

**George Mason University**  
**College of Education and Human Development**  
Counseling and Development

EDCD 755 (001) - Practicum in Counseling  
3 Credits, Fall 2016  
Thursdays, 4:30 – 7:10 pm  
Krug Hall Suite 202, Conference Room

**Faculty**

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**Prerequisites/Corequisites**

Completion of CNDV program course work except for EDCD 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCD 630, 606/609 and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

**University Catalog Course Description**

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

**Course Overview**

This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

The practicum course is an arranged, supervised experience in counseling. The course aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy in order to effectively design and implement community prevention programs, and developing ways to improve theoretical conceptualizations of applied interventions. Thus the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling and Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the semester, students will present, discuss, and conceptualize their counseling work, explore culturally specific interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Clients should consist of individual, family, and group cases. Class seminars will consist of role plays, case processing, discussion of professional issues, personal reactions to clients, and program evaluation and development.

Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call or email the instructor.

### **Course Materials**

All practicum materials are located on Blackboard under the Counseling and Development Organization page. Click the Community Agency P&I link located on the left-hand side. You should print out copies of the Information for CA On-Site Supervisor, Supervision Agreement, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

### **Course Delivery Method**

This course will be delivered using a seminar format.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Gain opportunity for practicing competencies developed throughout the graduate training program;
- Receive an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings;
- Explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
- Effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- Formulate and identify a professional role.
- Uphold high standards of professional ethics; gain experience involving ethical decision-making and practice related to counseling.

### **Professional Standards (CACREP) and Program Goals**

EDCD 755 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences. EDCE 755 fulfills the requirements of the following professional organizations:

- Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society;
- And CACREP-Section II. Professional Identity and CACREP-Section III. Professional Practice.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Readings as assigned.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

Each student will:

1. Attend each class and complete all assignments and readings. Per C&D Program Attendance Policy, more than one unexcused absence will result in course failure.
2. Participate and contribute to class discussions and activities.

All written assignments must be typed and must follow APA format unless indicated by instructor. Grading on written work will take into account the following factors: quality of written work and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment will be subject to a grade penalty.

- **Other Requirements**

1. **A minimum of 300 (agency) hours in the field placement.** If you entered the C&D program after summer 2007 and/or are planning to pursue licensure as an LPC in the state of VA, you will need to complete 300 site hours per semester, 120 hours of these hours should be direct (face-to-face) client hours. Given that this is your first semester at your site, the program will allow a minimum of 85 direct hours, however, you will need to accumulate additional hours in your internship to reach the 240 direct client hour requirement. Hours spent in class or at home preparing GMU assignments may not be counted toward the hour requirement. *Achieving the hours required to pass this class is the sole responsibility of the student.*

Supervision Agreement signed by you and your on-site supervisor is due by Monday, September 14. On-site Supervisors will then be contacted directly by the University Supervisor to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement. A site-visit with the On-site Supervisor, University Supervisor, and student will be scheduled around the time of the mid-term evaluation.

2. **Transcripts and Tapes\*\*.** Students will hand in two video or audio tapes and accompanying transcripts. Note, you must include a signed “permission to tape” form [See CA Required Forms in the Community Agency P&I tab on Bb]. It is important to make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged. I strongly recommend that you begin taping from Week 1 so that taping is an integral part of your therapy process. By taping regularly you will have plenty of tapes to choose from for this assignment. Choose a 15-20 minute segment of your tape to transcribe.

**\*\*The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.\*\***

### **Written Narrative**

Student will submit the process notes. Please provide a brief description of your client and his or her presenting issue. In addition, state the primary focus that you are working on with your client in the segment and the theoretical orientation from which you are working. On each of the tapes

you should summarize and analyze process notes, counseling themes and interventions. You should also include a discussion on whether the interventions were effective or ineffective. Note case-relevant ethical and diversity considerations. Lastly, include an evaluation of your strengths and weaknesses as a clinician.

