

COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST (C³ Form)

Department of Counselor Education & Family Therapy



POLICY ON EVALUATING COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES

Because of the special nature of a counseling relationship, it is critically important that students are relatively free from emotional distress or any psychological problems that may impair their effectiveness as counselors. People who request counseling are often in emotional crisis and need to make important decisions about their lives; therefore, they have a right to expect that their counselor is competent, ethical and psychologically healthy. Additionally, research has shown that effective counselors possess characteristics that include, but are not limited to, openness, flexibility, cooperation, a positive attitude, willingness to use and accept feedback, awareness of one's impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately. Furthermore, effective counselors adhere to standards of ethical conduct and recognize and appreciate the worth of all people regardless of individual differences. No student is expected to be a perfect self-actualized human being; nonetheless, it is important that students are motivated to grow personally and professionally as well as continuously evaluate their own needs, values, and personality traits that may have a bearing on their counseling effectiveness. The counseling curriculum is designed to provide ample opportunities for self-growth and self-awareness, and faculty members are committed to working with students throughout their training program.

Taking the abovementioned into consideration, the Department of Counselor Education and Family Therapy evaluates all students on the basis of personal characteristics that have been deemed essential to becoming an effective counseling professional. Instructors of identified courses will complete a ***Counselor-in-Training Skills and Competencies Checklist (C³)*** on each student at the end of the course. **Instructors of CNSL 500, CNSL 501, and CNSL 525 will complete a C³ on each enrolled student (Section 1 of the C³ is not required for CNSL 525). Students will need to obtain a Tevera account for purpose of this task** (please refer to the Tevera account registration instructions provided by your course instructor). Because the C³ checklist is not a key assignment used to calculate the final course grade, no specific points are available. The results, however, will become part of the student's file. A blank copy of the checklist will be provided to students in advance so they can be aware of the format and associated criteria. By the end of the course, students will review the results of the completed checklist via Tevera. All students have the right to discuss the results of their evaluation with the instructor.

The purpose of the C³ evaluation is to make sure that all students admitted to the graduate programs offered within the Department of Counselor Education and Family Therapy have the necessary personal and professional characteristics that will enable them to be effective counselors; therefore, **this form may also be completed by any instructor for any student enrolled in any course**. This checklist becomes part of the student's file and is seen by the student's academic advisor and/or the larger Departmental faculty prior to rendering a decision regarding admission into candidacy. It may also be used to assess a student's qualifications for continuing in a pre-professional program. No student is counted out of the program strictly on the basis of *Counselor-in-Training Skills and Competencies Checklist (C³)* results alone. When faculty has concerns about a student's readiness for entrance into the counseling profession, they work with the student to provide sufficient opportunity for improvement. On the rare occasion where all efforts to remedy the situation have failed, the student is counseled to discontinue the program; in such an instance, the student is advised of their appellate rights. Please refer to the Student Handbook for detailed information on the gatekeeping process and assessment of professional functioning and behavior.

COUNSELOR-IN-TRAINING SKILLS AND COMPETENCIES CHECKLIST (C³ Form)

Student/Counselor-in-Training: _____

Student's Academic Program (circle): CPC SC MFT SDHE

Professor/Instructor: _____

Course: _____

Date: _____

FOUNDATIONAL COUNSELING SKILLS SCALE

SCORE	IDENTIFIER	DESCRIPTION
*4	Exemplary	The student consistently demonstrates an advanced ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
*3	Proficient	The student consistently demonstrates a competent ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
2	Developing	The student demonstrates a restricted but emerging ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
1	Unsatisfactory	The student demonstrates an inadequate ability (and possibly harmful) to meet this standard, skill and/or disposition expected of a counselor-in-training.
N/A	Not Applicable	Does not apply /unable to evaluate/not observed.

*The student's *Foundational Counseling Skills and Competency and Effectiveness Global Rating* should be (3) or (4) in order to successfully pass the course.

SECTION 1

COUNSELOR-IN-TRAINING FOUNDATIONAL COUNSELING SKILLS

[Counselor Education Program Objective 4]

To be completed by instructors of **CNSL 500**, and **CNSL 501** and **as needed by any instructor in any course**

SKILL	DESCRIPTION	4	3	2	1	N/A
Essential Interviewing Skills	Nonverbal attending skills; minimal encouragers; basic questioning skills; closing and termination.					
Essential Counseling Skills	Therapeutic relationship; interactive/facilitative skills; deepening behaviors; problem solving skills; advocacy skills.					

SECTION 2

COUNSELOR-IN-TRAINING PROFESSIONAL DISPOSITIONS

[Counselor Education Program Objectives 3, 7, 8, & 9]

To be completed by instructors of **CNSL 500, CNSL 501, CNSL 525**, and **as needed** by **any instructor** in **any course**

Adapted from the *CASEL Framework*: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

DISPOSITION	DESCRIPTION	4	3	2	1	N/A
SELF-AWARENESS	The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”					
SELF-MANAGEMENT	The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself, recognizing the risk factors and signs associated with trauma as well as strategies for reducing its risk in self and client. The ability to set and work toward personal and academic goals.					
SOCIAL AWARENESS	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. Recognizes how marginalized groups are at risk for adverse childhood experiences and trauma.					
RELATIONSHIP SKILLS	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.					
RESPONSIBLE DECISION-MAKING	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.					

SECTION 3

COUNSELOR-IN-TRAINING COMPETENCY & EFFECTIVENESS GLOBAL RATING

To be completed by instructors of **CNSL 500, CNSL 501, CNSL 525**, and **as needed** by **any instructor** in **any course**.

4.0	3.0	2.0	1.0
Demonstrates Exceptional Competency	Demonstrates Competency	Approaching Competency	Insufficient Competency

Note: Identify to the nearest level.

SECTION 4
CONCLUDING FEEDBACK FROM INSTRUCTOR

To be completed by instructors of CNSL 500, CNSL 501, CNSL 525, and as needed by any instructor in any course. Please enter in the boxes below, **any strengths or areas of improvement observed in the student, based on Section 1 and Section 2 above, including any additional comments as applicable.**

STRENGTHS	
AREAS OF IMPROVEMENT	

FOR STUDENTS IN CNSL 500, 501, & 525
(COMPLETED IN TEVERA)

I, the student, acknowledge reviewing the completed Counselor-in-Training Skills & Competencies Checklist and was given the opportunity to discuss the content as well as any applicable developmental needs.

Student's Name <i>(please print)</i>	Student's Signature	Date
Instructor's Name <i>(please print)</i>	Instructor's Signature	Date

FOR STUDENTS IN COURSES OTHER THAN CNSL 500, 501, & 525
(COMPLETED VIA PAPER OR ELECTRONIC COPY)

I, the student, acknowledge reviewing the completed Counselor-in-Training Skills & Competencies Checklist and was given the opportunity to discuss the content as well as any applicable developmental needs.

Student's Name <i>(please print)</i>	Student's Signature	Date
Instructor's Name <i>(please print)</i>	Instructor's Signature	Date