CPSY 427 001
Introduction to Clinical Mental Health Counseling
Spring 2021

Section 001: Wednesday, 5:30 – 8 pm pm, Schreiber Center - Room 405, 525, 605

Instructor: Rufus R. Gonzales Ph.D.
Lewis Towers 1033
(312) 915-6378
rgonza1@luc.edu

Teaching Assistant: Erica Pinney, M.Ed.
epinney@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.

Class Meetings: Please see the schedule below for synchronous, asynchronous and hyflex meeting formats. All in-person meetings are optional, and students may opt to attend remotely. Zoom links for synchronous and hyflex class meetings will be hosted through Sakai and students are required to attend the large group meetings through the Zoom tab in Sakai.

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 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.
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.

Conceptual Framework and Conceptual Framework Standards
As a counselor, you can be a vehicle for social justice in whatever setting you work and in whatever role you exercise in your career. All presentations in this course are expected to incorporate social justice perspectives and issues into the topics. The conceptual framework can be accessed at www.luc.edu/education/mission/

The SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this course primarily through:

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

Course Description
This course has two purposes. The first purpose is to conduct an overview of Clinical Mental Health Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary mental health counseling practice and the future of mental health counseling as a helping profession, (b) professional organizations to which mental health counselors belong, the settings in which they practice, and the roles of mental health counselors in those settings, (c) credentialing and licensing for mental health counseling practice, and (d) knowledge bases critical to mental health counseling, including evidence-based practice.

The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of mental health counselors and present their findings to the class.
Objectives
It is, therefore, hoped that after completing the course students will be knowledgeable about all of the following:
1. Historical, philosophical, societal, cultural, economic, and political foundations of mental health counseling and the future of mental health counseling practice.
2. Preparation standards, credentialing, licensing, and professional identities of mental health counselors.
3. Roles and functions of mental health counselors in relation to contemporary issues in Clinical Mental Health Counseling.
4. It is also hoped that students will develop increased skills and confidence to conduct workshops and other forms of professional presentations.

Required Readings
There is no required text for this course. Multiple required readings will be posted to Sakai for each class period. Other readings may also be assigned. Students are expected to have completed all required readings and come prepared to discuss the readings.

Evidence-Based Practice Websites
- Cochrane Data Base of Systematic Reviews
  www.thecochranelibrary.com
- APA, Division 12 Empirically-Validated Treatments
  www.psychologicaltreatments.org
- National Registry of Evidence-Based Programs and Practices
  https://www.samhsa.gov/ebp-resource-center
- National Institute for Health and Clinical Experiences (NICE)
  www.nice.org.uk

Self-Care Plan Web Resources
- Self-Care for Professionals
  https://schools.au.reachout.com/articles/self-care-for-professionals
- Developing Your Self-Care Plan
- Distress, Therapist Burnout, Self-Care, and the Promotion of Wellness for Psychotherapists and Trainees
- Articles and Information on Self-care
  https://www.csun.edu/eisner-education/self-care/articles-information-self-care

Assignments

Synchronous/Hyflex Class Attendance and Participation
You will be expected to attend all class meetings on time whether they meet in person or online, to read the assigned readings and to actively engage in class discussions and activities. Participation grades also will reflect your professional behavior and active participation in all class activities in ways that reflect the counseling profession. Successful participation in each synchronous 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. Additionally, there are times when a student may not be able to attend class, or may choose not to attend class. The instructor will not make determinations about what is an acceptable reason to miss class, and will leave that up to the individual student to decide.

If a synchronous class period is missed, you may complete a homework assignment that approximates the class topic for the day. Typically the make-up assignment will take the same level of time and effort that would be involved in attending the class, and is due within a week from when it is assigned. Class make-up assignments will not be graded, but will be reviewed by the TA to see if they are complete. If the student chooses not to complete the assignment, they will forfeit the participation points for that week.

**Asynchronous Class Attendance and Homework (5 assignments worth 3 points each; Various Due Dates)**

On weeks when class is held asynchronously, students are expected to watch all media presentations, and review all written material assigned for the week. Additionally, there are 5 homework assignments with various due dates throughout the semester based on the asynchronous material. These assignments are due by the start of the next synchronous class (5:30 pm the following week). Course content from the asynchronous classes will be more heavily weighted on the final.

