
<td>Compare results with existing literature or predictions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Quantitative or Mixed Method Literature Review</th>
<th>Introduce the review with a statement about the organization of the sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review literature about the independent variables</td>
</tr>
<tr>
<td></td>
<td>Review literature about the dependent variables</td>
</tr>
<tr>
<td></td>
<td>Review literature that relates the independent variables to the dependent variables</td>
</tr>
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<td>Provide a summary</td>
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<td>✓ Highlight important studies</td>
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<td>✓ Capture major themes</td>
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<td>✓ Suggest why more research is needed</td>
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<td>✓ Advances how the proposed study will fill this need</td>
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<tr>
<th>METHODOLOGY</th>
<th>Components of a Survey Method Plan</th>
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<td>The Survey Design</td>
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<td>The Population and Sample</td>
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<td>Instrumentation</td>
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<td>Variables in the Study</td>
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<td>Data Analysis and Interpretation</td>
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<th>Components of an Experimental Method Plan</th>
<th>Participants</th>
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<td>Instrumentation and Materials</td>
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<td>Experimental Procedures</td>
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<td>Threats to Validity</td>
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<td>Data Analysis</td>
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<td>Interpreting Results</td>
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Format for Writing a Quantitative Proposal

Introduction
   Statement of the problem (issue, significance of issue)
   Purpose and delimitations
   Theoretical perspective
   Research questions or hypotheses

Review of the Literature

Methods
   Type of research design
   Population, sample, and participants
   Data collection instruments, variables, and materials
   Data analysis procedures

Anticipated ethical issues

Preliminary studies or pilot tests

References

Appendices:
   Instruments
   Protocols
   Visuals
   Timeline
   Proposed budget
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<tr>
<th>CHAPTER</th>
<th>Sections/Components</th>
<th>Options/Guidelines</th>
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<tr>
<td>INTRODUCTION</td>
<td>The research problem</td>
<td>Narrative hook&lt;br&gt;Clearly identify the issue(s) or problem(s) that lead to a need for the study&lt;br&gt;Indicate why the problem is important by citing numerous references&lt;br&gt;Studies that have addressed the problem&lt;br&gt;Justify the importance of the problem</td>
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<td>Studies that have addressed the problem</td>
<td>Create distinctions between past studies and the proposed study&lt;br&gt;The use of literature in the introduction differs from the full literature review (Chapter 2)&lt;br&gt;Summarize large groups of studies (broad categories) in the introduction&lt;br&gt;Deemphasize single studies&lt;br&gt;Include studies that used quantitative, qualitative, or mixed methods approaches&lt;br&gt;Focus on recent research studies (past 10 years)</td>
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<td>Deficiencies in the studies</td>
<td>Identify specific deficiencies in past literature&lt;br&gt;These deficiencies may exist because:&lt;br&gt;✓ The topic has not been explored with a particular group, sample, or population&lt;br&gt;✓ The literature needs to be replicated with new people or sites&lt;br&gt;✓ The voice of underrepresented groups has not been heard in published literature&lt;br&gt;Also tell how proposed study will:&lt;br&gt;✓ Remedy or address the deficiencies&lt;br&gt;✓ Provide a unique contribution to the literature</td>
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<td>The significance of the study for particular audiences</td>
<td>Describe the significance of the study for select audiences to convey the importance of the study&lt;br&gt;Consider including:&lt;br&gt;✓ 3-4 reasons the study adds to the scholarly literature&lt;br&gt;✓ 3-4 reasons the study helps to improve practice&lt;br&gt;✓ 3-4 reasons the study will improve policy</td>
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<td>The purpose statement</td>
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<td>✓ The problem leading to a need for the study (see Creswell Chapter 5)</td>
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<td>✓ The questions to be answered by collecting data (see Creswell Chapter 7)</td>
<td>✓ The questions to be answered by collecting data (see Creswell Chapter 7)</td>
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<td>A GOOD Qualitative Purpose Study</td>
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<td>✓ A good qualitative purpose statement contains:</td>
<td>✓ A good qualitative purpose statement contains:</td>
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<td>The central phenomenon</td>
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<td>The participants</td>
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<td>The research site</td>
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<td>✓ Includes language drawn from qualitative inquiry</td>
<td>✓ Includes language drawn from qualitative inquiry</td>
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<td>Use words such as purpose, intent, or objective</td>
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<td>Use action verbs such as describe, understand, develop, examine the meaning of, or discover</td>
<td>Use action verbs such as describe, understand, develop, examine the meaning of, or discover</td>
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<td>Use neutral, nondirectional language</td>
<td>Use neutral, nondirectional language</td>
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<td>Indicate the strategy of inquiry</td>
<td>Indicate the strategy of inquiry</td>
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<td>Provide a tentative definition of the central phenomenon</td>
<td>Provide a tentative definition of the central phenomenon</td>
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<td>Script</td>
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<td>The purpose of this (strategy of inquiry, such as ethnography, case study, or other type) study is (was? will be?) to</td>
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<tr>
<td>(understand? describe? develop? discover?) the (central phenomenon being studied) for (the participants, such as the individual, groups, organization) at (research site). At this stage in the research, the (central phenomenon being studied) will be generally defined as (provide a general definition).</td>
<td>(understand? describe? develop? discover?) the (central phenomenon being studied) for (the participants, such as the individual, groups, organization) at (research site). At this stage in the research, the (central phenomenon being studied) will be generally defined as (provide a general definition).</td>
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### Qualitative Research Questions

