

**James Madison University
Clinical Mental Health Counseling
PSYC 630
Fall 2017**

**PSYC 630.1 (70294): CLINICAL MENTAL HEALTH
COUNSELING**



This is the duty of our generation as we enter the twenty-first century -- solidarity with the weak, the persecuted, the lonely, the sick, and those in despair. It is expressed by the desire to give a noble and humanizing meaning to a community in which all members will define themselves not by their own identity but by that of others. --Elie Wiesel

Course Description:

This course provides an introduction to the clinical mental health counseling profession. Legal, ethical, and professional identity issues will be covered as well as fundamentals of counseling with varied populations in diverse settings.

Required Texts:

Gladding, S. T. & Newsome, D. W. (2018). *Clinical Mental Health Counseling in Community and Agency Settings*, (5th ed.). Upper Saddle River, NJ: Pearson Education.

Required Supplies:

VHS tapes, DVDs, or drives as needed for class projects.

Supplemental Texts:

Ratts, M. J., Toporek, R. L., & Lewis, J. A. (2010). *ACA Advocacy Competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association.

Moyers, M. & Crews, C. (2017). *Applied ethics and decision making in mental health*. Thousand Oaks, CA: SAGE.

Course Objectives and Expected Learning Outcomes: Student competence in this introduction to

clinical mental health counseling course will be measured by classroom activities, assignments, and professional dispositions.

Specifically, we will address the following 2016 CACREP CORE standards:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- d. theories and etiology of addictions and addictive behaviors

- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER COUNSELING

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- h. strategies for facilitating skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making

5. HELPING RELATIONSHIPS

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

6. GROUP COUNSELING AND GROUP WORK

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

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- f. qualitative, quantitative, and mixed research methods
- h. statistical methods used in conducting research and program evaluation
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

CLINICAL MENTAL HEALTH COUNSELING standards:

1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- f. impact of crisis and trauma on individuals with mental health diagnoses
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling
- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE

- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

JMU Counseling Program Key CMHC Standards:

Demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and

advocacy.

Methods of Instruction:

The format of this course combines discussion, online assignments, and experiential activities. We will learn from each other, which requires that you attend class and participate in a thoughtful manner in all online assignments. The nature of this course requires that students complete reading and reflection assignments as scheduled in order to meaningfully contribute to class discussions and counseling exercises.

Evaluation:

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

- There are a total of 500 possible points to be awarded in this course.
- Point values of each assignment/activity are included with assignment descriptions.
- Specific grade ranges are as follows:
 - A 90 – 100%
 - B 80 – 89.9%
 - C 70 – 79.9%
 - F below 70%

Please note: In order to receive all possible points, all papers and assignments are due at the beginning of class or at the time specified. Assignments turned in late will be reduced by 10% of the possible points for each day the assignment is late.

Course Activity	Point Values
Professional Issues and Advocacy	50 points
E-Portfolio	50 points
Observation	50 points
KPI 1 and 8 (Introductory) Midterm (See Appendix for KPI Rubrics)	75 points
Counseling Reflection Paper	75 points
Workshops	100 points
KPI 2 (Introductory) Research Paper	100 points

A 90 - 100
B+ 85 - 89
B 80 - 84

“A” indicates an exceptionally clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations and aspects of the material.

“B” indicates solid understanding of the major concepts, issues, and principles explored and indicates work beyond meeting the basic requirements.

Please note: All papers and assignments are due at the beginning of the class or at the time specified. Assignments turned in late will not receive full credit. The final score will be reduced by one grade for each day the assignment is late.

Professional Issues and Advocacy – 50 points

As you begin your training as a counselor, you will simultaneously begin your experience as an advocate for the counseling profession. In order to receive full credit for this portion of the course requirements, you must have at least one experience in professional counseling advocacy. A preliminary list of options for fulfilling this requirement includes: submitting a proposal for the VCGSA conference on an issue related to advocacy; attending legislative day training offered by VCA; researching and reporting on public policy that relates to quality and accessibility of mental health services (a good resource is the ACA Office of Public Policy and Information); attend the Local Human Rights Committee meeting; or research and write a letter to the appropriate level of legislature to advocate for the counseling profession and/or client welfare. You will have 5-10 minutes to report on your experience to the class.

