CPSY 420 001 and 002 FA2020
Counseling Skills

Section 001: Wednesdays, 5:30 - 8 pm, blended
Section 002: Thursdays, 5:30 - 8 pm, blended
Rufus R. Gonzales Ph.D.
Lewis Towers 1033
(312) 915-6378
rgonza1@luc.edu

Office Hours: Via Zoom, Thursdays 2-3 pm or by appointment: https://luc.zoom.us/j/93863576314

Responsiveness: It is best to message the instructor through the messaging feature in Sakai. I will respond within 1-2 business days. Messages about the course sent directly to my email account may take longer for a response.

Group or Class MTGS: Please see the schedule below for large group and small group meeting days, and formats. All in-person meetings are optional, and students may opt to attend remotely. Zoom links for large group meetings will be hosted through Sakai and students are required to attend the large group meetings through the Zoom tab n Sakai. Small group zoom meeting links will be distributed by the TA to their small group sections. Small group classroom locations will be announced once they are assigned.

School of Education Commitment
COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Curapersonalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any
accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**COVID-19 Reporting Protocol**
In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

**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.

**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.

SOE Vision
The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Required Readings
Bourne, E. J. (2011). “Chapter 18: Meditation” In The Anxiety and Phobia Workbook (pp. 756-


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_1476_1206
Section 002: https://sakai.luc.edu/portal/site/CPSY_420_002_2894_1206

You will be able to locate journal articles elucidating course topics through the Library’s PsychInfo search engine. You also will be using video recording equipment to record and present your mock counseling sessions and homework assignments.

Course Structure
This class will alternate large group meetings with the whole class led by the instructor and small group meetings facilitated by a TA. All large group meetings will be taught on-line synchronously through Zoom. Small group meetings are scheduled to run in dual mode, meaning students will have the option to attend in person or via live stream through Zoom. Small group meeting formats are subject to change to synchronous online meetings, depending on the needs and preferences of the small group members, as well as the health restriction guidelines set in place by the university. Small group assignments will be made the first week of class. University policies with regard to health safety and social distancing will be followed for any in-person meetings.

Each class period (whether small group or large group) 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 or the Zoom meeting until after the exercise has been completed. Please wait for the instructor to let you in. 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.

Small Group Facilitators

CPSY 420, Section 001 (Wednesday 5:30 – 8 pm pm):
Han Na Lee (hlee30@luc.edu); breakout room TBA
Erica Pinney (epinney@luc.edu); breakout room TBA
Assignments
Below is a list of assignments for the course, followed by more detailed descriptions. Further descriptions and resources for completing the assignments can be found on the Sakai website in the Assignment portal.

- Class Participation (no grade)
- Natural Styles Interview (5 points)
- Social Identity Reflection Sheets (no grade)
- Reflection Papers (25 points)
- Partner Interviews (25 points)
- Skills Portfolio (35 points)
- Final Reflection Paper (10 points)

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.

Natural Styles Interview (5 points) Due at the beginning of class Week 2
Video record a 10-15 minute on-line helping conversation between yourself and a volunteer. Use your natural helping style. Be sure discuss your status as a student and confirm that the interview is not a counseling session, but rather a class assignment. Finally, be sure to get consent to record the interview as well as to show the video to your classmates and instructors. See the sample informed consent posted to Sakai to help guide your discussion. This form should be amended to fit the needs of the assignment and then signed by you and the interviewee and uploaded to the Sakai assignment portal. Be sure to re-watch the video prior to class. During the second week of class, come prepared to show 3-5 minutes of the video to your
small group. You may show a consecutive clip or skip around. You should be able to point out
one thing you feel you did successfully, one thing you would have done differently, and then
ask one question for feedback. **Feedback and Grading:** If the assignment is completed fully, you
will receive full credit. Feedback will be given by the TA and your small group members.

**Social Identity Reflection Sheets (no grade)**
Two worksheets on your social identities will be distributed during the first week of class, as
well as posted on Sakai. You should plan to complete The Social Identity Profile Exercise prior to
the second week of class and bring it with you. The ADRESSING Model Self-Reflection Exercise
should be submitted through the Sakai assignment portal by the beginning of the third week for
class.