Qualitative researchers pose research questions
- Not objectives
- Not hypotheses

Two types of qualitative research questions to focus a study's purpose:
- Central question: broad question that asks for exploration of the central phenomenon
- Subquestions: Questions that narrow the focus of the study

Writing the Qual Q’S
- Ask 1-2 central questions and no more than 5-7 subquestions
- These questions should:
  - Relate the central question to the strategy of inquiry
  - Begin with "what" or "how"
  - Focus on a single phenomenon or concept
  - Use exploratory verbs like discover or describe
  - Avoid directional words such as "affect" or "impact"
  - Evolve during the study
  - Be open-ended without reference to the literature
  - Specify the participants and research site (unless stated previously)

Script for Qualitative Central Question

(How or What) is the (“story for” for narrative research; “meaning of” the phenomenon for phenomenology; “theory that explains the process of” for grounded theory; “culture-sharing pattern” for ethnography; “issue” in the “case” for case study) of (central phenomenon) for (participants) at (research site).

### Tentative Definitions of Terms

Identify and define terms that readers need to understand a proposal
Clarify which are supported by conclusions in the literature and any that may be a working definition for the study
Define terms introduced in all sections of the research plan
- The title of the study
- The problem statement
- The purpose statement
- The research questions, hypotheses, or objectives
- The literature review
- The theory base of the study
- The methods section
| LITERATURE REVIEW | Overview | Shares the results of other studies  
|                   |         | Relates the study to the larger dialogue in the literature  
|                   |         | Provides a framework for establishing the importance of the study  
|                   |         | Provides a benchmark for comparing the results to other findings  
| Qualitative studies use literature to | Introduce the problem or issue  
|                   |         | Describe an orienting framework (but not set the direction)  
|                   |         | Compare and contrast findings  
| Characteristics of Qual Research (MAY APPEAR IN INTRODUCTION) | Discuss characteristics of qualitative research if audience is not knowledgeable  
|                   |         | Characteristics include:  
|                   |         | Natural setting  
|                   |         | Researcher as key instrument  
|                   |         | Multiple sources of data  
|                   |         | Inductive data analysis  
|                   |         | Participants' meanings  
|                   |         | Emergent design  
|                   |         | Theoretical lens  
|                   |         | Interpretive  
|                   |         | Holistic account  
| Strategies of Qual Research | Strategies of inquiry focus on data collection, analysis, and writing  
|                   |         | Five popular examples:  
|                   |         | Narrative  
|                   |         | Phenomenology  
|                   |         | Ethnography  
|                   |         | Case study  
|                   |         | Grounded theory  
| Researcher’s Role | Researcher has sustained and intensive experience with participants  
|                   |         | Strategic, ethical, and personal issues can arise  
|                   |         | Researchers should  
|                   |         | Discuss prior experiences with participants and the phenomenon  
|                   |         | Indicate steps to get IRB permissions  
|                   |         | Discuss steps to gain entry into the setting  
|                   |         | Comment about ethical issues  
| Data Collection Procedures | Purposefully select individuals and sites  
|                   |         | Select the type(s) of data to be collected  
|                   |         | Observations  
|                   |         | Interviews  
|                   |         | Documents  
|                   |         | Audio-visual materials  
| METHODOLOGY | Characteristics of Qual Research (MAY APPEAR IN INTRODUCTION) | Discuss characteristics of qualitative research if audience is not knowledgeable  
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|                   |         | Interviews  
|                   |         | Documents  
|                   |         | Audio-visual materials  