E-portfolio – 50 points

For many, this class is the beginning of the graduate school journey. Therefore, you will begin compiling an electronic portfolio that you will add to as you progress through the program. In order to receive full credit for this portion of the course requirements, you will need to create a thoughtful and professional portfolio that highlights your graduate learning experience. At a minimum, it should include your resume, your graduate coursework, work/writing samples, professional development (such as conferences you have attended and professional association memberships), service, honors or awards, and a personal statement (See Appendix A). You will have 5-10 minutes to show your e-portfolio to the class.

Observation – 50 points

In order to receive full credit for this portion of the course requirements, you will need to observe three master counselors at work, Carl Rogers, Albert Ellis, and Fritz Perls, as each of them work with “Gloria” in 1965. Their work can be viewed on YouTube (“Carl Rogers and Gloria – Counseling (1965) Full session;” “Albert Ellis and Gloria – Counseling (1965) Full session – Rational emotive therapy;” and “Fritz Perls and Gloria – Counseling (1965) Full session”) at your convenience. In addition, you will be asked to observe a JMU counseling student at JMU’s Counseling and Psychological Services (CAPS), following appropriate protocol and procedures for observation. While observing the sessions, please complete an observation form (for each session) focusing on your reactions and questions about each therapist’s unique approach (see Appendix B). Plan your observation any time after midterm.

KPI 1 (Introductory) & KPI 8 (Introductory): Midterm – 75 points

The midterm exam will include a take-home assignment as well as a portion to be completed during our class meeting. An emphasis in the take-home portion of the midterm will be your ability to demonstrate your understanding of the importance of research in the counseling profession and the relevance of evidence-based practice in advancing the field. Please make note of all resources used to support your answers to this portion of the exam. The in-class midterm assignment will involve collaborative work in assessing and conceptualizing client and practice scenarios from various settings.

Counseling Reflection Paper –75 points

I will assign each of you to a counseling dyad and each one of you will engage in two 30-minute peer-counseling sessions. In one session, you will act as the counselor and in the other session, you will act as

the client. The “counselor” should tape the session and submit the tape along with a counseling reflection paper. The paper should be approximately 5 pages in length, and is an opportunity for you to reflect on your counseling experience. You should address what you feel you did well as a counselor; what you would do differently if given the opportunity; and how you plan to work on enhancing your strengths and attending to your challenges.

Workshops – 100 points

You will work in groups of 2-3 to develop and present a workshop designed to enhance the classes’ understanding of specific client populations and their unique counseling needs. Workshops should be well researched and organized as well as professionally presented to the class. Each workshop group is expected to develop an informational packet to distribute to class participants.

KPI 2 (Introductory): Research Paper – 100 points

In late September, we have an overview of mental health disorders. In order to receive full credit for this portion of the course requirements, you will need to choose a disorder that particularly interests you, conduct a literature search regarding that disorder, and report your findings by presenting: a description of the disorder, including definitions and information about prevalence; the cultural considerations influencing assessment, conceptualization and treatment; a brief summary of recent research regarding relevant counseling interventions or considerations; and concluding recommendations regarding evidence-based practice, including a sample treatment plan. An emphasis in this paper will be your ability to demonstrate your understanding of the cultural implications associated with the disorder and how you would ethically and effectively respond to clients’ unique needs and contexts. This paper should be approximately 8-10 pages in length, written in APA style and format, and include at least 4 citations from recent, peer-reviewed journals.

CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS	1 a	1 b	1 c	1 d	1 e	1 f	1 g	1 h	1 i	1 j	1 k	1 l	1 m	2 a	2 b	2 c	2 d	2 e	2 h	8 a
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	x	x	x	x	x	x	x	x	x	x	x	x	x							
2. SOCIAL AND CULTURAL DIVERSITY													x	x	x	x	x	x	x	
8. RESEARCH AND PROGRAM EVALUATION																				x
Professional Issues and Advocacy	x	x		x	x	x														
Observations	x																			
KPI 1 and 8	x	x	x	x	x	x	x	x	x					x						x

Schedule of Psyc 630 Readings and Assignments:

Week 1	G & N Chapter 1; Kaplan & Gladding article; Who are LPCs article	Introductions; History & Professional Identity	
Week 2	Canvas Articles	Self Awareness	
Week 3	G & N Chapter 3; McIntosh article; Multicultural Competencies; Culture, Race, and Ethnicity Report	CMHC in a Diverse Society Society	
Week 4	G & N Chapter 2; ACA Code of Ethics; Forester-Miller & Davis article	Ethical and Legal Issues	
Week 5	G & N Chapters 4 & 5	Counseling Process & Assessment; Individual and Group Work	
Week 6		Diagnosis	
Week 7	G & N Chapter 6	Treatment Planning and Therapeutic Approaches	
Week 8	G & N Chapter 7; Ratts, Toporek, & Lewis: Sect. 1	Roles: Consultant, Supervisor, & Advocate	Share Advocacy Experiences
Week 9		Midterm Exam	
Week 10	G & N Chapter 8;	Roles: Crisis Management & Disaster Relief/Responding to Trauma	
Week 11	G & N Chapters 11 & 12	Counseling Adults & Counseling Children and Adolescents; Lifespan considerations	Workshop #1 Workshop #2 Reflection Paper
Week 12	G & N Chapters 9 & 10	Marriage, Family, and Couples Counseling Working with Groups	Workshop #3 Workshop #4
Week 13		NO CLASS Thanksgiving Break	
Week 14	G & N	Settings and Services;	

	Chapters 13 & 14	Working with Legal Systems and in Interprofessional Settings	
Week 15	G & N Chapter 15; 11	Logistics: Managed Care, Billing, Documentation & Psychopharmacology; Private Practice	Research Paper; Observation Form
Week 16		Self-care; Wrap-up	Share E-portfolios

University and Departmental Policies

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

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

Adding/Dropping Classes: Students are responsible for registering for classes and for verifying their class schedules on e-campus. Students must drop classes before the schedule “add/drop deadline.” Students may not register to take this class after the add deadline, per JMU policy. No exceptions will be made to these deadlines. For more details and information on block courses, refer to the Registrar's Web site at www.jmu.edu/registrar/.

Attendance: If you need to miss class, you are responsible for obtaining any material distributed during the class. More than two absences will result in a five-point final grade reduction.

Inclement weather: Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you may call the JMU Weather Line at 540.433.5300. You may also listen to the JMU radio station at 1610 AM or other local radio and television stations which inform the public when classes are cancelled. For details about JMU’s cancellation policy, go to <http://jmu.edu/JMUpolicy/1309.shtml>.

Religious Accommodations: Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, reasonable and appropriate accommodations will be provided to students requesting them on grounds of religious observation. Students should notify

me by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity (<http://www.jmu.edu/oeo/>) at (540) 568-6991 if you have additional questions.

Disability Accommodations: We believe that cultural diversity also includes differences based on physical abilities. Therefore, we believe that reasonable accommodations be provided for students with documented disabilities. If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107; you may call 540-568-6705 for more information.

Confidentiality and Title IX

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

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

Appendix A:

Developing A Portfolio

Portfolios are a form of communication – a goal-directed collection of evidence organized to represent your training and experiences (James & Greenwalt, 2001). We believe that the development of a portfolio can provide a valuable opportunity for self-assessment and reflection while offering a public demonstration of your counseling and professional competencies. Although you'll begin the formal process of developing your portfolio in either Psyc 630 or Psyc 640, you've already collected some of the basics. In fact, you've probably already started to develop a working portfolio.

The working portfolio is what many people call a “work file,” “important papers file,” or simply “stuff to keep.” It might be a folder or shoebox that contains a copy of your GRE scores, the personal statement you prepared for application to JMU, and perhaps a senior honors thesis. That's fine – keep that working portfolio going. Add to it each semester. Feel free to include personal information, such as thank you notes or old journals. The working portfolio is yours alone – don't censor yourself. You'll use it to compile the presentation portfolio; so the more information in there the better.

