 **Graduate Program in Counseling  
Counselor Work Sample: Client Rubric**

**Graduate Student:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **ID:@\_\_\_\_\_\_\_\_­­\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

Instructions: please provide the appropriate score using the following evaluation criteria:

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

| 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. |  |  |  |  |
| 1. Notes contextual factors such as client/student-counselor interactions, environmental factors, individual needs and differences. |  |  |  |  |
| **b. Counseling Goals and Objectives** |  |  |  |  |  |
| 1. Identifies counseling goals and provides rationale. |  |  |  |  |
| 1. Goals written in a positive frame identifying what will happen**.** |  |  |  |  |
| 1. Concrete, observable goals should be SMART: specific, measurable, attainable, realistic, timely |  |  |  |  |
| **c.** **Assessment Plan** |  |  |  |  |  |
| 1. 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** |  |  |  |  |  |
| 1. Descriptions of interventions used. |  |  |  |  |
| **e. Decision Making** |  |  |  |  |  |
| 1. Description of client/student progress evaluation |  |  |  |  |
| 1. Description of adjustments or interventions. |  |  |  |  |
| **f. Outcomes and Analysis** |  |  |  |  |  |
| 1. Use of assessment data to track client/student behavioral changes. |  |  |  |  |
| 1. Use of assessment data to communicate with client /student. |  |  |  |  |
| **g. Reflection and Self Evaluation** |  |  |  |  |  |
| 1. Analysis of the relationship between interventions and client/student’s achievement of counseling goals and objectives |  |  |  |  |
| 1. Evidence of how you will apply knowledge to improve future counseling skills |  |  |  |  |
| **h. Format** |  |  |  |  |  |
| 1. Cover page includes your name, program of study, program advisor, field site, field site supervisor, Fitchburg State University site supervisor, and date submitted. |  |  |  |  |
| 1. Table of Contents: List all sections and attachments, number of pages, charts, graphs, and attachments (all substantiating material). |  |  |  |  |
| 1. References and credits: separate section entitled, “References and Credits”, use APA style. |  |  |  |  |
| 1. 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**

|  |  |  |
| --- | --- | --- |
| 3Strong 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. | 2Limited 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. | 1No positive impact on student learningbased 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. |  |  |  |  |
| 1. Counseling Plan interventions effectively impacted student learning and academic success. |  |  |  |  |

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fitchburg State University Practicum Supervisor