| Data Recording Procedures | Observational protocol  
Record descriptive notes, reflective notes, and demographic information during observations  
Interview protocol  
Questions to ask and space to record answers  
Ice breaker, 4-5 questions, concluding question  
Probes for the 4-5 questions |
|---------------------------|----------------------------------------------------------------------------------------------------------------------|
| Data Analysis and Interpretation | Making sense out of text and image data  
Preparing data for analysis  
Conducting different analyses  
Generic analysis - Themes  
Procedure specific to strategy of inquiry  
Moving deeper and deeper into understanding the data  
Representing the data  
Making an interpretation or the larger meaning of the data |
| Reliability, Validity and Generalizability | Qualitative validity:  
Researcher uses procedures to check the accuracy of the findings  
Triangulate  
Negative information  
Member checking  
Prolonged time in the field  
Rich, thick description  
Peer debriefing  
Clarify bias  
External auditor  
Qualitative reliability  
Researcher uses an approach that is consistent across different analysts and projects  
Qualitative generalization  
Focus of qualitative research on the particularity, not generalizability |
| Writing up Qualitative Results | Discuss strategies for writing up the qualitative findings  
Develop description and themes  
Match write-up to strategy of inquiry  
Use quotes  
Include some conversation  
Use the first person form  
Use metaphors and analogies  
Discuss how findings will be related to theories and literature |
Format for Writing a Qualitative Proposal

Introduction
   Statement of the problem (including literature or advocacy issue)
   Purpose and delimitations
   The research questions

Literature review (part one, likely to be revised with findings from studies that will need new support from fields of inquiry)

Methodology
   Procedures
      Philosophical assumptions about qualitative research
      Qualitative research strategy
      Role of the researcher
      Data collection procedures (including collaboration if relevant)
      Data analysis procedures
      Strategies for validating findings
   Proposed narrative structure
   Anticipated ethical issues
   Significance of the study
   Preliminary pilot findings
   Expected outcomes or advocacy/participatory changes

Appendices:
   Interview questions
   Observational forms
   Timeline
   Proposed budget

References
Modified Counseling Competency Scale  
Community, School and Career Tracks

Counselor-in-training Name: ________________________________ Supervisor Name: ________________________________

Date: ________________________ Baseline review: _____ Midterm review: _____ Final review: _____

Reviewer: Self: _____ Supervisor: _______

INSTRUCTIONS
This evaluation is designed to assess development in seven competency areas with a number of specific abilities comprising each competency. A rating at “Expected Competency” signifies achievement of an acceptable level of ability for a counselor-in-training completing first practicum. A rating below the expected competency level signifies additional skill is required in order to obtain a competent rating. A rating above indicates the counselor-in-training exceeds competency expectations and is performing at an advanced level.

I. THERAPEUTIC RELATIONSHIP COMPETENCIES
Therapeutic relationship competencies are the abilities to establish and maintain a therapeutic relationship.

"(Objective 1) Students will demonstrate competence in basic interviewing skills."

"(Objective 4) Students will demonstrate entry level skills in the administration and interpretation of assessment instruments.

"(Objective 6) Students will engage in the development a personal counseling style."

1. Counselor-in-training CONVEYS RESPECT (understanding, acceptance, and warmth; affirms worth, uniqueness, strengths and potential; and belief in problem solving capacity) to clients.

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Consistently communicates

2. Counselor-in-training USES SELF in establishing and maintaining the therapeutic relationship.

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Own style emerging


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Able to maintain clients to appropriate termination of counseling

Can reengage most clients who temporarily drop out of counseling for unknown reasons


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Demonstrates basic empathy, facilitative probes, active listening and appropriate use of immediacy

Demonstrates advanced empathy, engages in gentle confrontation, and effective reframing

COMMENTS:
II. CONCEPTUAL COMPETENCIES

Conceptual competencies are the abilities to assess client issues and to observe counseling relationship dynamics. 
"(Objective 2) Students will demonstrate competence in basic assessment skills."

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Unacceptable Below Expected Above Advanced

Observes how pattern is similar to other patterns & beginning articulation of more general pattern

Articulates & addresses more general pattern

2. Counselor-in-training DISTINGUISHES between CONTENT and PROCESS.
I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I
Unacceptable Below Expected Above Advanced

Relates appropriately to content without losing sight of process when intervening.