3. **Performance-Based Assessment: Program Evaluation Project.** In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. (For students who began developing programs during the practicum class, this project can be the continuation and implementation of the program you began during that semester.) This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should address a need in the surrounding community and target a specific issue of concern. Students begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, and submit a 5-7 page summary of the proposed project. Students typically implement this project during their internship semester. The program proposal will include: (a) a description of the problem (your needs assessment); (b) a brief review of the literature; and (c) a description of the project. You will present your project proposal in class. The proposal paper should be uploaded to TK20 found under the “assessment” link in Blackboard.
4. **Case Analysis. (Practicum Students Only)** You will be required to complete an individual case analysis during the latter half of the semester. This case analysis assignment has been designed to serve as a comprehensive assessment of your academic experiences in our program, and will require you to provide a written comprehensive case analysis/conceptualization of a client. Please explain how your theoretical orientation helps you understand the presenting issues with which your client is struggling. How does your theory inform the interventions you use with your client? Further instructions will be given in class.
5. **Class Participation and Case Presentations.** You are expected to be involved during class discussions. You will be asked to give feedback and discuss each other’s case presentations, discuss the course reading(s), and be active in other class discussion.

For the presentation, you are required to provide video or audio recordings of your therapy session. Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions. If you choose to use audiotaping, *the recording must be audible and clear.* You will bring in this recording from a session with your client. You are permitted to present the client from your first taping/transcription, if desired. Before class, you will cue it up to an area where you want feedback from your counseling interventions. You are to describe your case conceptualization and plans for treatment. The presentation and discussion will provide you the opportunity to discuss your client’s concerns, personal reactions to your client, difficulties with your client, etc. You will have the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. *Presentation dates will be assigned during the first night of class.*

6. **Counseling Surveys.** Students are required to complete three Counseling Surveys with their clients during the semester. The Counseling Survey can be accessed on Blackboard in the Community Agency Required Forms folder.
7. **Performance-Based Assessment: Final Supervisor Evaluation.** Students are required to upload their final supervisor practicum evaluation to TK20 found under the “assessment” link in Blackboard.

- **Course Performance Evaluation Weighting**

[Percentages, points]

- **Grading Policies**

EDCD 755 is a pass/fail course. Students must achieve a “B” or higher in order to successfully complete/pass the requirements of the Practicum and move on to Internship. Included in the assignments is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes and at practicum site. Absences must be pre-arranged, unless due to an emergency. Please notify instructor and on-site supervisor, as appropriate. Two or more unexcused absences will result in course failure. Late arrival will impact class participation grade.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours (no less than 85 direct service hours).
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit an informal written evaluation midway through the semester and a final formal evaluation at the end of the semester.

**Summary of Grading System and Course Requirements**

Two Tapes – transcripts & analyses	20 points (10 each)
Program Evaluation Project	20 points
Case Analysis	10 points
Class Participation and Case Presentation	30 points
Supervisor Evaluation	20 points

**Overall Grades**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97] A- [96-94] B+ [93-91] B [90-87] B- [86-84] C [83-80] F [79 and below]

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENTS**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit that assessment to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students,

faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

	Date	Topic	DUE
1	9/1/16	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Introduction to Course</li> <li>• Practicum/Internship Expectations</li> <li>• Review Syllabus</li> <li>• Beginning the practicum</li> <li>• Case Presentation dates</li> </ul>	Review Syllabus and Seminar Guidelines  Skovholt & Ronnestad (2003)
2	9/8/16	<ul style="list-style-type: none"> <li>• Initial client meetings</li> <li>• Stages of counseling</li> <li>• Tapings</li> <li>• Discussion of Prevention Projects</li> </ul>	Cavanaugh & Levitov (2002) Ch. 1 & 2 <b>Supervision Agreement DUE</b>
3	9/15/16	<ul style="list-style-type: none"> <li>• Self-care and counselor burnout</li> <li>• Developing a self-care plan</li> </ul>	Reading TBA
4	9/22/16	<ul style="list-style-type: none"> <li>• Ethical concerns</li> <li>• What are ethical concerns at your site, and how are they handled?</li> </ul>	ACA Code of Ethics (2014) <b>Program Evaluation Proposal DUE</b>
5	9/29/16	Utilizing supervision What is your relationship like with your supervisor? What are strengths, areas for improvement, and	Reading TBA <b>Transcript/Tape #1 DUE</b> <b>Consent for taping DUE</b>
6	10/6/16	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• What is your experience with diversity and differing worldviews so far in your practicum?</li> <li>• Case presentations 1 &amp; 2</li> </ul>	Reading TBA <b>Mid-term evaluation DUE</b> <b>Hours check DUE</b>
7	10/13/16	<ul style="list-style-type: none"> <li>• Developing style and integrating theory</li> <li>• What theory do you primarily use? How is it evident in your work with clients?</li> <li>• Case presentations 3 &amp; 4</li> </ul>	Reading TBA
9	10/20/16	<ul style="list-style-type: none"> <li>• Case presentations 5 &amp; 6</li> </ul>	
10	10/27/16	<ul style="list-style-type: none"> <li>• Self-care, wellness, and boundaries</li> <li>• How well have you adhered to your self-care plan? How can it be updated/improved?</li> </ul>	Reading TBA
11	11/3/16	<ul style="list-style-type: none"> <li>•</li> </ul>	
12	11/10/16	<ul style="list-style-type: none"> <li>• Work on Transcript, Tape, Case Analysis</li> </ul>	<b>Transcript/Tape #2 DUE</b> <b>Case Analysis DUE</b>
13	11/17/16	<ul style="list-style-type: none"> <li>• Preparing for termination/taking a break</li> <li>• How are you preparing yourself and your clients for holidays/time away from practicum?</li> </ul>	Skovholt (2005)
14	11/24/16	THANKSGIVING DAY- No class	
14	12/1/16	<ul style="list-style-type: none"> <li>• Program evaluation presentations</li> </ul>	<b>Program Evaluation Paper DUE</b>
15	12/8/16	<ul style="list-style-type: none"> <li>• Wrapping up and transitioning</li> </ul>	<b>Final Site Hours Log DUE</b> <b>Final Supervisor Eval DUE</b> <b>Blackboard Rqmts DUE</b>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.