**Grading (grading will be done by the TA and Instructor):**

Each homework assignment will be worth 3 points and will be graded on your attention to the asynchronous course content (1 point), complete of all components of the assignment (1 point), and overall writing (1 point).

**Licensing Quiz (15 points; 3/17/21)**

Between weeks eight and nine, you will take an on-line quiz in Sakai. You will have 45 minutes to complete the quiz once you begin. This quiz includes multiple choice, short answer, and true/false questions to assess your knowledge of the licensure and certification laws/rules and processes in the State of Illinois. The quiz is open note and you may use web-based resources to assist you, but you may not consult with other students or professionals.

**Grading (grading will be done by the TA):**

Each quiz question will be worth 1 point and there will be 15 questions.

**Evidence Based Practice (EBP) Poster (35 points; 4/2/20 regardless of presentation date)**

The purpose of this assignment is to be able to take well researched counseling techniques and apply them to a population that has not been well studied with these techniques. You should research the mental health concern and the population you use and then develop a way to apply the counseling/psychotherapy literature to that population. You will then develop a poster presentation geared toward practicing clinicians that can be discussed with the instructor and peers during one of two class periods (presentation dates will be assigned).

**EBP Preferences (no grade; 2/17/21)**

Students will be assigned to groups of 3 students to collaborate on a practice-based poster to be presented synchronously during class at the end of the semester. Based on their responses to a preference survey, they will be assigned to groups to develop and finalize their topic. You will have the option to choose two other partners if you wish and to indicate that in the survey, but all partners must indicate the other members of the group in their survey. The initial
preference survey should be completed by 5:30 pm on 2/17/21. Once the groups have been assigned, you will finalize the topic, and do not need to conform to the preferences you list in the survey.

EBP Group Topic (no grade; 3/3/21)
Student Groups must submit their topic to the instructor through Sakai by March 3, 2021. It is helpful if you have already Students should identify the following components of the project:

1. Identify a clinical area of concern that holds a body of empirical research. This could include eating disorders, social anxiety, bipolar disorder, being bullied in school, coping with grief and loss, managing racial distress, sports performance enhancement, or any variety of clinical presentations of interest to you.
2. Identify the intended client population. Be as specific as possible when identifying your population demographics/social identities (age, gender, racial/ethnic background, immigration/acculturation background, sexual orientation, social class, etc.).
3. Briefly discuss how you think you might connect the empirically based research to you intended client population. What specifically will you have to consider about the characteristics, experience, and context of your population, when applying the research to working with them.

Only one student from each group must submit the topic. Feedback will be given via the Messaging tool in Sakai.

EBP Poster (33 points; 4/7/21)
Develop a professional poster that you would use for presentation at a professional conference. Although the assignment will be presented virtually this semester, the intent of the assignment is to prepare students for an in-person poster presentation. As such, the poster file should be 36 inches in length and 42 inches wide. The presentation should include a review and discussion of the usefulness of EBP with regard to the clinical issue and your population of choice. You should review the separate bodies of literature and thoughtfully discuss probable or hypothetical applications. The poster should have the following components, but may include others as well:

- Title
- Author/Affiliation/Contact Info
- Abstract
- Summary of empirical treatment literature for the disorder
- Summary of relevant characteristics of your populations with this disorder
- Recommendations/Considerations for treatment of your population with this disorder
- Assessment strategies

In addition to the full text of your poster presentation, each group must also submit an annotated bibliography of all cited research and of a one-page fact-sheet. These materials must all be submitted to Sakai by the start of class on 4/7/21 regardless of when you present. Materials should all be combined and submitted as one PDF or word document (a point will be deducted if this is not done).

Poster presentation will be done remotely and synchronously. This is an opportunity to learn not only how to present, but also how to ask professionally relevant questions and to have professional conversations with colleagues. The aim is not to educate the instructor (I will have all of your written materials and poster to review for content), but rather to practice having
professionally relevant conversations with colleagues. You should be prepared to share your Fact Sheet with those attending your discussion.

On the presentation night when you are not presenting, you will be expected to attend the poster sessions of your classmates. Instructions for attendance will be distributed the week before the first set of presentations.

