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CMHC Program

Professional Performance and Dispositions Review Policy & Rating Form

Purpose

The CMHC Program requires students to comply with University policies and procedures. In addition, students are expected to abide by the Code of Ethics and professional best practice standards set forth by the professional counseling associations, including the American Counseling Association, the American Mental Health Counselors Association, and the Association for Specialists in Group Work. Students are required to uphold the confidentiality requirement in relation to the Health Insurance Portability and Accountability Act (HIPAA) when working with clients, students, and supervisees.

As future practitioners, faculty expect students to be multi-culturally competent, to address issues of equity and injustice, be aware of one's impact on others, be capable of effective interpersonal relationships, be able to receive feedback willingly, and to give feedback constructively. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask clients to do in theirs.

The faculty will regularly and continuously monitor not only students' academic progress but also selected professional dispositions as listed below. The purpose of this monitoring process is to ensure that all graduates in the CMHC Program possess those characteristics sufficiently that they do *not* impede their professionalism or helping capacity.

Professional Dispositions (You will be rated on these in every course you take in our CMHC Program)

Self-Awareness

The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.

Openness

The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.

Interpersonal Effectiveness



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The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.

Professional Integrity

The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (*courage*); to adjust to challenges with a positive attitude.

Respect & Commitment to Diversity & Social Justice

The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.

Ethical Practice

The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.

Clinical and Professional Readiness

This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.

The Professional Performance & Disposition Review Process

Besides maintaining satisfactory academic progress, students in the CMHC Program are required to uphold the above professional dispositions at all times during their tenure at Adler.

To assess students' professional performance and readiness, faculty will initiate the Professional Performance & Disposition Review protocol at specific points throughout the program:

1. **End of First Semester Review:** This is to assess the dispositions and performance of all first semester students in the department, both MA & doctoral students level.
2. **Pre-practicum Application Review:** This assessment process is to review students' readiness to apply for practicum site in order to gain approval to apply for practicum site. For full-time MA students, this coincides with the End of First Semester review.
3. **Pre-practicum review:** For first year MA students, this process will serve as a review for students' readiness to begin practicum/field training. For full time MA students, this coincides with End of First Year Review.
4. **End of Practicum/Pre-Internship review:** This typically occurs near the end of the semester when students are completing practicum and planning to proceed on to internship.
5. **Annual Reviews:** Before the end of each academic year, program faculty are to conduct a comprehensive review for all students who are in the program to assess students' progress, performance, and professional dispositions.
6. **Ongoing assessment:** At any point if students knowingly engage in illegal or unethical activities, and/or display deficiency in professional performance and in any of the above dispositions,



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students may be referred to the Student Development Committee for remediation (SDC), or to the Student Comprehensive Evaluation Committee (SCEC) for review. Depending on the severity of the deficiency, program faculty may refer students to the SCEC with recommendation of dismissal from the program. For detailed functions of both SDC & SCEC, please refer to the University catalog.

Steps to Review

1. Instructors will fill out the Professional Performance and Dispositions Review Form for each of their students in the class along with the course rubrics at **the end of each semester**.
2. If there are ratings below 3 in any of the criteria, the faculty member needs to specify the concerns, and notify the program director, and possibly recommend actions to follow;
3. Program Director and the instructor will discuss the student's situation and formulate the course of action.
4. Instructors can also fill out this form individually at any time during the semester if students display a deficiency in any of the evaluative criteria, and then submit it to students' respective program directors.

Outcomes of the Review:

1. If students have ratings with 3 or above in all areas, no action needs to be taken.
2. If students have ratings below 3 in any of the areas, one or more of the following may take place:
 - a. Instructor works with the student to establish a remediation plan for the student to address area (s) of concern;
 - b. Instructor, advisor, and/or program director may formulate a plan of action, including establishing a remediation plan, referral to SDC or SCEC, depending on the severity of the deficiency, or other actions.
3. If a student fails to satisfactorily complete the remediation plan, then he or she will be referred to SDC or SCEC as appropriate.
4. All students are encouraged to refer to the Adler Student Referral Policy in the catalog,

Ratings:

Ratings should be based on **students' development level** in the academic program. Each standard is rated on a scale of 5, where

- 1 = Criterion Unmet
- 2 = Criterion partially met (Need Remediation and Further Development)
- 3 = Meet Criterion According to the Developmental Level
- 4 = Perform above the Developmental Level
- 5 = Perform at a Professional and Proficient Level

Students receiving a rating of below 3 on one or more of these standards will be considered deficient in professional performance and will be referred for remediation. Please circle or highlight your ratings.