## Seminar Guidelines

### Privacy and Confidentiality: Seminar Discussions

1. It is expected that fellow students are provided the same level of confidence that is afforded counseling clients.
2. What is discussed within the seminar forum remains within the forum and is NOT discussed outside the seminar. Students need to feel that they are able to freely discuss in seminar both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships.
3. It is expected that all students will honor the privacy of their peers as well as that of their clients.

### Privacy and Confidentiality: Taping and Discussion of Cases

When tapes are used:

1. Students must provide the seminar leader with a copy of the client's informed consent for audio/videotaping and/or discussion or individual counseling sessions.
2. Students must always use pseudonyms and make sure that no identifying information is exposed during presentations, in write-ups or on audio or videotapes.
3. Presenters are responsible for ensuring that handouts or other information used in presentations are collected after class and destroyed as soon as practicable.
4. Under no circumstances will students bring to class original material or forms from the client's file at the practicum/internship site.
5. Tapes are not to be played in the presence of other students, professors, friends, relatives, etc., as this violates the client's informed consent. When finished, tapes must be erased completely and promptly. Tapes are never to be left in mailboxes or in public places where they could be lost or be reviewed by others.
6. Students in the seminar are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences. Students need to feel that they are able to discuss freely both successes and trials they experience.

### Peer Feedback

Each student brings to the seminar, and to her or his clients, a unique personal style informed by theory, by skills classes, and by their own experience. We also bring with us our insecurities about our abilities, as well as a strong desire to help our clients. What we need in the way of feedback from peers is good active listening, **NOT advice**. We all need to develop a sense of confidence in our instincts and our ability to interact therapeutically with our clients. As peers, we can facilitate the development of confidence in each other by drawing out each other's best reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

Giving advice, such as "I had a client like yours, you should read this great book on working with depression" or "you need to confront the discrepancies in your client's story" or "maybe you should try x or y" do not draw out the counselor's resources, they tell the counselor that we have the solution to their problem with a client. They are a covert way of imposing our own opinion on another. When we give advice, we mean well, but it isn't the most productive feedback.

In reality, when it comes down to it, the counselor is the one in the room with the client; what better support can we give the counselor than to strengthen her or his confidence in her own abilities. Do offer feedback that challenges the counselor to draw out his best. "You seem discouraged about client x. Has it been that way all along" is a good opener. "When did you first feel as though you were at a stuck point?" "What was that like for you?" are open questions that promote self-discovery and can lead the counselor to understanding more about themselves and their clients.

**Assessment Rubric(s)**

**EDCD 755 (CA) Practicum Site Supervisor Evaluation**

	<b>Exceeds Standards 4 (94-100)</b>	<b>Meets Standards 3 (87-93)</b>	<b>Approaching Standards 2 (80-86)</b>	<b>Below Standards 1 (79 and below)</b>
<b>Counseling Skills CACREP Assessment H2</b>	-Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately	-Develops strong therapeutic relationships with most clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision	-Develops adequate therapeutic relationships with some clients -Some evidence of case conceptualization skills -Some evidence of assessment skills	-Does not form adequate therapeutic relationship clients -No evidence of case conceptualization skills -No evidence of assessment skills
<b>Professional Dispositions CACREP Counseling, prevention and intervention C9</b>	-Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely	-Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate	-Improvement needed in one area of this category	-Improvement needed in two or more of the areas of this category
<b>Utilization of Clinical Supervision- CACREP Counseling, Prevention and Intervention D9</b>	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision	-Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time	-Improvement needed in one area of this category	-Improvement needed in two or more areas of this category