**Reflection Papers (25 points)**
Over the course of the semester you will be asked to write 5 reflection papers based on the
course content and any activities or skills that may have been practiced. The papers should be
800-1000 words in length and do not need to be in APA style. Paper topics will posted at least a
week in advance. **Feedback and Grading:** Reflection papers will each be worth 5 points and will
be graded by your small group facilitator.

**Partner Interviews (25 points)**
Each student will be paired with another students who they will interview five times
throughout the semester. These interviews will range in length and topic. The specific
parameters of each interview assignment will be posted at least one week in advance of the
due date. Once your interview partners have need assigned, it is imperative that you find a
regular meeting time that fits with both of your schedules.

The Partner Interviews will all be conducted virtually and are to be video recorded. You are
expected to create a OneDrive folder and upload each of the videos to this folder by the due
date for the assignment. You should then submit the recordings via a link though the Sakai
assignment portal. Each file should be clearly marked with you last name followed by the
interview number. In addition to the link, you will be expected to submit a timestamped review of
the interview, outlining the interventions you attempted, as well as your self-evaluation of the
interventions. Examples of a timestamp review will be provided. Exact requirements for
each interview will be posted at least one week in advance of the due date. **Feedback and
Grading:** Timestamp Reviews will be graded by the TA in consultation with the instructor and
based on the criteria outlined in the assignment for each interview. Emphasis will be placed on
the accuracy of your self-evaluation of the skill.

Submitted 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.
Additionally, interviews should not be conducted in spaces where either you or the interviewee
can be interrupted, and others off screen should not have real-time access to the audio or video
of the interview.
The role of the interviewee
All students in the class will act as an interviewee for other students in the course. Your role as an interviewee is not being evaluated by the instructor or the TA. When being interviewed by your partner it is important to remember that this is not a counseling session, but rather a class assignment designed to help them practice interviewing skills and techniques. The interviewer will give you a prompt to begin the interview, but it will be up to you to decide what to discuss. You should select issues you are comfortable talking about, knowing that your responses will be shared with the instructor and the small group facilitators. You should choose to discuss a topic that feels safe or contained to them. Additionally, there may be times when you feel comfortable as the interviewee discussing a topic, but that the interviewer may not want to discuss. In these cases, you should respect the interviewer’s decision to move to another topic, so that they can most effectively practice their counseling skills.

Skills Portfolio (35 points) Due at the beginning of class Week 15
At the end of the semester, students will submit a portfolio of their counseling skills, using the Partner Interviews they conducted over the course of the semester. Students will be asked to provide a link to the OneDrive folder containing all of their Partner Videos for the semester, as well as a time stamped review (indicating both the interview number, as well as the timestamp) of each skill covered in the course. A complete grading rubric will be posted by the third week of class. Students will be asked to share successful example for each skill as outlined in the rubric. It would likely be beneficial for you to review the rubric early on in the semester and begin to accumulate the required timestamp materials as you proceed though the course. Feedback and Grading: Grading and feedback for this assignment will be given by the instructor. Unlike the Partner Interview assignments that will be graded on the accuracy of your self-assessment, this assignment will be graded on your ability to successful demonstrate the skill. The Skills Portfolio must be turned in by the due date and extensions will not be given.

Final Reflection Paper (10 points) Due at the beginning of class Week 15
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:
• Your 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
Feedback and Grading: 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:**

