FITCHBURG STATE UNIVERSITY

Graduate Program in Counseling

Counselor Work Sample: Client Rubric

Graduate Student:_____ ID:@_____ Date:_____

Instructions: Provide a score using the following evaluation criteria.

3 **Comprehensively Meets Standard**	2 **Meets the Standard**	1 **Does Not Meet Standard; Needs Further Development**	N/O
Meets expectations for standard; is confidently and consistently meeting the standard; needs little, if any, support/guidance.	Meets expectations for standard; needs occasional minimal support.	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level.	Not able to observe. This must be addressed with the student.

PROCESS ITEM	3	2	1	N/O	COMMENTS:
a. Contextual Factors					
1. Provides a client/student history with an emphasis on relevant factors that relate to the presenting problem.					
2. Notes contextual factors such as client/student-counselor interactions, environmental factors, individual needs and differences.					
b. Counseling Goals and Objectives					
3. Identifies counseling goals and provides rationale.					
4. Goals written in a positive frame identifying what will happen.					
5. Concrete, observable goals should be SMART: specific, measurable, attainable, realistic, timely					
c. Assessment Plan					
6. Assessment strategies include behaviors* being assessed, baseline behaviors targeted with dates for review, assessment along the way and at the end of intervention. *Note: In schools, sometimes we are not assessing specific personal/social behaviors, but focusing on the academic or career domains (i.e. grades, GPA, attendance, college or career planning, etc.)					
d. Counseling Plan					
7. Descriptions of interventions used.					
e. Decision Making					
8. Description of client/student progress evaluation					
9. Description of adjustments or interventions.					
f. Outcomes and Analysis					
10. Use of assessment data to track client/student behavioral changes.					
11. Use of assessment data to communicate with client /student.					
g. Reflection and Self Evaluation					
12. Analysis of the relationship between interventions and client/student's achievement of counseling goals and objectives					
13. Evidence of how you will apply knowledge to improve future counseling skills					
h. Format					
14. Cover page includes your name, program of study, program advisor, field site, field site supervisor, Fitchburg State University site supervisor, and date submitted.					
15. Table of Contents: List all sections and attachments, number of pages, charts, graphs, and attachments (all substantiating material).					
16. References and credits: Works Cited page, in-text citations, and correct use of APA style.					
17. Respect client/student confidentiality					

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This section to be completed after consultation between with the Field Site Supervising Practitioner and the Fitchburg State University Practicum Supervisor:

Overall Effectiveness of the Counseling Plan on Student Learning/Academic Success PK-12

3 **Strong positive impact on student learning based on pre/post assessments.** Plan resulted in measurable, positive change in academic/technical, workplace readiness, or personal/social development.	2 **Limited positive impact on student learning based on pre/post assessments.** Plan resulted in some measurable, positive change in academic/technical, workplace readiness, or personal/social development, but falls short of the plan goals.	1 **No positive impact on student learning based on pre/post assessments.** Plan did not result in any measurable, positive change in academic/technical, workplace readiness, or personal/social development.

	3	2	1	COMMENTS:
1. Counseling practicum student achieved the goals of the counseling plan.				
2. Counseling Plan interventions effectively impacted student learning and academic success.				

Signature: _____   Date:_____
Fitchburg State University Practicum Supervisor