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 2021-2022 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 Cura Personalis, 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
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


**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_1447_1216](https://sakai.luc.edu/portal/site/CPSY_420_001_1447_1216)

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**

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. 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.

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 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 that students develop a more meaningful understanding of content by writing class notes by hand.

**Small Group Facilitators**

CPSY 420, Section 001 (1:15 – 4:15 pm):
Han Na Lee (hlee30@luc.edu); breakout room 202
Chelsea Yanuaria (cyanuaria@luc.edu); breakout room 203

**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 (10 points)
- Social Identity Reflection Sheets (no grade)
- Reflection Papers (25 points)
- Partner Interviews (40 points)
- Final Reflection Paper (25 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 (10 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 (40 points)
Each student will be paired with another student who they will interview four 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.

Three Partner Interviews will all be conducted in-person and on audiotape, and the fourth
interview will be video recorded via Zoom. 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 your 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 develop a hypothetical presenting problem that is appropriate for a beginning level counseling trainee. You will role play this mock hypothetical client throughout all four interviewing assignments during the semester. 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.

Final Reflection Paper (25 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

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 point (a total of 10 points).
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>9/1</td>
<td>• Course Introduction</td>
<td>• Review Syllabus</td>
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<td>• Mindfulness</td>
<td>• Bourne</td>
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<td>9/8</td>
<td>• Multicultural Orientation</td>
<td>• Hook et al., Chapter 1</td>
<td>• Natural Style Video</td>
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<td>• Humility, comfort, opportunity</td>
<td>• Hook et al., Chapter 4</td>
<td>• The Social Identity Profile Exercise</td>
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<td>9/15</td>
<td>• Stages of Change</td>
<td>• Ivey et al., Chapter 2</td>
<td>• ADDRESSING Model Self-Reflection Exercise</td>
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<td>• Skills Overviews</td>
<td>• Chen &amp; Giblin, Chapters 3 and 4</td>
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<td>9/29</td>
<td>• Attending Skills (online and in-person)</td>
<td>• Ivey et al., Chapter 6</td>
<td>• Partner Video 1</td>
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<tr>
<td>10/6</td>
<td>• Paraphrasing/Reflecting Content and Summarizing</td>
<td>• Cook-Cottone et al., Chapter 3</td>
<td>• Reflection Paper 2</td>
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<tr>
<td>10/13</td>
<td>• The use of Questions</td>
<td>• Ivey et al., Chapter 7</td>
<td>• Partner Video 2</td>
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<td>10/20</td>
<td>• Reflecting and Exploring Feelings</td>
<td>• Cook-Cottone et al., Chapter 4</td>
<td>• Reflection Paper 3</td>
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<tr>
<td>10/27</td>
<td>• Reflecting and Exploring Meaning and Interpretation</td>
<td>• Ivey et al., Chapter 11</td>
<td>• Partner Video 3</td>
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<td>11/03</td>
<td>• Skill Review</td>
<td>• Cook-Cottone et al., Chapter 5</td>
<td>• Reflection paper 4</td>
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<tr>
<td>11/10</td>
<td>• Broaching</td>
<td>• Day Vines et al.</td>
<td>• Partner Video 4</td>
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<td>• Chen &amp; Giblin, Chapter 9</td>
<td>• Chen &amp; Giblin, Chapter 9</td>
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<tr>
<td>11/17</td>
<td>• Influencing Skills</td>
<td>• Cook-Cottone et al., Chapter 6 and 7</td>
<td>• Reflection Paper 5</td>
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<td>11/24</td>
<td>Following: No Class</td>
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<tr>
<td>12/01</td>
<td>• Theoretical Frameworks</td>
<td>• Integrating Theory Practice</td>
<td>• Chen &amp; Giblin, Chapter 1</td>
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<td>• Integrating Theory Practice</td>
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</tbody>
</table>
12/08 Week 15

- Termination
- Wrap up and Final Small Group Meetings

- Chen & Giblin, Chapter 11

- Final Reflection paper

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.

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Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students are able to meet the expectations in this area. Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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 into how to improve their teaching and the department can learn how best to shape the curriculum.

**The 13 possible objectives you will select from are listed below:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

3. Learning to apply course material (to improve thinking, problem solving, and decisions)

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

5. Acquiring skills in working with others as a member of a team

6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

8. Developing skill in expressing oneself orally or in writing

9. Learning how to find, evaluate and use resources to explore a topic in depth

10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view

12. Learning to apply knowledge and skills to benefit others or serve the public good

13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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 and Digication

All students, except those who are non-degree, may 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.

Digication is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

*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.

Syllabus Addendum Link
<table>
<thead>
<tr>
<th>Category</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>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions IL-LUC-DISP-2016.1</td>
<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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<tr>
<td>Course work IL-LUC-DISP-2016.1</td>
<td>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.</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>
</tr>
<tr>
<td>Field work IL-LUC-DISP-2016.1</td>
<td>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.</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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<td>Multicultural Issues IL-LUC-DISP-2016.2</td>
<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>
</tr>
<tr>
<td>Multicultural Interactions IL-LUC-DISP-2016.2</td>
<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>
</tr>
<tr>
<td>Student Development IL-LUC-DISP-2016.3</td>
<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>
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<tr>
<td>Student Needs IL-LUC-DISP-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>
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