In most cases can move to process level quickly

3. Counselor-in-training ASSESSES SELF as PART of the SYSTEM.
I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I
Unacceptable Below Expected Above Advanced

Includes self in assessment & uses self to intervene

Constantly aware of influence of self in all interactions

4. Counselor-in-training ACCOUNTS for MULTICULTURALISM (e.g., race, socioeconomic status, culture, ethnicity, gender, religion, differently "abled" orientations etc.) of self & clients in counseling dynamics.
I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I
Unacceptable Below Expected Above Advanced

Consistently notes overt influences

Consistently notes subtle influences

COMMENTS:

III. THEORY INTEGRATION COMPETENCIES

Conceptual competencies are the abilities to integrate observations with theory, resulting in appropriate interventions and decisions about treatment goals. 
"(Objective 5) Students will demonstrate a basic integration of theory and practice."

1. Counselor-in-training is FAMILIAR with a variety of THEORETICAL MODELS.
I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I-----------------I
Unacceptable Below Expected Above Advanced

Familiar with more than one model, can compare approaches to cases

Developing own integrated model of change, becoming more comfortable within this framework
2. Counselor-in-training BASES HYPOTHESES & GOALS upon THEORY.

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<td>Can view case from more than one theory</td>
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<td>Can view case from multiple theories including preferred perspective</td>
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3. Counselor-in-training LINKS INTERVENTIONS and THEORY.

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<td>Theory clearly defined with a variety of alternative interventions</td>
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<td>Integrated theory defined with a rationale for preferred interventions</td>
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COMMENTS:

IV. SUPERVISEE COMPETENCY

Supervisee competencies are the abilities to engage in a collaborative relationship with peers/supervisors and demonstrate a non-defensive posture toward feedback and evaluation.

"(Objective 7) Students will demonstrate a supportive role in peer group supervision."

"(Objective 10) Students will be receptive to feedback offered in individual and group supervision.

1. Counselor-in-training is PREPARED for individual supervision.

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<td>Provides raw data consistently prepared with live, tape, or case presentation</td>
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<td>Uses each opportunity for maximum learning. Is prepared with questions and insights</td>
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2. Counselor-in-training is able to ESTABLISH collegial working relationships with peers in group supervision.

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<td>Relates to peers in an open and professional manner, overall is respectful and values others' perspectives</td>
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<td>Assuming leadership role, viewed as a trusted and competent peer</td>
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3. Counselor-in-training SEEKS and INCORPORATES FEEDBACK about counseling from supervisor and peers.

Unacceptable | Below | Expected | Above | Advanced
---|---|---|---|---
| | | | |
A self-directed learner, is open to constructive feedback
Self-supervises & seeks consultation from colleagues as normal part of professional activity

COMMENTS:

V. GENERAL CASE MANAGEMENT COMPETENCIES

General case management competencies are the abilities to fulfill practicum responsibilities and coordinate a caseload. "(Objective 11) Students will demonstrate competence in client documentation and case management functions."

1. Counselor-in-training COMPLETES all PAPERWORK requirements adequately and in a timely fashion.

Unacceptable | Below | Expected | Above | Advanced
---|---|---|---|---
| | | | |
Complies with basic paperwork requirements on time
Paperwork is thorough, complete, & on time

2. Counselor-in-training PLANS SESSIONS appropriately.

Unacceptable | Below | Expected | Above | Advanced
---|---|---|---|---
| | | | |
Develops new session plan based on review of past sessions
Overall coherent & comprehensive plan

3. Counselor-in-training DEVELOPS integrated ASSESSMENTS and COUNSELING PLANS.

Unacceptable | Below | Expected | Above | Advanced
---|---|---|---|---
| | | | |
Consistently integrates with a solid, defensible link between assessment & plan
Understands limitations of diagnostic efforts & assists others in developing their perspectives

4. Counselor-in-training ESTABLISHES and REVIEWS initial counseling GOALS with clients.

Unacceptable | Below | Expected | Above | Advanced
---|---|---|---|---
| | | | |
Consistently establishes clear, appropriate & realistic goals which guide counseling
Sensitive, collaborative goal setting with clients based on assessment

5. Counselor-in-training UTILIZES a wide RANGE of INTERVENTIONS.

Unacceptable | Below | Expected | Above | Advanced
---|---|---|---|---
| | | | |
Familiar with variety of interventions
Uses a wide range of interventions effectively & creatively
6. Counselor-in-training FOLLOWS UP on INTERVENTIONS.

