

CPSY 420 001 and 002 FA2017
Counseling Skills

Section 001: Wednesdays, 1:40-4:00 pm, CLC 203
Section 002: Thursdays, 4:15 – 6:45 pm, CLC 303

Rufus R. Gonzales Ph.D.
Lewis Towers 1033
(312) 915-6378
Skype ID: rufus.gonzales; rgonza1@luc.edu

Course Description

This course is designed to help students understand and practice basic professional counseling with a diverse range of clients. It is a workshop-centered and practice-oriented course that is designed to be a safe place to explore new skills. We will emphasize analyses of your own counseling styles and performance. These analyses will grow out of your skill development. In teaching this course, your facilitators and I have two primary goals: (1) to help you develop knowledge of counseling skills that are used by counselors in a range of settings, and (2) to give you opportunities practice these skills under supervision.

Objectives

Upon completion of this course, you should be able to:

1. Understand the skills necessary for developing effective communication that promotes cooperation, understanding, and interests in others.
2. Help individuals identify and express their feelings.
3. Understand the skills necessary to build a therapeutic and trusting relationship with a diverse range of clients.

In order to accomplish these goals, lectures are supplemental to the readings; that is, it is presumed that you will have read the assigned readings, and that you will actively participate in the subsequent lecture with questions and/or comments.

IDEA Objectives for Course Evaluation:

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Developing skill in expressing oneself orally or in writing.

Standards and Assessments

The SOE's Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this course primarily through CFS 2 (Candidates apply culturally responsive practices that engage diverse communities) and CFS 4 (Candidates engage with local and/or global communities in ethical and socially just practices). These standards will be assessed through audiotape and videotape practice counseling sessions.

Standard 3 - Personal/Social Development Domain

- The competent school counselor understands the developmental needs of the school age population and develops programs and interventions that promote optimum personal and social development.
- 3E. Understands the skills necessary for developing effective communication skills that promote cooperation, understanding, and interest in others.*
- 3J. Helps students identify and express feelings.*

Standard 6 - Responsive Service: Individual Counseling

- The competent school counselor understands and utilizes a variety of individual counseling strategies and provides appropriate referral services.
- 6A. Understands the theory and process of various individual counseling approaches for crisis or short-term situations (brief counseling strategies).*

Standard 19 - The Helping Relationship

- The competent school counselor possesses knowledge and skills necessary to establish appropriate helping relationships as a professional school counselor in a school setting.
- 19D. Understands the counseling process and is aware of various skills, methods, and behaviors used in both prevention and intervention.*
- 19E. Understands the skills necessary to build a therapeutic and trusting relationship with a client.*

*Assessed through videotapes & audiotapes of mock counseling sessions, inner process transcriptions, personal journal, & final paper.

Required Texts

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2014). *Intentional Interviewing and Counseling, Facilitating Client Development in a Multicultural Society* (8th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN: 978-0-285-06535-9

Required Articles

Caldwell, K. L. (2011, October). *Mindfulness Matters: Practices for Counselors and Counselor Education*. Paper based on a program presented at the 2011 Association for Counselor Education and Supervision Conference, Nashville, TN.

Cardemil, E. V., & Battle, C.L. (2003). Guess who's coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy. *Professional Psychology: Research and Practice* 34(3), 278-286. DOI: 10.1037/0735-7028.34.3.278

D'Andrea, M., & Daniels, J. (2001). Chapter 17: Respectful Counseling: An Integrative Multidimensional Model for Counselors. In: D. B. Pope-Davis & H.L.K. Coleman (Eds.), *The Intersection of Race, Class, and Gender in Multicultural Counseling* (417-466). London: Sage

Publications, Inc. DOI: <http://dx.doi.org/10.4135/9781452231846.n17>

Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2014). From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence. *Social Work Education, 34*(2), 165-181. doi:10.1080/02615479.2014.977244

Heath, T. (1993). "The curious therapist: Words, tone and inflection" in Rambo, A. H., Heath, A. & Chenail, R. J. (Eds.), *Practicing therapy: Exercises for growing therapists*. New York: W.W. Norton.

Kohls, L.R. (1984). *The Values Americans Live by*. Meridian House International.