	<b>Exceeds Standards 4 (94-100)</b>	<b>Meets Standards 3 (87-93)</b>	<b>Approaching Standards 2 (80-86)</b>	<b>Below Standards 1 (79 and below)</b>
<b>CACREP Diversity and Advocacy F3</b>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with all clients</li> <li>-Identifies social justice issues and advocates accordingly for all clients</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with most clients</li> <li>-Identifies social justice issues and advocates accordingly for most clients</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision</li> <li>-Identifies social justice and advocacy issues with clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Unable to identify multicultural issues</li> <li>-Unable to identify social justice and advocacy issues</li> </ul>
<b>Self-Awareness CACREP Counseling Prevention, and Intervention D9</b>	<ul style="list-style-type: none"> <li>-High levels of self-awareness</li> <li>-Demonstrates insight into impact on others at all times</li> <li>-Ability to clearly articulate strengths and weaknesses at all times</li> </ul>	<ul style="list-style-type: none"> <li>-Good self-awareness</li> <li>-Demonstrates insight into impact on others most the time</li> <li>-Ability to articulate strengths and weaknesses most of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate levels of self-awareness</li> <li>-Some insight into impact on others</li> <li>-Some awareness of strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>-No evidence of self-awareness</li> <li>-No evidence of insight into impact on others</li> <li>-No evidence of awareness of strengths and weaknesses</li> </ul>

**EDCD 755 (CA) Program Evaluation Project- Proposal**

	<b>Exceeds Standards 4 (94-100)</b>	<b>Meets Standards 3 (87-93)</b>	<b>Approaching Standards 2 (80-86)</b>	<b>Below Standards 1 (79 and below)</b>
Prevention Program Goal CACREP Research and Evaluation J2	Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound)	Goal mostly follows SMART goals format but needs some improvement/specifications	Goal is reasonable, but does not follow SMART goal format	Goal is inappropriate, irrelevant, or absent
Prevention Program Proposal CACREP Research and Evaluation J1	Proposal is well thought out and researched, relevant to the stated goal, and addresses a need of the community agency site	Proposal is fairly well thought out and/or researched, relevant to the stated goal, and addresses a need of the community agency site	Proposal is not particularly well thought out, or is not relevant to the goal, or is an inappropriate community counseling intervention (not relevant to site needs)	Proposal is not well thought out, is not relevant to the goal, and/or is an inappropriate community counseling intervention
Needs Assessment CACREP Research and Evaluation I2	A needs assessment was conducted. Data were collected and clearly identified, and were used to inform goals of the prevention plan	A needs assessment was conducted. Data were either presented in a confusing way, or were not used to inform goals of the prevention plan	A needs assessment was not conducted, or data were irrelevant to goals of the prevention plan	A needs assessment was not conducted, and outcome data were irrelevant to the goal
Literature review CACREP Research and Evaluation I1	Relevant literature is analyzed and logically presented. Multiple peer-reviewed sources are utilized. There are no grammatical, formatting, or APA errors.	Relevant literature is presented in a logical manner with some analysis. Some peer-reviewed sources are utilized and there are minimal grammatical, formatting, or APA errors.	Relevant literature is presented, but may be illogical or lack analysis. Few peer-reviewed sources are utilized and there are moderate grammatical, formatting, or APA errors.	Literature presented is irrelevant, illogical, and lacks analysis. Peer-reviewed sources are not utilized and there are many writing and APA errors.

**CA Client Satisfaction Surveys**

<b>(4) Client Response of Strongly Agree</b>	<b>(3) Client response of Mostly Agree</b>	<b>(2) Client response of Neutral</b>	<b>(1) Client response of Mostly Disagree</b>	<b>(0) Client response of Strongly Disagree</b>
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	<b>Item 1: Client satisfaction with counseling process</b>	<b>Item 2: Client satisfaction with progress on counseling goals</b>	<b>Item 3: Client's report of feeling understood by counselor</b>	<b>Item 4: Client satisfaction with counseling relationship</b>	<b>Item 5: Client's report of life improvement as a result of counseling</b>
Client 1					
Client 2					
Client 3					
<b>Average score for each item</b>					