

## Appendix F: Counselor Competencies Scale – Revised

### CACREP (2009; 2016, Draft #2) Standards relating to the *Counselor Competencies Scale-Revised* (CCS-R)

- Ethical and culturally relevant strategies for developing helping relationships (CACREP, 2016 , Section IT, Standard 5 d.).
- Counselor characteristics and behaviors that influence helping processes (CACREP, 2009, Section II , Standard 5.b; CACREP, 2016, Section II , Standard 5.e.).
- Essential interviewing, counseling, and case conceptualization skills (CACREP, 2009, Section II , Standard 5.c.; CACREP, 2016, Section II , Standard 5.f.).
- Processes for aiding students in developing a personal model of counseling (CAC REP, 2016, Section II , Standard 5.m.).
- Strategies for personal and professional self-evaluation and implications for practice (CACREP, 2016, Section TT, Standard 1.j.).
- Self-care strategies appropriate to the counselor role (CACREP, 2009, Section II, Standard 1.d.; CACREP, 2016, Section II, Standard 1.k.).
- If evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transit ion out of the program and, if possible, into a more appropriate area of study, consistent with established institutional due process policy and the ethical codes and standard s of practice of professional counseling organizations. (CACREP, 2009, Section L Standard P.; CACREP, 2016, Section 1, Standard P.).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community (CACREP, 2009, Section III , Professional Practice; CACRE P, 2016 , Section III , Professional Practice ).
- Entry-Level Program Practicum (CACREP, 2016, Section III , Professional Practice, p. 12).
  - A. Students must complete supervised counseling practicum experiences that total a **minimum of 100 clock hours** over a full academic term that

is a minimum of 10 weeks.

B. Practicum students must **complete at least 40 clock hours of direct service** with actual clients that contributes to the development of counseling skills.

C. An average of **one hour per week of individual and/or triadic supervision** is provided throughout the practicum by (1) a counselor

education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or

(3) a sit e supervisor who is work in g in biweekly consultation with a counselor education program faculty member in accordance with the supervision agreement.

D. An average of **1 ½ hours per week of group supervision** is provided on a regular schedule throughout the practicum by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

E. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum.

F. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

G. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.

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CCS-R 1

### Counselor Competencies Scale—Revised (CCS-R) ©

(Lambie, Mullen, & Swank, & Blount, 2014)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

#### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

**Directions:** Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions & record rating in the "score" column on the left.

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CC S-R 2

### Part 1: Counseling Skills & Therapeutic Condition

#	Score	Primary Counseling Skills	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Demonstrates Competencies	Below Expectations/ Demonstrates	Harmful (1)

				Competencies (5)		(3)	Competencies (2)	
I A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)	Demonstrates effective nonverbal communication skills conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his/her nonverbal communication skills	Demonstrates limited nonverbal communication skills	Ignores client &/or gives judgmental looks
I B		Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about..."	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers	Uses skills in a judgmental manner.
I C		Questions	Use of appropriate open and closed questioning (e.g., avoidance of double questions)	Demonstrates appropriate use of open & closed-ended questions with an emphasis on open-ended questions (85%).	Demonstrates appropriate use of open & closed-ended questions for the majority of counseling sessions (70%)	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness	Uses multiple questions at one time
I D		Reflecting, Paraphrasing	Basic Reflection of Content-Paraphrasing	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
I E		Reflecting, Reflection of Meaning	Reflection of Feelings	Demonstrates appropriate use of reflection of feelings as a primary approach (85%)	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is <i>not</i> matching the client	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots
I F		Reflecting, Summarizing	Summarizing content, feelings, behaviors & future plans	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%)	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots
I G		Advanced Reflection	Advanced Reflection of Meaning including	Demonstrates consistent use of advanced reflection & promotes discussions of	Demonstrates ability to appropriately	Demonstrates inconsistent & inaccurate ability to use advanced reflection.	Demonstrates limited ability to use advanced	Judgmental, dismissing, &/or overshoots