LaRoche, M.J., & Maxie, A. (2003). Ten considerations in addressing cultural differences in psychotherapy. *Professional Psychology: Research and Practice 34*(2), 180–186. DOI: 10.1037/0735-7028.34.2.180

Mueller, P., & Oppenheimer, D. (2014). The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science, 25*(6), 1159-1168.

Sue, D. W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist 62*(4), 271-286. DOI: 10.1037/0003-066X.62.4.271

Van Velsor, P. (2004). Revisiting basic counseling skills with children. *Journal of Counseling & Development, 82*(3), 313-318. DOI: 10.1002/j.1556-6678.2004.tb00316.x

Walsh, R. (2011). Lifestyle and mental health. *American Psychologist (66) 7*, 579–592. DOI: 10.1037/a0021769

Technology

This course will utilize technology to aid in communication, posting of course materials and instruction, and submission of assignments.

The Sakai website will contain a general overview of the course expectations and outcomes, readings, assignments and supplemental resources. The Sakai course page will provide a convenient hub for all course communications and assignments. When communicating with the course instructor about this course, please send messages through Sakai (as opposed to email). This will be discussed in class.

The Sakai website is:

Section 001: https://sakai.luc.edu/portal/site/CPSY_420_001_1550_1186

Section 002: https://sakai.luc.edu/portal/site/CPSY_420_002_3498_1186

You will be able to locate journal articles elucidating course topics through the Library's PsychInfo search engine. You also will be using videotape and audiotape equipment to record

and present your mock counseling sessions.

Audio and Video Recording

Students should bring a working digital audio recorder to every class. During the small group sessions, you may be asked to bring in recordings of practice sessions for review by your facilitator and small group. Additionally, you may be asked to audio record small or large group practice sessions during class time so that you can reflect on them in journals or homework assignments.

Three major assignments for the course involve videotaping a mock therapy session. You will need to use a digital video recorder for both sessions so that you can upload a link to the session for review by the instructor and your small group facilitators. Video recording sessions should not be conducted in public setting where others can interrupt (open lounges, restaurants, public parks). You should reserve a quiet, private space in which to talk.

In all cases, video and audio recorded materials for class should be clear in both picture and sound. It will be important to secure and test your equipment during the first two weeks of class so that you the use of the technology does not become problematic later on in the course.

Course Structure

Each class period will begin with a mindfulness exercise that will last approximately 10-15 minutes, occasionally followed by a brief class discussion. It is very important that you arrive to class on time so as not to interrupt the exercise. If you do not arrive on time, you will be asked to wait to enter the classroom until after the exercise has been completed. A sign will be posted on the door reminding students not to enter until after the exercise has been completed. If you are late to class, you will be asked to complete a mindfulness exercise on your own and write a brief reflection in order to receive credit for participation.

After the mindfulness exercise is completed, course content for the week will be reviewed. This will involve group discussion, lectures, and classroom exercises. This will vary from week to week depending on the topic.

During the second half of each class period, students will be broken up into small groups (approximately 5-6 students per group), each led by a doctoral student facilitator/teaching assistant. The facilitator will work with each small group to practice the skills learned in class. The facilitator will be partially responsible for grading student progress toward counseling skill development.

Additionally, students are discouraged from taking notes on their laptops, as this may be a distraction to the class. The course is highly interactive and much of the content is covered through active engagement with others during the class time. Additionally there is research to support

Small Group Facilitators

CPSY 420, Section 001 (Wednesday 1:40 – 4:00 pm):

Brittany (Britt) Duncan (bduncan3@luc.edu); breakout room CLC 203

Juan Pantoja-Patino (jpantoja@luc.edu); breakout room CLC 205

Huaying Li (hli10@luc.edu); breakout room CLC 325

CPSY 420, Section 002 (Thursday 4:15 – 6: 45 pm):

Papa Adams (padams4@luc.edu); breakout room CLC 303

Sarah Galvin (sgalvin2@luc.edu); breakout room CLC 302

Assignments

Assignments for the course are described below, however more detailed descriptions and resources for completing the assignments can be found on the Sakai website in the Assignment portal.