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Criteria		Rating				
1.	<p><u>Self-Awareness</u></p> <p>The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.</p>	1	2	3	4	5
2.	<p><u>Openness</u></p> <p>The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.</p>	1	2	3	4	5
3.	<p><u>Interpersonal Effectiveness</u></p> <p>The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.</p>	1	2	3	4	5
4.	<p><u>Professional Integrity</u></p> <p>The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.</p>	1	2	3	4	5
5.	<p><u>Respect & Commitment to Diversity & Social Justice</u></p> <p>The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.</p>	1	2	3	4	5
6.	<p><u>Ethical Practice</u></p> <p>The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.</p>	1	2	3	4	5
7.	<p><u>Clinical and Professional Readiness</u></p> <p>This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.</p>	1	2	3	4	5

Overall Comments (Please also comment on any item (s) with a score of "0")



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Referral (if applicable)

Advisor Departmental Student Development Committee (SDC)

Student Comprehensive Evaluation Committee (SCEC)

Center for Learning & Teaching (CLT)

Others (Please specify)



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Counseling and Integrated Programs (CIP) Professional Performance and Dispositions Review Policy

STUDENT ACKNOWLEDGEMENT FORM

I, _____(student's name in print), have read the Professional Performance and Dispositions Review Policy and the Review Process issued by the CEC Department. I understand that I am being reviewed continuously and periodically during my tenure at Adler until graduation. It is my responsibility to perform satisfactorily both academically and professionally and to understand the referral policy and possible related outcomes for below expectation performance.

Signature:

Date:

Program

Year of Entry



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Rubric for the Rating:

The CIP Department use the following behavioral anchors or criteria to assess students on professional and dispositions according to their developmental level in their program areas. Instructors are expected to refer students to the Student Development Committee if they who score below a 3 in any of these criteria.

Criterion	Ratings and Descriptors				
	1= Criterion Unmet	2= Criterion Partially Met (Need Remediation and Further Development)	3 = Meet Criterion According to the Developmental Level	4 = Perform above the Developmental Level	5 = Perform at a Professional and Proficient Level
<p><u>Self-Awareness</u> The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.</p>	<p>Student fail to demonstrate or show no effort to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care at their development level.</p>	<p>Student is able to demonstrate a limited level or below of the required self-awareness to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care at their developmental level.</p>	<p>Student demonstrates the required level of required self-awareness to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care at their developmental level.</p>	<p>Student demonstrates the beyond the required level of self-awareness to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care at their developmental level.</p>	<p>Student demonstrates a professional level of self-awareness to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.</p>
<p><u>Openness</u> The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different</p>	<p>Student is unable to receive and incorporate feedback in order to make positive changes</p>	<p>Student demonstrates limited level of ability to be open to receiving and incorporating feedback in order to</p>	<p>Student demonstrates the required level of ability to be open to receiving and inviting feedback as well as incorporating feedback</p>	<p>Student demonstrates a higher expectation at their development of ability to</p>	<p>Student demonstrates professional level of practice to be open to receiving and incorporating feedback to</p>



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perspectives in examining values and beliefs in practice.	and accept and integrate different perspectives in examining values and beliefs in practice at one's developmental level.	make positive changes and accept and integrate different perspectives in examining values and beliefs in practice at one's developmental level.	to make positive changes; the ability to maintain humility to invite and incorporate outside perspectives into interactions to evaluate values and beliefs at one's developmental level.	be open to receiving and incorporating feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice at one's developmental level.	make positive changes; and to maintain humility to invite and incorporate outside perspectives into interactions to evaluate values and beliefs
<p><u>Interpersonal Effectiveness</u></p> <p>The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.</p>	Student fails to show empathy and unconditional acceptance towards others; and to dialogue with compassion and take responsibility and accountability for impact of actions toward others at their developmental level.	Student is unable to show expected level of or limited level of empathy and unconditional acceptance towards others; and/or to dialogue with little compassion and take responsibility and accountability for impact of actions toward others at their developmental level.	Student is able to show expected empathy and unconditional acceptance towards others; and to dialogue with expected level of compassion and able to take responsibility and accountability for impact of actions toward others at the respective developmental level.	Student shows empathy and unconditional acceptance towards others, and to dialogue with compassion and take responsibility and accountability for impact of actions toward others exceed the developmental level.	Student shows empathy and unconditional acceptance towards others, and to dialogue with compassion and take responsibility and accountability for impact of actions toward others at a proficient and professional level.
<p><u>Professional Integrity</u></p> <p>The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.</p>	Student is unable to or display no effort to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to	Student displays limited ability or below what is expected at their developmental level to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to	Student displays as expected at their developmental level to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.	Student displays exceptional ability for their developmental level to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to	Student can effectively maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude at a professional level.



