

Counseling Program Objective 1: Students will develop a professional counselor identity consistent with respective credentialing for specialty area (e.g. licensure, certification) and demonstrate professional and ethical behavior consistent with professional codes of ethics in their interaction with fellow student/colleagues, faculty, and clients that values a developmental, strengths-based, wellness approach to helping clients enhance their quality of life.

**CACREP domain: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

CACREP Standard	Unmet	Met	Exceeds
2F1a. history and philosophy of the counseling profession and its specialty areas	Student fails to identify major milestones in the history of the counseling profession. Student fails to articulate major philosophical foundations of the counseling profession.	Student articulates history and philosophy of the counseling profession and the unique features of each specialty area (i.e., school, mental health, rehabilitation).	Student thoroughly articulates the history and philosophy of the counseling profession, distinguishing it from other helping professions, and the unique features of each specialty area. Describes settings and roles unique to each counseling specialty.
2F1e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Student failed to address advocacy domains beyond the individual level and/or provided a shallow explanation of the negative impact of social injustice in client well-being.	Student addressed multiple levels of advocacy intervention and articulated how social barriers negatively impact client mental health and wellness.	Student addressed all relevant advocacy domains and provided a detailed plan for implementing interventions. Explained how lack of intervention would hinder development and how advocacy would support client mental health and wellness.
2F1k. strategies for personal and professional self-evaluation and implications for practice	Student fails to accurately identify strengths and weaknesses, reflections lack critical analysis. Strengths and weaknesses are not	Student accurately identified his or her personal and professional strengths and weaknesses, a plan for on-going self-evaluation, and how strengths/weaknesses	Student demonstrates insight and depth in identifying strengths and weaknesses, presents a detailed plan for on-going self-evaluation, and

	connected to student's ability to be an effective counselor.	could potentially impact their professional goals and development.	provides a critical reflection on how strengths/weaknesses could impact professional development and effectiveness with clients.
2F1l. self-care strategies appropriate to the counselor role	Student self-care plan lacks detail and specificity. Student demonstrates evidence of low self-care through interactions with classmates and/or faculty.	Student identifies self-care activities that are appropriate for identified areas of growth. Student shows awareness of implications of failure to actively address self-care.	Student actively works on self-care and shows evidence of evaluating self-care plan on a regular basis. Student connects self-care to actual outcomes experienced in personal or professional life.
2F5f. counselor characteristics and behaviors that influence the counseling process	Student basic helping skills are inadequate or show no improvement after receiving feedback. Student fails to demonstrate five domains of CORIS (commitment, openness, respect, integrity, and self-awareness). Requires attention of Retention Committee.	Student demonstrates developmentally appropriate skills and characteristics required for effectiveness as a professional counselor.	Student demonstrates growth in basic helping skills over the semester. Student actively works on improving basic skills, and seeks feedback from peers and faculty.

Documents/Assignments to Include:

- Advocacy Project
- Program of Study
- Professional Development Paper
- Article Critique Paper
- Letter from Instructor (Spring 2016 Foundations students)
- Final Evaluation from Instructor
- Counseling Services Agreement