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<td></td>
<td>Conscientiously follows up</td>
<td>Follows up &amp; expands on interventions</td>
<td></td>
</tr>
</tbody>
</table>

7. Counselor-in-training CONCLUDES COUNSELING in a planned manner.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Below</th>
<th>Expected</th>
<th>Above</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Determines a mutual plan with clients</td>
<td>Conclusion of counseling relationship is ethical as well as relationally sensitive</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

VI. PROFESSIONAL AND ETHICAL COMPETENCIES

Professional and ethical competencies are the abilities to engage in professional behaviors, responsible decision making and a professional presentation of self.

"(Objective 9) Students will engage in a committed exploration of legal and ethical issues associated with professional school counseling."

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Below</th>
<th>Expected</th>
<th>Above</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows policies &amp; procedures expected at the site</td>
<td>Supports existing policies and participates in developing new policies and procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Counselor-in-training INITIATES and DEVELOPS working relationships with CLINICIANS, other site PROFESSIONALS (Case managers, psychologists, psychiatrists, psychiatric nurses, social workers, etc), and OFFICE STAFF (billing, scheduling, reception, etc.)

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Below</th>
<th>Expected</th>
<th>Above</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always contacts &amp; is beginning to establish working relationships</td>
<td>Is also contacted by referral sources, has established professional relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Counselor-in-training RECOGNIZES and appropriately DEALS with ETHICAL ISSUES (i.e., recognizes limits of own competency, uses consultation and referral, distinguishes between professional and personal roles, adheres to ACA Code of Ethics and practices according to state law, and respects other professionals).

Unacceptable | Below | Expected | Above | Advanced
--- | --- | --- | --- | ---
Learning to practice | Highly knowledgeable regarding standards of practice
according to standards of practice

4. Counselor-in-training RECOGNIZES how POWER impacts counseling relationships.

Unacceptable | Below | Expected | Above | Advanced
--- | --- | --- | --- | ---
Recognizes basic influence of power in assessment & intervention
Recognizes & addresses subtle influences of specific oppression dynamics

5. Counselor-in-training PRESENTS a PROFESSIONAL IMAGE.

Unacceptable | Below | Expected | Above | Advanced
--- | --- | --- | --- | ---
Presents self as a professional.
Has begun to develop a professional identity as a professional school, community or career counselor

6. Counselor-in-training is aware of his/her own PROFESSIONAL DEVELOPMENT process.

Unacceptable | Below | Expected | Above | Advanced
--- | --- | --- | --- | ---
Is self-reflective of own work, incorporates feedback from self & others to establish goals for future growth
Develops ideas for post-supervision professional development

COMMENTS:

COMMENTS FOR FUTURE DEVELOPMENT:

Midterms Goals:

Internship Development Goals:

REVISED VERSION:
Duys (Fall, 2001). *Modified Counseling Competency Scale*
Asner-Self (Spring, 2005). *Modified Counseling Competency Scale: Community and Family and Couple Track*
Pender (Fall, Fall 2006). *Modified Counseling Competency Scale: School, Community and Career Track*
## 540 Facilitator Evaluation Form

<table>
<thead>
<tr>
<th>Sort Order</th>
<th>Enforce Answering</th>
<th>Entries</th>
<th>Possible Answers</th>
<th>Standards/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>Outcome(s)</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>Standard(s)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Date:</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Evaluation Period:</td>
<td>Standard(s)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Term:</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Directions: Please rate the following functions using the 1-5 point Likert scale below (1=low, 5=high). A rating below 3 indicates the facilitator standard was not being met.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>540 Facilitation Criteria</td>
<td>Standard(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participates in screening of the group members.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Works with 540 students to schedule meeting times and location of group.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provides appropriate feedback on participant journals and processing papers</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrates ability to monitor and modify leadership style in response to group development.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrates ability to monitor and modify leadership style in response to interpersonal dynamics.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>responds appropriately in supervision.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Works with 540 students in a warm, friendly, and strength-based manner</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is accepting, understanding, and exhibits a genuine interest in students.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Effectively demonstrates ability to maintain a here-and-now focus in group.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Utilizes immediacy in group sessions.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Demonstrates ability to facilitate groups with cultural differences.</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Evaluator Comments</td>
<td>Standard(s)</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Supervisor Electronic Signature</td>
<td>Outcome(s)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>By clicking on the box, you are providing your official electronic signature.</td>
<td>Standard(s)</td>
</tr>
</tbody>
</table>

https://ceduniu.tk20.com/campustoolshighe... 10/17/2014
Part A: Teaching Performance

Note: Circle an overall rating of 1-5 for each of the seven categories after you have observed the doctoral intern teaching an entire class. The overall rating for each category should reflect the ratings on indicators and specific comments made under “notes.”