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	challenges with a positive attitude at their developmental level.	challenges with a positive attitude.		challenges with a positive attitude	
<p><u>Respect & Commitment to Diversity & Social Justice</u></p> <p>The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.</p>	<p>Student is unable to demonstrate respect and commitment to diversity and social justice, and take action to increase self-awareness of one's own social identity, and to integrate MSJCC competencies in practice.</p>	<p>Student displays below the expected level of respect and commitment to diversity and social justice, and take action to increase self-awareness of one's own social identity, and to integrate MSJCC competencies in practice</p>	<p>Student display appropriate level of respect and commitment to diversity and social justice, and take action to increase self-awareness of one's own social identity, and to integrate MSJCC competencies in practice</p>	<p>Student demonstrate a high level of respect and commitment to diversity and social justice, and take action to increase self-awareness of one's own social identity, and to integrate MSJCC competencies in practice and exceed the expectation of their developmental stage.</p>	<p>Student demonstrates a professional level of respect and commitment to diversity and social justice, and take action to increase self-awareness of one's own social identity, and to integrate MSJCC competencies in practice</p>
<p><u>Ethical Practice</u></p> <p>The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.</p>	<p>Student fails to demonstrate the ability to identify ethical dilemmas and seek consultation; and to monitor one's ethical behavior and seek to uphold professional ethical practices.</p>	<p>Student demonstrates limited ability or below the expected level of ability to identify ethical dilemmas and seek consultation; and to monitor one's ethical behavior and seek to uphold professional ethical practices at the developmental level.</p>	<p>Student demonstrate the expected ability to identify ethical dilemmas and seek consultation; and to monitor one's ethical behavior and seek to uphold professional ethical practices at the developmental level.</p>	<p>Student exceeds the expected level of development to demonstrate the ability to identify ethical dilemmas and seek consultation; and to monitor one's ethical behavior and seek to uphold professional ethical practices.</p>	<p>Student displays a professional and proficient level of ability to identify ethical dilemmas and seek consultation; and to monitor one's ethical behavior and seek to uphold professional ethical practices.</p>
<p><u>Clinical and Professional Readiness</u></p> <p>This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes</p>	<p>Student fails actively to manage emotions, stress, and/or personal issues, which impact the counseling process to the point of being deterred or put off by</p>	<p>Student partially actively manages emotions, stress, and/or personal issues, which impact the counseling process to the point of being somewhat</p>	<p>Student is able to actively manage emotions, stress, and/or personal issues, which impact the counseling process to the point of not being deterred or put</p>	<p>Student actively manages emotion, stress, and/or personal issues, which impact the counseling process to the point of not being deterred or put off by giving in to</p>	<p>Student effectively manages emotions, stress, and/or personal issues, which impact the counseling process to the point of not being deterred or put off by</p>



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<p>the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.</p>	<p>giving in to countertransference tendencies, which may manifest in the form of the need to rescue, the need to be liked, or personal issues or events that may be triggered by the disclosures of some clients; unable to work with clients of diverse backgrounds but also the readiness and preparedness to work with these clients of diversity background along with diverse clinical issues.</p>	<p>deterred or put off by giving in to countertransference tendencies, which may manifest in the form of the need to rescue, the need to be liked, or personal issues or events that may be triggered by the disclosures of some clients; displays limited ability to work adequately with clients of diverse backgrounds but also the readiness and preparedness to work with these clients of diversity background along with diverse clinical issues at the developmental level.</p>	<p>off in any significant way by giving in to countertransference tendencies, which may manifest in the form of the need to rescue, the need to be liked, or personal issues or events that may be triggered by the disclosures of some clients; able to adequately work with clients of diverse backgrounds but also the readiness and preparedness to work with these clients of diversity background along with diverse clinical issues at the developmental level.</p>	<p>countertransference tendencies, which may manifest in the form of the need to rescue, the need to be liked, or personal issues or events that may be triggered by the disclosures of some clients; able to work effectively with clients of diverse backgrounds but also the readiness and preparedness to work with these clients of diversity background along with diverse clinical issues exceeding the developmental level.</p>	<p>giving in to countertransference tendencies, which may manifest in the form of the need to rescue, the need to be liked, or personal issues or events that may be triggered by the disclosures of some clients; proficiently works with clients of diverse backgrounds but also the readiness and preparedness to work with these clients of diversity background along with diverse clinical issues at the professional level.</p>
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