**CASE PRESENTATION RUBRIC**

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|  | **Unsatisfactory** | **Developing** | **Accomplished** | **Exceptional** |
| **Recording** | The presenter provides an inadequate demonstration of counseling skills, and/or the tape is of poor quality for evaluation purposes | The presenter provides a recording that is lacking in quality for evaluation purposes | The presenter provides an adequate demonstration of counseling skills and the tape is of sufficient quality for evaluation purposes | The presenter exceeds expectations and demonstrates advanced level of counseling skills, and the tape is of excellent quality for evaluation |
| **Case Conceptualization** | The presenter provides an inadequate synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice. | The presenter provides a rudimentary synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice. | The presenter provides a synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice. | The presenter provides an advanced level of synthesis of knowledge in key performance areas; including contextual & cultural information and analysis, theory to practice, treatment planning, and ethical and multicultural practice. |
| **Counselor Competency** | The presenter does not demonstrate adherence to professional dispositions, respect for diversity, or adequate self-understanding. | The presenter demonstrates a beginning level of adherence to professional dispositions, respect for diversity, or adequate self-understanding. | The presenter demonstrates adherence to professional dispositions, respect for diversity, or adequate self-understanding. | The presenter demonstrates advanced adherence to professional dispositions, respect for diversity, or adequate self-understanding. |
| **Self-Supervision** | The presenter does not ask relevant questions for supervision, or seek feedback on relevant supervisory needs. | The presenter asks basic questions for supervision, or seek feedback on relevant supervisory needs. | The presenter asks helpful questions for supervision to support their learning, and seeks feedback on relevant supervisory needs. | The presenter asks advanced questions for supervision, and consistently seeks feedback on relevant supervisory needs. |
| **Overall Presentation** | The case presentation does not represent an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional | The case presentation represents an oral and written defense that documents marginally sufficient in personal, professional dispositions, or requisite skills as a counseling professional | The case presentation represents an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional | The case presentation represents an oral and written defense that documents sufficient personal, professional dispositions, or requisite skills as a counseling professional that exceeds expectations |

**REFLECTION RUBRIC**

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|  | **Unsatisfactory** | **Developing** | **Accomplished** | **Exceptional** |
| **Ethical & Legal Standards** | The candidate does not adequately reflect adherence to ethical and legal guidelines during their clinical experience. | The candidate reflects a rudimentary adherence to ethical and legal guidelines during their clinical experience. | The candidate reflects an appropriate adherence to ethical and legal guidelines during their clinical experience. | The candidate reflects an advanced adherence to ethical and legal guidelines during their clinical experience. |
| **Record-keeping & confidentiality** | The candidate’s reflection shows inadequate knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience. | The candidate’s reflection shows rudimentary knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience. | The candidate’s reflection shows a working knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience. | The candidate’s reflection shows a high level of knowledge of best practices in record-keeping, confidentiality, and other legal and business responsibilities during clinical experience. |
| **Service Delivery** | The candidate does not reflect a knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery. | The candidate reflects a beginning knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery. | The candidate reflects a good working knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery. | The candidate reflects an advanced knowledge of how public policy, financing, regulatory processes, or other administrative ways to improve service delivery. |
| **Risk Assessment  (screening, assessment of risk, provision of appropriate counseling strategies)** | The candidate does not reflect a knowledge of screening, management, or provision of appropriate counseling strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders). | The candidate reflects a beginning knowledge of screening, management, or provision of appropriate counseling strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders). | The candidate reflects a good working knowledge of screening, management, or provision of appropriate counseling strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders). | The candidate reflects an advanced knowledge of screening, management, or provision of appropriate counseling strategies when working with clients at high risk (e.g., aggression, suicide and/or homicide, or co-occurring disorders). |
| **Research and Evaluation** | In a reflection, the candidate does not apply relevant research findings and effective evaluation to inform practice. | In a reflection, the candidate applies only a beginning knowledge of relevant research findings and effective evaluation to inform practice. | In a reflection, the candidate applies a good working knowledge of relevant research findings and effective evaluation to inform practice. | In a reflection, the candidate applies an advanced level of knowledge of relevant research findings and effective evaluation to inform practice. |
| **Culturally Responsive Services** | The candidate does not reflect an ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model. | The candidate reflects a beginning ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model. | The candidate reflects an ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model. | The candidate reflects a high level of ability to provide effective, culturally responsive services to clients in a multicultural society, and applies the Multicultural and Social Justice Counseling Model. |
| **Community Resources** | The candidate does not describe an awareness of community resources, client access to resources, and barriers that exist. | The candidate describes a rudimentary awareness of community resources, client access to resources, and barriers that exist. | The candidate describes an awareness of community resources, client access to resources, and barriers that exist. | The candidate describes an advanced awareness of community resources, client access to resources, and barriers that exist. |
| **Advocacy** | The candidate does not reflect on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.  Or the candidate does not articulate the value and purpose of advocating for school counseling within the school and larger community. | The candidate marginally reflects on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.  Or the candidate marginally articulates the value and purpose of advocating for school counseling within the school and larger community. | The candidate reflects appropriately on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.  Or the candidate articulates appropriately the value and purpose of advocating for school counseling within the school and larger community. | The candidate reflects fully on promotion of optimal human development, wellness, and mental health through prevention, education, and advocacy activities.  Or the candidate articulates fully the value and purpose of advocating for school counseling within the school and larger community. |
| **Self-Awareness** | The candidate does not adequately describe strengths and areas for growth (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas). | The candidate minimally describes strengths and areas for growth (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas). | The candidate adequately describes strengths and areas for growth (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas). | The candidate describes strengths and areas for growth exceeding expectations for training level (e.g., sought supervision regarding areas for growth, plans following graduation to continue to develop in these growth areas). |