Resources for Creating a Poster Presentation
https://libguides.ithaca.edu/PosterSession

Grading (this assignment will be graded by the Instructor, and the TA):

- Summary of empirical treatment literature for disorder (4 points)
- Summary of relevant characteristics of your population (5 points)
- Recommendations for treatment (6 points)
- Assessment strategies (2 points)
- Poster Organization (5 points)
- Verbal Presentation (5 points)
- Fact Sheet (2 points)
- Annotated Bibliography (4 points)

Please see Sakai for a copy of the grading rubric. All students in the group will receive the same grade.

Self-Care Plan (22 points; 4/14/21)

Students will conduct a self-care assessment and develop a care plan that is both preventative and remedial to be used during their practicum and internship placement. The plan developed in this course will be used and monitored in the CPSY 440/441 sequence. You should develop a self-care plan that is specific to your needs, life experiences and potential training site. Your plan should include the following components:

- An annotated bibliography, in APA format, with at least 5 journal articles on professional self-care
- A self-care plan that includes the following:
  - A formal self-assessment process at three time points: the beginning of the year, mid-year and at the end of the year.
  - Identification of the areas of self-care that you feel are of particular interest to you (physical, emotional, relational, spiritual, etc.)
  - A specific behavioral plan that has both a preventative component and a remedial component.
  - A process for maintaining accountability on a weekly basis.
  - A process for incorporating self-reflection.
- Copies of all of the documents/resources you plan to use during your self-care plan. This would include any charts, logs, assessments, exercises and media that you plan to incorporate into the care plan.
- A two to three page reflection paper that describes what you learned about yourself by developing the self-care plan and how you think the literature your reviewed influenced the development of your plan.

Grading (this assignment will be graded by the Instructor and the TA):
Self-care Plan

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-assessment Process</td>
<td>2</td>
</tr>
<tr>
<td>Areas for self-Care</td>
<td>2</td>
</tr>
<tr>
<td>Behavior Plan</td>
<td>2</td>
</tr>
<tr>
<td>Weekly Accountability</td>
<td>1</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>1</td>
</tr>
<tr>
<td>Self-care Plan Documents/resources</td>
<td>4</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>4</td>
</tr>
<tr>
<td>2-3 page Self-Reflection Paper</td>
<td>6</td>
</tr>
</tbody>
</table>

**Final Exam (15 points; 4/28/21 from 5:30 – 7:30 pm)**

The final will be an at-home, on-line exam through the Sakai platform that will cover course readings and lectures. The format will be a mixture of true/false, multiple choice, short answer and essay questions. The test will be open note, but students cannot work collaboratively. Students will have two hours to complete the exam.

Grading: This will be graded by the TA. The exact number of questions will be announced prior to the exam.

**Assignment List Summary**

Class Attendance and Participation (points subtracted when unsatisfactory)
EBP Preferences (no grade; 2/17/21)
EBP Group Topics Finalized (no grade; 3/3/21)
Licensing Quiz (15 points; 3/17/21)
EBP Poster (33 points; 4/7/21)
Self-Care Plan (22 points; 4/14/21)
Final Exam (15 points; 4/28/21 5:30-7:30 pm)
Asynchronous Class Assignment (5 assignments worth 3 points each; Various Due Dates)

*All assignments are due by 5:30 pm on the date of the assignment

**Grading Policy**

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-92</td>
<td>A</td>
</tr>
<tr>
<td>91-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-82</td>
<td>B</td>
</tr>
<tr>
<td>81-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-72</td>
<td>C</td>
</tr>
<tr>
<td>71-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-60</td>
<td>D</td>
</tr>
<tr>
<td>59-</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

**Course Format and Meeting Dates**

The course will have three meeting formats throughout the semester. The weekly meeting format is indicated in the first column below along with the week number and class meeting
Synchronous: Synchronous class meetings are on Wednesdays from 5:30 – 8 pm. These classes meet remotely through Zoom and students are expected to login through the Sakai portal.

Asynchronous: On alternating weeks, the class will meet asynchronously. Media and readings will be posed no later 5:30 pm on the Wednesday of that week and students will have one week to review the materials and submit any corresponding assignments.