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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| 1 (8/26, 8/27)  | Large Group Online | • Course Introduction  
• Mindfulness  
• MCO/Addressing | • Review Syllabus  
• Bourne  
• Hook et al., Chapter 1  
• Fisher-Borne et al. | |
| 2 (9/2, 9/3)  | Small Group Online | | |
| 3 (9/9, 9/10)  | Large Group Online | • Stages of Change  
• Empathy  
• Skills Overviews  
• Informed Consent  
• Ethics/Session Management | • Chen & Giblin, Chapter 3 and 4 | • Natural Style Video  
• The Social Identity  
• Profile Exercise  
• ADRESSING Model Self-Reflection Exercise |
| 4 (9/16, 9/17)  | Small Group Dual Mode | | Reflection Paper 1 |
| 5 (9/23, 9/24)  | Large Group Online | • Attending Skills (online and in-person)  
• Paraphrasing/Reflecting Content and Summarizing | • Ivey et al., Chapter 6 | Partner Video 1 |
| 6 (9/30, 10/1)  | Small Group Dual Mode | | Reflection Paper 2 |
| 7 (10/7, 10/8)  | Large Group Online | • The use of Questions  
• Reflecting and Exploring Feelings | • Ivey et al., Chapter 7 | Partner Video 2 |
| 8 (10/14, 10/15)  | Small Group Dual Mode | | Reflection Paper 3 |
| 9 (10/21, 10/22)  | Large Group Online | • Reflecting and Exploring Meaning and Interpretation | • Ivey et al., Chapter 11 | Partner Video 3 |
| 10 (10/28, 10/29)  | Small Group Dual Mode | | Reflection paper 4 |
| 11 (11/4, 11/5)  | Large Group Online | • Broaching  
• Influencing Skills | • Day Vines et al.  
• Chen & Giblin, Chapter 9 | Partner Video 4 |
| 12 (11/11, 11/12)  | Small Group Dual Mode | | Reflection Paper 5 |
| 13 (11/18, 11/19)  | Large Group | • Theoretical Frameworks  
• Integrating Theory, Practice | • Chen & Giblin, Chapter 1 | Partner Video 5 |


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<tr>
<th>Online and the Self</th>
<th>(14 \ (11/25, 11/26)) Thanksgiving: No Class Thanksgiving: No Class</th>
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<tr>
<td>(15 \ (12/2, 12/3)) Large Group Online Small Group Online</td>
<td>• Termination • Wrap up and Final Small Group Meetings • Chen &amp; Giblin, Chapter 11 • Skills Portfolio • Final Reflection paper</td>
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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
- 92-90 points A-
- 89-87 points B+
- 86-83 points B
- 82-80 points B-
- 79-77 points C+
- 76-73 points C
- 72-70 points C-
- 69-67 points D+
- 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.

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Synchronous Recording**
In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is
unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Privacy Statement
Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support Special Circumstances - Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).
Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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.

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.

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):

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<tr>
<th>Interactions IL-LUC DISP-2016.1</th>
<th>Exceeds Standard (0 pt)</th>
<th>Meets Standard (0 pt)</th>
<th>Partially Meets Standard (0 pt)</th>
<th>Does not Meet Standard (0 pt)</th>
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<tr>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
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<th>Course work IL-LUC DISP-2016.1</th>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<th>Field work IL-LUC DISP-2016.1</th>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<th>Multicultural Issues IL-LUC DISP-2016.2</th>
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<td>Candidate is able to demonstrate exceptional knowledge of multicultural issues in counseling.</td>
<td>Candidate demonstrates knowledge of multicultural issues in counseling.</td>
<td>Candidate occasionally demonstrates knowledge of multicultural issues in counseling.</td>
<td>Candidate fails to demonstrate a working knowledge of multicultural issue in counseling.</td>
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<th>Multicultural Interactions IL-LUC DISP-2016.2</th>
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<td>Candidate regularly demonstrates the ability to respond in a multi-culturally competent manner when interacting with fellow students, faculty, staff, supervisors and clients.</td>
<td>Candidate has the ability to respond to others in a multi-culturally-competent manner.</td>
<td>Candidate occasionally has the ability to respond to others in a multi-culturally-competent manner.</td>
<td>Candidate demonstrates unfairness and a lack of multi-cultural sensitivity in professional interactions.</td>
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<tr>
<th>Student Development IL-LUC DISP-2016.3</th>
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<td>Candidate regularly demonstrates through professional practice deeply held beliefs that all students and clients are capable of cognitive, social, psychological, and emotional development.</td>
<td>Candidate sometimes demonstrates, through practice, that students and clients, regardless of severity of learning deficits, developmental needs, or presenting problems are capable of growth.</td>
<td>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</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Student Needs IL-LUC-DSP-2016.3</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>