1. **Organization** (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   __ 1. Objectives are clear, even if not explicitly stated  
   __ 2. Provides overviews/introductions  
   __ 3. Uses time well  
   □ 4. Uses notes as necessary  
   □ 5. Provides closure  
   □ 6. Other (specific) ________________________________

2. **Communication** (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   __ 1. Explanations are clear and precise  
   __ 2. Examples are demonstrated or provided to clarify concepts  
   __ 3. Communicates at students’ level, defining unfamiliar words  
   __ 4. Fact & opinions are clearly distinguished  
   __ 5. Lectures are easy to follow  
   __ 6. Purposes of questions are clear  
   □ 7. Speech is audible and precise, with few false starts, redundantly spoken words, or meaningless phrases  
   □ 8. Important points are emphasized  
   □ 9. Other (specific) ________________________________

3. **Knowledge of Subject Matter** (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   __ 1. Present accurate information  
   __ 2. Demonstrates or provides examples (as appropriate)  
   __ 3. Answers students questions from factual foundation  
   __ 4. Provides references and cites appropriate publications  
   __ 5. Addresses diversity, ethics, and other issues relevant to the course content  
   □ 6. Other (specific) ________________________________

4. **Appropriateness of Method** (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   __ 1. Designs relevant class activities that stimulate curiosity and creativity  
   __ 2. Makes appropriate use of texts and assigned reading materials  
   __ 3. Devises/demonstrates appropriate experiential/applied activities  
   __ 4. Utilizes a variety of teaching methods, including the use of media and technology (when appropriate)  
   __ 5. Adjusts the pace and difficulty of activities to the students’ background and abilities  
   □ 6. Other (specific) ________________________________
5. **Teacher Responsiveness to Students**  (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   ___ 1. Encourages student participation in class
   ___ 2. Answers questions in a clear and helpful manner
   ___ 3. Responds supportively to student contributions
   ___ 4. Respects legitimate differences in points of view
   ___ 5. Displays an open attitude, without prejudice or bias
   ___ 6. Other (specific) ........................................

6. **Student Attention/Engagement**  (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   ___ 1. Students are attentive and participate in class activities
   ___ 2. Students comment, share ideas, and/or ask questions
   ___ 3. Students respond to questions
   ___ 4. Other (specific) ........................................

7. **Teacher Enthusiasm and Energy**  (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   ___ 1. Demonstrates enthusiasm/passion for subject and teaching
   ___ 2. Energizes and motivates students
   ___ 3. Demonstrates appropriate sense of humor
   ___ 4. Other (specific) ........................................

**Part B: External Categories**

Note: Many of the following may not apply (NA) if TA/Doctoral intern was not responsible for developing course content, activities, methods of evaluation, etc.

8. **Methods of Evaluation**  (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   ___ 1. Appropriateness of overall plan for evaluating students’ knowledge and competency
   ___ 2. Examinations (written and skill-based)
   ___ 3. Appropriate use of informal assessments
   ___ 4. Other (specific) ........................................

9. **Articulation of Syllabus**  (low) 1 2 3 4 5 (high)  
   Indicators: (Rate, when applicable – as you observe them):
   ___ 1. Followed the syllabi format, including course objectives, designated by Counseling Program
   ___ 2. Format/outline is organized and easy to read and understand
   ___ 3. Activities/assignments are creative and easy to read and understand
   ___ 4. Other (specific) ........................................

10. **Availability to Students**  (low) 1 2 3 4 5 (high)  
    Indicators: (Rate, when applicable – as you observe them):
    ___ 1. Posts and maintains regular office hours
    ___ 2. Encourages and facilities appointments with students
Notes:

Signatures:

_________________________________________  TA  _____  Doctoral Intern  _____  Other  ____________
Instructor

_________________________________________  Date:
Faculty Supervisor/Title