Hyflex: Hyflex class meetings are on Wednesdays from 5:30- 8pm and allow students to attend synchronously via the Zoom portal in Sakai, or in person following all university health and safety guidelines. Students choose on a weekly basis whether to attend in person or virtually. During Hyflex meeting weeks, students will be asked to respond to a survey (https://forms.gle/ByXwfzCgpT6ftGdB6) on Wednesday morning indicating whether or not they plan to attend class in person. Responses should be recorded by noon on the day of class. At least 5 students need to indicate that they plan to attend in person. If less than 5 students plan to attend class in person, the class will be held Synchronously. The instructor will email all class participants by 1 pm on the day of class to let them know if there will be enough students present for the in person option.

Weekly class format is subject to change based on both attendance levels and university health and safety guidelines.

**Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20 Week 1 Synch</td>
<td>Introductions, Course Overview and Check-in</td>
<td></td>
</tr>
</tbody>
</table>

*Complete attendance survey by noon (link [here](https://forms.gle/ByXwfzCgpT6ftGdB6))*
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment/Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Async Homework Assignment 1 Due by 5:30 pm</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Week 4 - No Class, First Spring Break</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Opening a Private Practice, Managed Care</td>
<td>Brennan (2013)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooper &amp; Gottlieb (2000)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haddock &amp; Moore (2015)</td>
</tr>
<tr>
<td></td>
<td><strong>EBP Group Preferences Due 2/17 at 5:30 pm</strong></td>
<td></td>
</tr>
<tr>
<td>2/24</td>
<td>Licensing</td>
<td><strong>IDFPR LPC Rules</strong></td>
</tr>
<tr>
<td>6</td>
<td>Complete attendance survey by noon (link <a href="#">here</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Async Homework Assignment 2 Due by 5:30 pm</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Professional Identity Development, Clinical Writing, Annotated Bibliography</td>
<td>Healey (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hodges (2015)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ronnestad (2003)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sommers-Flanagan (2105)</td>
</tr>
<tr>
<td></td>
<td><strong>EBP Topics Finalized Due 3/3 at 5:30 pm</strong></td>
<td></td>
</tr>
<tr>
<td>3/6 – 3/10 at 4pm; Second Spring break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Review Licensing, Supervision, Supervisor Panel</td>
<td>Trepal &amp; Boie (2015)</td>
</tr>
<tr>
<td>10</td>
<td>Complete attendance survey by noon (link <a href="#">here</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Async Homework Assignment 3 Due by 5:30 pm</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Wellness and self-care, Mental Health Stigma</td>
<td>Butler et al. (2019)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colman et al. (2016)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corrigan (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Malinowski (2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Myers &amp; Sweeney (2004)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roscoe (2009)</td>
</tr>
<tr>
<td></td>
<td><strong>Licensing Quiz taken by 5:30 pm on 3/17</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Link [here](#) indicates a link to additional resources.*
Hyflex
• Complete attendance survey by noon (link here)
• Async Homework Assignment 4 Due by 5:30 pm

Week 11
Async
Poster Prep with your Group

4/1-4/5; Easter break

4/7
Week 12
Sync
Poster Session Group 1 and Self-Care Review
• Evidence Based Practice Assignment Due by 5:30 pm

Week 13
Async
Mental Health Disparities
Hall et al. (2020)
Holden (2014)
Marrast et al. (2016)
• Self-Care Plan Due 4/14 by 5:30 pm

4/21
Week 14
Sync
Poster Session Group 2 and Wrap-up
• Async Homework Assignment 5 Due by 5:30 pm

4/28
Week 15
Sync
Final Exam (5:30-7:30 pm)

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 Smart Evaluation Objectives for this course are:
• Learning to apply course material (to improve thinking, problem solving, and decisions)
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
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 Links

• https://www.luc.edu/education/studentlife/resources/syllabi/

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.

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.

**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.

Dispositions Assessment Rubric for this course can be found on LiveText and are delineated below.

<table>
<thead>
<tr>
<th>Dispositions</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>
</tr>
<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-</td>
<td>Candidate demonstrates</td>
<td>Candidate demonstrates</td>
<td>Candidate occasionally</td>
<td>Candidate fails to</td>
</tr>
<tr>
<td>LUC-DISP-2016.1</td>
<td>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>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>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>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>
</tbody>
</table>

Updated 1/20/21 RRG