		(Meaning)	Values and Core Beliefs (taking counseling to a deeper level)	greater depth during counseling sessions (85%).	ely use advanced reflection, supporting increased exploration in session (majority of counseling sessions: 70%).	Counseling sessions appear superficial.	reflection &/or switches topics in counseling often.	
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Contact Glenn W. Lambie, Ph.D. ! [Glenn.Lambie@ucf.edu](mailto:Glenn.Lambie@ucf.edu)) at the UCF Counselor Education Program regarding use of CCS-R 4

#	Score	Primary Counseling Skill(s)	Specific Counseling Description	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unaccountable (2)	Harmful (1)
I . I I		Confrontation	Counselor challenges client to recognize & evaluate inconsistencies .	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed, and therefore appropriately <i>not</i> used (majority of counseling sessions: 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing in competencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/misused opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive
I . I		Goal Setting	Counselor collaborates with client to establish realistic, appropriate & attainable therapeutic goals	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%)	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions: 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with the client	No therapeutic goals collaboratively established
I . J		Focus of Counseling	Counselor focuses (or refocuses) client on his or her therapeutic goals - i.e., purposeful	Demonstrates consistent ability to focus &/or refocus counseling on client goal	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic	Superficial, &/or moves focus away from client

			l counselin g	attainment (85%).	counseling sessions: 70%) .		goal attainment	
I. K		Facilitate Therapeut ic Environm ent	Expresses accurate empathy and care  (includes immediacy and concreteness)	Demonstrate s consistent ability to be empathic & uses appropriate responses (85%)	Demonstrate s ability to be empathic & uses appropriate  responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
I. L		Facilitate Therapeutic Environment	Counselor expresses appropriate respect & unconditional positive regard	Demonstrate s consistent ability to be respectful, accepting, & caring with clients (85%)	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions: 70 %).	Demonstrates inconsistent ability to be respectful, accepting, & caring	Demonstr ates limited ability to be respectful, accepting, &/or caring	Demonstrate s conditional or negative respect for client

## Part 2: Counseling Dispositions & Behaviors

#	Sco re	Primar y Professio nal Dispositi ons	Specific Professional Disposition Descriptors	Exceeds Expectation s / Demonstrat es Competenci es (5)	Meets Expectati ons/ Demonstr ates Competen cies (4)	Near Expectations/ Developmental Competencies (3)	Below Expectati ons / Unacceptabl e (2)	Harm ful (1)
2 A		<b>Profession al Ethics</b>	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA,  & NBCC; including  practices within competencies.	Demonstrates consistent & advanced (i.e., <i>exploration</i> & <i>deliberation</i> ) et hical behavior & judgments.	Demonstrates consistent ethical  behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeate dly violates the ethical codes  & /or makes poor decisions
2 B		<b>Professional Behavior</b>	Behaves in a professional manner <b>towards supervisors,</b>  peers, & clients	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate	Demonstrates consistent respectfulness and thoughtfulness & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate  within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & thoughtfulness & acts  inappropriate within some	Dresses inappropriately &/or repeatedly disrespectful of others.

			(includes appropriate dress & attitudes). Able to collaborate with others.	within <i>all</i> professional interactions.			professional interactions.	
2 · C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, sites & clients.	Demonstrates consistent & strong appropriate boundaries	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationship with others
2 · D		Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.	Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates limited adherence to most counseling site policies & procedures, including strong attendance and engagement.	Failure to adhere to policies after discussed with supervisor
2 · E		Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g- case notes, psychosocial reports, Treatment plans, supervisory report).	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline

### Narrative Feedback from Supervising Instructor/ Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which

Please note the counselor's or trainee's areas that warrant improvement, which you have observed

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

***Note:* If the supervising instructor/clinical supervisor is concerned about the counselor's or trainee's progress in demonstrating the**

**appropriate counseling competencies, he or she should have another appropriate trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee**