



CLINICAL MENTAL
HEALTH COUNSELING
ST. CLOUD STATE UNIVERSITY

Counselor in Training: Counselor Development Concern Form (CIT-CF)

Clinical Mental Health Counseling: KEY PROFESSIONAL DISPOSITIONS

This referral assists Clinical Mental Health Counseling (CMHC) faculty with an assessment of students' key *professional dispositions* regarding the **6 benchmarks** of counselors in training student development within the CMHC program while providing students with ongoing feedback regarding their performance throughout the training program. It also helps academic leadership to engage in professional consultation regarding students who need to address any personal concerns that have the potential to affect professional competency.

- CACREP (2016) Standards, Section 4.F. Assessment of Students.
- ACA (2014) Code of Ethics, Section F.8.d. Addressing Personal Concerns.
- ACA (2014) Code of Ethics, Section F.9.a. Evaluation of Students.

Who Can Submit a Student Concern Form?

1. Student may self-report
2. Graduate student peer report (In compliance with both the ACA ethical decision-making model and the BBHT of MN reporting guidelines)
3. Community Members at large
4. Program faculty (including adjunct)
5. Internship Supervisor
6. SCSU employee (i.e. office manager or another staff member within the SCSU community at large)

INSTRUCTIONS:

1. Select the appropriate Benchmark of concern and
2. Select any/all boxes within the benchmark of concern(s) that best describe the student's identified behavior(s) of concern.
3. Provide a detailed description of the violation(s) after the selection of the benchmark in #2.

Professionalism (ACA, Section C)

Relational (ACA, Section C)

Science (ACA, Section G)

Application (ACA, Sections A, B and I)

Education/Supervision (ACA, Section F)

Systems (ACA, Section D)

Counselor in Training (CIT)/Student Concern Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

UNPLANNED LIFE EVENT(S) OR ONGOING LIFE STRESS

INSTRUCTIONS: Click appropriate boxes describing the student's reported unplanned life event(s) or ongoing life stress.

- Personal** challenges (may include threats to housing/homelessness, life-threatening illness or debilitating medical condition, severe physical accident/injury, legal involvement, a victim of abuse/assault/violence/harassment/bullying).
- Occupational** challenges (may include financial catastrophe, job termination, the threat of job loss, stressful work schedule, or hostile work environment).
- Familial** challenges (may include death or illness of a child/parent/sibling/family member, relationship conflict, separation/divorce/single parent, or military deployment).
- Other** challenges regarding a condition or impairment, which in any way affects, or if left untreated might affect, your ability to practice professional counseling with reasonable skill and safety to clients (adopted from the BBHT LPC/LPCC licensure application *item 22*).
- None**

Please select any/all areas of concern in the 6 areas below.

Benchmark (1) PROFESSIONALISM

Professional Values and Attitudes: Evidenced in behavior and comportment that reflect the values and attitudes of the American Counseling Association (ACA) and the Association for Specialists in Group Work (ASGW).

- Integrity**- Honesty, personal responsibility, and adherence to professional values
- Deportment**- Understands how to conduct oneself in a professional manner.
- Accountability** – Accountable and reliable in areas of assignment deadlines, organization skills, follow through on commitments and follows policies and procedures of the institution.
- Concern for the Welfare of Others**- Demonstrates awareness of the need to uphold and protect the welfare of others while upholding concepts of confidentiality, privacy, and informed consent.
- Professional Identity**- Demonstrates understanding of self as a professional “thinking like a licensed clinical mental health counselor”.

Individual and Cultural Diversity (ICD): Awareness, sensitivity, and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with ACA policy and ASGW practices.

- Self as shaped by individual and cultural diversity- (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.
- Others as shaped by individual and cultural diversity and context- Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings.
- Interaction of self and others as shaped by individual and cultural diversity and context- Demonstrates and applies knowledge, awareness, and understanding of interactions between self and diverse others.
- Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation.
- Applications based on individual and cultural context (ICD)- Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD while understanding the need to consider ICD issues in all aspects of Professional Clinical Mental Health Counselor Work (e.g., assessment, treatment, research, relationships with colleagues).
- Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.
- Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work.

Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

- Knowledge of ethical, legal, and professional standards and guidelines- demonstrates basic/intermediate/advanced knowledge level of the ACA ethical principles, and other relevant ethical, legal, and professional standards and guidelines.

Note: Basic refers to readiness for practicum; intermediate refers to readiness for internship and advanced refers to readiness for practice.

- Awareness and application of ethical decision-making – Demonstrates awareness of the importance of applying an ethical decision model to practice (readiness for practicum).
- Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision-making to a dilemma (readiness for internship).
- Independently utilizes an ethical decision-making model in professional work (readiness for practice).
- Ethical conduct- Displays ethical attitudes and values.
- Integrates own moral principles/ethical values in professional conduct (readiness for internship).
- Independently integrates ethical and legal standards with all competencies (ready for practice).

Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

- Reflective Practice/Self-Assessment/Self-Care- Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice (readiness for practicum).
- Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity (readiness for internship).
- Demonstrates reflectivity both during and after professional activity; acts upon reflection; use self as a therapeutic tool (readiness for practice).
- Self-Assessment- Demonstrates knowledge of core competencies; engages in initial self-assessment regarding competencies (readiness for practicum).
- Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works who recognize limits of knowledge/skills, and seeks means to enhance knowledge skills (readiness for internship).
- Accurately self-assess competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills (readiness for practice).
- Self-Care- Attention to personal health and well-being to assure effective professional functioning.
- Understands the importance of self-care ineffective practice; demonstrates knowledge of self-care methods; attends to self-care (readiness for practicum).
- Monitors issues related to self-care with supervisor; understands the central role of self-care in effective practice (readiness for internship).
- Self-monitors issues related to self-care and promptly intervene when disruptions occur (readiness for practice).
- Participation in the supervision process- demonstrates straightforward, truthful, and respectful communication in supervisory relationships.
- Effectively participates in supervision by seeking supervision to improve performance; initiates discussion with supervisor of own reactions to the client in session and seeks perspective of supervisor on client progress.
- Independently seeks supervision/consultation when needed (ready for practice).

Violation Description: Click or tap here to enter text.

Benchmark (2) RELATIONAL

Relationships: Relates effectively and meaningfully with individuals, groups, and/or communities.

- Interpersonal Relationships- Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals, organizations, and communities.
- Affective Skills- Displays affective skills (readiness for practicum)

- Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively (readiness for practicum and internship)
- Manages difficult communication; possesses advanced interpersonal skills (readiness for practice).
- Expressive skills- communicates clearly using verbal, nonverbal, and written skills ideas, feeling, and information demonstrating clear understanding and using professional language.
- Communicates in a succinct, sophisticated, and well-integrated manner; demonstrates thorough grasp of professional language and concepts.

Violation Description: Click or tap here to enter text.

Benchmark (3) SCIENCE/EVIDENCE BASED PRACTICE

Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

- Scientific Mindedness- Displays critical scientific thinking, values, and applies scientific methods to professional practice independently.
- Scientific foundation of a clinical mental health counselor- Demonstrates understanding of Clinical Mental Health Counseling as a science and demonstrates intermediate/advanced level of knowledge of core science (i.e., scientific bases of behavior).

Note: intermediate refers to readiness for internship and advanced refers to readiness for practice.

- Scientific foundation of professional practice- Demonstrates knowledge, understanding, and application of the concept of evidence-based practice (EBP) (readiness for internship).
- Independently applies knowledge and understanding of scientific foundations independently applied to practice (readiness for practice).

Violation Description: Click or tap here to enter text.

Research and Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

- Scientific Approach to knowledge generation-** Participates effectively in scientific endeavors when available.
- Application of Scientific method to practice-** Demonstrates and applies knowledge of the application of scientific methods to evaluating practices, interventions, and programs (readiness for internship and practice).

Violation Description: Click or tap here to enter text.

Benchmark (4) APPLICATION**Evidence-Based Practice (EBP): Integration of research and clinical expertise in the context of client/factors**

Knowledge and application of evidence-based- practice.

Note: Demonstrates (readiness for practicum); applies (readiness for internship) and independently applies knowledge and practices (ready for practice)

Assessment: Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.

Knowledge of measurement and psychometrics- Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing (mini-mental health status), accurately administers and scores various assessments in a classroom environment.

Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and group and context.

Application of assessment methods- Demonstrates appropriate selection of assessment measures to answer diagnostic questions.

Diagnosis-Demonstrates knowledge regarding the range of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.

Treatment planning –Utilizes case formulation and diagnosis for treatment planning, and intervention planning in the context of stages of human development and diversity.

Conceptualization and Recommendations- Demonstrates basic knowledge of formulating diagnosis and case conceptualization utilizing systematic approaches of gathering data to inform clinical decision-making.

Communication of assessment findings- Demonstrates awareness of models of report writing and progress notes and communicates assessment findings verbally to the client.

Intervention: Interventions designed to alleviate suffering and to promote the health and well-being of individuals, groups, and/or organizations.

Intervention planning- Displays a basic understanding of the relationships between assessment and intervention.

Theory- Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation.

Intervention skills-Displays helping skills.

Note: Basic Skills (readiness for practicum); Clinical Skills/Advanced (readiness for internship); Clinical skills with a wide variety of clients and uses good judgment in unexpected or difficult situations (readiness for practice)

Intervention Implementation- Demonstrates and implements evidence-based interventions with fidelity to empirical models and with the flexibility to adapt where appropriate.

- Progress Evaluation-Demonstrates knowledge of the assessment of intervention progress and outcome and modifies treatment planning as indicated, utilizing established outcome measures.

Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

- Role of consultant- Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (therapist, supervisor, and teacher).
- Addressing Referral questions- Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions.
- Communication of consultation Findings-Identifies literature and knowledge about the process of informing consultee of assessment findings.
- Application of Consultation Methods- preparing consultation reports and recommendations.

Violation Description: Click or tap here to enter text.

Benchmark (5) EDUCATION/SUPERVISION

Teaching: Providing instruction (psychoeducation), disseminating knowledge, and evaluating the acquisition of knowledge and skill in clinical mental health counseling.

- Knowledge- Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences.
- Skills- Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) with psychoeducation skills in multiple settings.

Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

- Expectations and roles- Demonstrates knowledge of, the purpose for, and roles in supervision.
- Legal – understands the ethical, legal, and contextual issues of the supervisor role.
- Process and procedures- Identifies and tracks progress in achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices.
- Skill development-Displays interpersonal skills of communication and openness to feedback
- Supervisory practices- Provides helpful input in peer and group supervision.

Violation Description: Click or tap here to enter text.

Benchmark (6) SYSTEMS

Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

- Interdisciplinary system-Knowledge of the shared and distinctive contributions of other professions.
- Functioning in multidisciplinary and interdisciplinary contexts- cooperates with others and demonstrates skills that support effective interdisciplinary team functioning.
- Understands how participation in interdisciplinary collaboration/consultation enhances outcomes-demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals.
- Respectful and productive relationships with individuals from other professions-demonstrates awareness of the benefits of forming collaborative relationships with other professionals and shows respect for other professionals.

Management/Administration: Forms autonomous judgment of the organization's management and/or leadership.

- Appraisal of management and leadership- develops and offers constructive criticism and suggestions regarding management and leadership of the organization.
- Administration –Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures.

Advocacy: Actions targeting the impact of social, political, economic, or cultural factors to promote change at the individual (clients), institutional, and/or systems level.

- Empowerment-Demonstrates awareness of social, political, economic, and cultural factors that impact individuals, institutions, and systems, in addition to other factors that may lead them to seek intervention.
- Uses awareness of the social, political, economic, or cultural factors that may impact human development in the context of service provision.
- Intervenes with clients to promote action on factors impacting development and functioning.
- Systems change- Understands differences between individual and institutional level interventions and system-level change.

Violation Description: Click or tap here to enter text.