Mid-semester Feedback Survey (not graded)

At the beginning of the sixth week of class you will be required to submit an anonymous on-line feedback survey. The feedback will be used to update or make any changes to the course that might be helpful to the development of your counseling skills. Student responses to the feedback survey will be shared with the class, although individual responses will be de-identified.

Class Participation (deductions taken for lack of participation)

You will be expected to attend all class meetings on time, to read the assigned readings and to watch any assigned films or other media prior to class meetings. Participation grades also will reflect your professional behavior and active participation in all class activities in ways that reflect the counseling skills we are learning (e.g., eye contact toward peers and other speakers, open body language, minimal encouragers in class discussions). Your participation will be determined weekly by both the instructor and your small group facilitator. Feedback and Grading: Successful participation in each class meeting will not affect your course grade. However, if you do not meet the class expectations for participation, you will receive a course deduction of up to two points (or two percent) per class. If a class period is missed and excused by the instructor, you may complete a written assignment and/or exercise in order to get credit for class participation on that day. The assignment will be designed to simulate the missed class material.

Journal Reflections/Homework Assignments (20%)

Almost each week you will be asked to reflect on your experience with course material in the form of a journal. The journal entries may be straightforward reflections based on weekly experiences in class or you may be asked to complete outside exercises (such as self-reflections, mini mock sessions, or watching video or other media). The journal is an opportunity for you to express and reflect on your satisfactions and frustrations as you move toward the process of becoming a counselor (or of incorporating counseling approaches into your non-counseling work). The journals are kept private and will be read only by your facilitator and/or instructor. Journals should be two full pages (12 point font, double spaced, with one inch margins).

Journals assignments will be posted to Sakai on Monday the week before they are due. They are electronically submitted in Sakai and are due at the start of class. All journal entries will be given feedback by your small group facilitator. There will be no homework/journal assignments due on days when video recordings or the final paper are to be submitted. There will be 9 Journal Reflections due throughout the semester. Many of the journal assignments require a significant amount of time to complete. Although they are not heavily weight toward your course grade, they will significantly enhance your counseling skills and ultimately your performance on the video assignments. Feedback and Grading: Journal grading will be based on completion of homework assignments (if applicable) and the depth of reflection on your experience of the assignments and exercises. Each journal will be a portion of the overall Homework Assignments/Journal Reflection grade (there are 9 assignments due over the course of the semester, each worth 2.3 points).

Video Recorded Session 1 (20%)

You will video record one brief (7-10 minutes) mock session with a role-play partner in class. You will be paired with this partner for the other two video recording assignments. The interviewee should identify an area in their life that is concerning and/or that they would like to change. They should select an issue they are comfortable talking about and sharing with the instructor and the small group facilitator. Students should choose to discuss a topic that feels safe or contained to them.

The focus of this assignment will be for the interviewer/counselor to demonstrate session management skills as well as the basic listening skill of Attending. Additionally, the counselor is expected to demonstrate an ability to empathically respond to the client's perspective, allowing her or him to explore it. The counselor should not try to help the client solve their problem, make a decision or come to a conclusion. After video recording the session, you will be required to review the video and write a self-evaluation paper on your internal experiences as well as an evaluation of your session management skills and Attending behaviors.

Feedback and Grading: The instructor will review and grade your video submission. The small group facilitator will review and grade your self-evaluation paper. The grading rubric will be posted on Sakai.

Video Recorded Session 2 (25%)

You will video record one brief (20-25 minutes) mock session with a role-play partner from class (the same partner from the first assignment). You may continue the discussion/topic you had with them from the first video assignment, but it is not necessary if they do not want to discuss it. However, you should still acknowledge the previous conversation with them. The client should select an issue they are comfortable talking about and sharing with the instructor and the small group facilitator. Students should choose to discuss a topic that feels safe or contained to them.

The counselor will be expected to demonstrate an ability to respond to the client in an empathic way, through consistent and appropriate use of the basic listening skills (i.e., at least one use of each skill) that have been taught up to that point in the course. Additionally, the counselor is expected to demonstrate a consistent ability to empathically respond to the client's perspective, allowing her or him to explore it. Remember that the focus of the interview is to explore the client's experience, not to solve their problem or come to a conclusion. This will be an important factor in grading the assignment.

After video recording the session, you will be required to transcribe and evaluate a 10 minute segment of the session. Finally, you should complete a Self-evaluation paper, summarizing the session and your performance.

Feedback and Grading: Small group facilitators will review your video recording and provide feedback on the Self-evaluation paper. The instructor will review the video and transcript, and provide feedback on both the video and your transcript. The grading rubric and other assignment resources will be posted on Sakai.

Video Recorded Session 3 (25%)

The focus of this third video recording will be again to highlight the session management and basic listening skills as well as to incorporate some of the higher level skills discussed during the second half of the semester.

Again, you will conduct a 20-25 minute interview with the same person you interviewed for the first two assignments (in the rare case that you have worked with the instructor or your TA to create an exception to using the same partner, that is fine). It is preferable that you interview your partner on the same topic area, if they feel comfortable doing so. You should clearly discuss the intent/purpose/topic of the interview at the beginning of the session.

After video recording the session, you will be required to submit a timed stamped review of the interview. You will be asked to identify where you use a skill as well as discuss why you think the skill is successful. Identify the interventions that you think exemplify your skill in each of the categories. You do not need to identify every skill that you use, however you must identify and discuss enough of each skill so that the instructor and TA can evaluate your performance. You should pay special attention to the skills that received a rating of 1 or 2 in your first two recording assignments, and highlight where you do those successfully in the second video. Finally, you should complete a 3-4 page Self-reflection paper, summarizing the session and your performance.

Grading and Feedback: Small group facilitators will review your video recording and provide feedback on the Self-evaluation paper. The instructor will review the video and time-stamped review. The grading rubric and assignment resources will be posted on Sakai.

Final Reflection Paper (10%)

At the end of the semester you will submit a self-analysis paper that asks you to look at your

development throughout the course, as well as reflect on how your natural style as a helping professional would fit with one or more theoretical orientations/perspectives. In the paper you should address the following:

- You assessment of your counseling skills, personal values, and understanding of the role of the professional helper prior to engaging in course materials
- What you learned about yourself and your development in these three areas throughout the semester
- Select a counseling or development theory or perspective (chosen from those studied in this class, in another class or one of your own choosing), briefly describe the tenants of the philosophy, and then discuss how what you currently know about your skills, values and professional identity goes along with or is in conflict with the theoretical perspective that you have chosen

Grading and Feedback: This assignment will be graded by your small group facilitator and reviewed by the instructor. It should be 6-8 pages in length (not including cover pages or references) and should be written in APA style. Each of the three sections outlined above are worth 3 points each and your overall writing style will be worth 1 points (a total of 10 points).

Schedule:

| Date | Topic | Required Reading |
|------------------------|--|--|
| 8/29 or 8/30 Week 1 | Course Orientation Toward Intentional Interviewing and Counseling Mindfulness and counseling | No readings |
| | • <i>No assignments due</i> | |
| 9/5 or 9/6 Week 2 | Counseling skills overview and process, Wellness Model | Ivey et al. Chapters 1, 2 Caldwell article D'Andrea & Daniels Chapter Mueller & Oppenheimer |
| | • <i>Journal/Homework assignment 1 due by the start of class</i> | |
| 9/12 or 9/13 Week 3 | Session Management, Ethics, RESPECTFUL Model and social identities | Ivey et al. Chapter 3 |
| | • <i>Journal/Homework assignment 2 due by the start of class</i> | |
| 9/19 or 9/20 Week 4 | Attending skills, empathy and genuineness Observation Skills | Ivey et al. Chapter 4 |

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| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 3 due by the start of class</i> | |
| 9/26 or 9/27 Week 5 | Questions | Ivey et al. Chapter 5 Heath/Rambo Ch. 8 |
| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 4 due by the start of class</i> | |
| 10/3 or 10/4 Week 6 | Observation Skills Questions (small group only) | LaRoche & Maxie article Cardemil & Battle article |
| | <ul style="list-style-type: none"> • <i>Video Recorded Session 1 due by the start of class</i> | |
| 10/10 or 10/11 Week 7 | Active Listening | Ivey et al. Chapters 6 Kohls article Sue, Capodilupo et al. article |
| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 5 due by the start of class</i> • <i>Mid-semester anonymous feedback survey due by the start of class</i> | |
| 10/17 or 10/18 Week 8 | Reflecting Feelings | Ivey et al. Chapter 7 |
| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 6 due by the start of class</i> | |
| 10/24 or 10/25 Week 9 | Focusing | Ivey et al. Chapter 9 |
| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 7 due by the start of class</i> | |
| 10/31 or 11/1 Week 10 | Empathic Confrontation | Ivey et al. Chapter 10 Fisher-Borne et al article |
| | <ul style="list-style-type: none"> • <i>Video Recorded Session 2 due by the start of class</i> | |
| 11/7 or 11/8 Week 11 | Reflecting and Interpreting | Ivey et al. Chapter 11 |
| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 8 due by the start of class</i> | |
| 11/14 or 11/15 Week 12 | Self-disclosure, Feedback, TLCs | Ivey et al. Chapters 12 & 13 Walsh article |
| | <ul style="list-style-type: none"> • <i>Journal/Homework assignment 9 due by the start of class</i> | |
| 11/21 or 11/22 Week 13 | No class or Readings, Thanksgiving Holiday | |

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| 11/28 or 11/29 Week 14 | Integration with Theory Personal Style | Ivey et al. Chapter 16 Van Velsor article |
| | <ul style="list-style-type: none"> • <i>Video Recorded Session 3 due by the start of class</i> | |
| 12/5 or 12/6 Week 15 | Feedback Termination Course Wrap-up | No readings |
| | <ul style="list-style-type: none"> • <i>Final Reflection Paper due by the start of class</i> | |

Grading Policy: Grading criteria for each assignment will be posted to Sakai. For the course grade, the total accumulation of points will be used to determine your grade based on the following:

| | | | |
|---------------|----|--------------|----|
| 100-93 points | A | 79-77 points | C+ |
| 92-90 points | A- | 76-73 points | C |
| 89-87 points | B+ | 72-70 points | C- |
| 86-83 points | B | 69-67 points | D+ |
| 82-80 points | B- | 66-60 points | D |
| | | 59- | F |

A grade of 82 or below will require the student to retake the course before being eligible to apply for and accept a counseling practicum.

Late assignments will not be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10%. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Diversity

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your

development as a culturally competent professional, able to work effectively with diverse clients and communities.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Across multiple courses students are assessed on the dispositions below. Students who show impairment in these categories may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on each dimension. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. Dispositions Assessment Rubric (see LiveText):

| | Exceeds Standard (0 pt) | Meets Standard (0 pt) | Partially Meets Standard (0 pt) | Does not Meet Standard (0 pt) |
|---------------------------------|---|---|--|---|
| Interactions IL-LUC-DISP-2016.1 | Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients | Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients. | Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients. | Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients |
| Course work IL-LUC-DISP-2016.1 | Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements. | Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements. | Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements. | Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements. |
| Field work IL-LUC-DISP-2016.1 | Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating | Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating | Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by | Candidate fails to demonstrate an understanding of ACA ethical principles |

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| | an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements. | an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements. | demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements. | (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements. |
| Multicultural Issues IL-LUC-DISP-2016.2 | Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling. | Candidate demonstrates knowledge of multicultural issues in counseling | Candidate occasionally demonstrates knowledge of multicultural issues in counseling | Candidate fails to demonstrate a working knowledge of multicultural issue in counseling. |
| Multicultural Interactions IL-LUC-DISP-2016.2 | Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients. | Candidate has the ability to respond to others in a multi-culturally-competent manner. | Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner. | Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions. |
| Student Development IL-LUC-DISP-2016.3 | Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development. | Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth. | Candidate has an intellectual understanding that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth, and they are at times able to demonstrate this in their practice. | Candidate fails to demonstrate respect for, and an understanding of, the growth potential of all students and clients, regardless of their circumstances or current levels of development. |
| Student Needs IL-LUC-DISP-2016.3 | All candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning. | Some candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning. | Some candidate interactions with clients and students are respectful and occasionally sensitive to individual student and client needs, especially in the area of human development and learning. | Few candidate interactions with clients and students are highly respectful and sensitive to individual student and client needs, especially in the area of human development and learning. |