

Clinical Competency and Capstone Assessment

I. CLINICAL ASSESSMENT RATING SCALE:

- 5- The professional counselor performs extremely well in this area
- 4- The professional counselor's performance level is more than adequate in this area
- 3- The professional counselor possesses adequate competence in this area
- 2- The professional counselor possesses competence in this area but needs to improve performance
- 1- The professional counselor clearly lacks competence in this area

	5	4	3	2	1
A. Student demonstrates the ability to detect the presence, severity of a client crisis, and appropriate level of intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Student is able to identify evidence of dangerousness to self and/or others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Student adequately assesses for physical/sexual/emotional abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Student gives reasonable justification for his/her conclusions in all areas of clinical assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Student accurately identifies mental status exam signs and symptoms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Student provides concrete and specific observations of the client's behaviors and statements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Student conducts a thorough assessment of substance abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Student carefully considers the role of culture, including racial, gender,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



socioeconomic, age differences and biological factors in all clinical assessments

I. Student explores the client's history (when appropriate) to better understand their family and developmental history as well as previous experiences in treatment

J. Overall Rating for Clinical Assessment Skills

II. DIAGNOSTIC FORMULATION RATING SCALE:

5- The professional counselor performs extremely well in this area

4- The professional counselor's performance level is more than adequate in this area

3- The professional counselor possesses adequate competence in this area

2- The professional counselor possesses competence in this area but needs to improve performance

1- The professional counselor clearly lacks competence in this area

5 4 3 2 1

A. Student identifies at least 3 likely differential diagnoses related to the presenting symptoms

B. Student demonstrates evidence of the thought process used to arrive at a diagnosis

C. Student provides a provisional DSM code and title of the principal disorder as the focus of the treatment

D. Student identify other personality and/or developmental factors

E. Student provides appropriate, accurate, and helpful information on important, related medical, neurological and/or psycho social issues

F. Overall Rating for Diagnostic Formulation Skills



III. CASE CONCEPTUALIZATION RATING SCALE:

- 5- The professional counselor performs extremely well in this area
- 4- The professional counselor's performance level is more than adequate in this area
- 3- The professional counselor possesses adequate competence in this area
- 2- The professional counselor possesses competence in this area but needs to improve performance
- 1- The professional counselor clearly lacks competence in this area

	5	4	3	2	1
A. Student demonstrates familiarity with at least one counseling theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Student is able to articulate how the theory can be applied helpfully to the client's situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Student demonstrates an understanding of the specific concepts, terms, goals, and techniques from the selected theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Student tailors the of the theory given the client's cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Overall Rating for Case Conceptualization Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



IV. TREATMENT PLANNING RATING SCALE:

- 5- The professional counselor performs extremely well in this area
- 4- The professional counselor's performance level is more than adequate in this area
- 3- The professional counselor possesses adequate competence in this area
- 2- The professional counselor possesses competence in this area but needs to improve performance
- 1- The professional counselor clearly lacks competence in this area

	5	4	3	2	1
A. Student explores the client's current readiness and/or resistance to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Student provides a recommendation for treatment options and frequency that seems appropriate to the client's needs and their personal strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Student selects measurable goals which are targeted toward the client's important symptoms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Student devises interventions which are related to the treatment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Student's goals and interventions appear relevant, specific, and helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Student demonstrates the ability to prioritize goals and interventions according to the stage of treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Student gives thoughtful consideration to the need for requesting records and making referrals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Overall Rating for Treatment Planning Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



V. CLINICAL REPORT WRITING RATING SCALE:

- 5- The professional counselor performs extremely well in this area
- 4- The professional counselor's performance level is more than adequate in this area
- 3- The professional counselor possesses adequate competence in this area
- 2- The professional counselor possesses competence in this area but needs to improve performance
- 1- The professional counselor clearly lacks competence in this area

	5	4	3	2	1
A. Student provides a concise but thorough summary of the client's background information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Student includes identifying information and referral source or presenting problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Student summarizes clinical assessment information, including primary clinical signs and symptoms, and pertinent behavioral observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Student includes basic treatment recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Student's report is easy to read (basic grammar and sentence structure), makes sense (logical and organized ideas), and reflects well the available information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Overall Rating for Report Writing Skills					



VI. OVERALL EVALUATION FOR CLINICAL ADVANCEMENT STUDENTS PRIOR TO PRACTIUM

- A. **PASS** and Recommend Moving to Practicum Without Areas to Address
 - B. **PASS** with Areas to Address During Practicum
 - C. **PASS** with Areas to Address Prior to Practicum
 - D. **REDO** project Prior to Practicum
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VII. AREAS of STRENGTH TO BUILD UPON

VIII. AREAS for IMPROVEMENT TO REMEDIATE



I. CAPSTONE PROJECT WRITING ASSESSMENT

- 5- The professional counselor performs extremely well in this area
- 4- The professional counselor's performance level is more than adequate in this area
- 3- The professional counselor possesses adequate competence in this area
- 2- The professional counselor possesses competence in this area but needs to improve performance
- 1- The professional counselor clearly lacks competence in this area

	5	4	3	2	1
A. Students' narrative adequately summarizes relevant information described in each section of the Mental Health Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Students' narrative is written in a logical and consistent manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Students' writing reflects an understanding of standard clinical report writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Students' narrative demonstrates an understanding of basic grammar and sentence structure for standard English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. The overall written product is free of grammatical, spelling and structural errors and is presented in a professional manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Overall Rating for Writing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IX. CAPSTONE PROJECT OVERALL EVALUATION

- 5-The graduating professional counselor performs extremely well overall- Pass with Honors
- 4-The graduating professional counselor's overall performance level is more than adequate- Pass
- 3-The graduating professional counselor overall competence is adequate- Pass
- 2 - The professional counselor overall competence is marginally adequate but needs to improve the final product prior to graduation- Revise the capstone project
- 1-The professional counselor does not demonstrate the overall competence required for graduation- Redo the capstone project

X. AREAS TO IMPROVE AND REMEDIATE PRIOR TO GRADUATION