The presentation portfolio is a selected collection of materials organized for the benefit of the reviewer. The organization is typically systematic and clear so that the reader or reviewer understands the competency areas being demonstrated. The presentation portfolio is what you'll be asked to share with us, your peers, and potential employers.

What to Include in the Presentation Portfolio

- **Vita and/or Resume**

A vita is a comprehensive description of your professional history. A resume is a brief (one- or two-page) description individually designed for a particular purpose that emphasizes your strengths and accomplishments.

- **Course Work**

CACREP-accredited counseling training programs are organized around nine core areas. We suggest you begin collecting:

Syllabi

Major papers

Presentations

Other relevant course contributions, such as counseling logs; internship contracts; and treatment summaries, reports, or transcripts with all identifying information deleted for the following areas:

Counseling Theories

Human Growth and Development

Multicultural Counseling

Individual Counseling

Group Counseling

Career Counseling

Appraisal

Research

Professional Orientation

Different courses will offer different opportunities for you to develop documents that are appropriate for your working portfolio, so keep collecting. Some of these materials will then make it into your professional portfolio. For instance, in Psyc 665 you may develop a group protocol; in Psyc 760 you may create a systemic intervention. Include these items. They'll be great references for you later and will also help you articulate and share your skills with others.

- **Educational and Professional Development**

Include a list or other documentation of all workshops and presentations you attend. Also include your professional memberships, such as your membership in the Central Valley Counselors Association and the Virginia Counselors Association.

- Service

Keep a record of all the service projects in which you've participated. Include your work with Chi Sigma Iota, volunteer experience at sites like Mercy House and Roberta Webb Child Care Center, and any other activities that support your communities. Don't forget to record paid experience, such as your assistantship or summer work on grant projects.

- **Honors/Awards**

Document all honors or awards received.

- **Personal Statement**

Include a personal statement that describes your goals and plans for professional development. As you progress through the program you may find yourself adding to or revising this statement, eventually developing a stronger sense of reflection and a clearer plan for personal and professional development.

Organizing and Sharing your Portfolio

You may organize your portfolio in any format you choose. You don't have to be artistic – just neat. A simple binder with labeled dividers is fine. You may include graphics or motifs if you like, but be sure to aim for a professional look.

You'll begin the process of developing the presentation portfolio in your first semester. We then ask that you bring your portfolio-in-progress to the admissions screening held during the second semester. That way, students who are interested in the program will have the opportunity to see what kind of work we do. At that time we also ask that students review each others' portfolios and give each other feedback. We'll help with that process. You'll submit your portfolio again when you take your comprehensive exam. The portfolio will be included in our assessment of your competencies. Finally, we ask that you share your portfolio at the psychology symposium. By the time you graduate you'll ideally have a professional portfolio that you feel accurately and effectively represents you and your skills.

KPI Rubrics

	Below Standard	Approaching Standard	At Standard	Exceeds Standard
<p>1. Professional Counseling Orientation and Ethical Practice: Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</p>	<p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Does not consistently meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Demonstrates understanding of ethical standards but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p>	<p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships.</p>	<p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues.</p>
<p>2. Social and Cultural Diversity: Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in clinical and other professional settings.</p>	<p>Does not meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of</p>	<p>Does not consistently meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not</p>	<p>Meets expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in</p>	<p>Surpasses expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as</p>

	diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.	consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.	to collaborative relationships with an attitude of openness and with awareness regarding potential issues.	needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.
8. Research and Program Evaluation: Critically evaluates research related to core areas of counseling practice. Uses data-informed decision-making practices for program evaluation and management.	Does not meet expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Does not use this information to inform decision-making.	Does not consistently meet expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Inconsistently uses this information to inform decision-making.	Meets expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Able to use this information to inform decision-making.	Surpasses expectations for level of training and experience in locating community resources and critically evaluating research related to client problems. Able to use this information effectively and thoughtfully to inform decision-making.