

# Professional and Personal Performance Standards

## Counseling Program | College of Education | Seattle University

Student: \_\_\_\_\_

ID#: \_\_\_\_\_

Program Track:  School Counseling       Community Counseling

Review:  Candidacy       Pre-Internship       Faculty Initiated

### Purpose

In addition to meeting the academic standards set forth in the Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of, and at all times adhere to, the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings (e.g., the Ethical Standards for School Counselors, Association for Specialists in Group Work, etc.). The general and specific ACA standards for ethical practice are listed on the ACA web site at <http://www.counseling.org>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

As future professional counselors, the faculty expects students to be concerned about other people, to be multiculturally competent, to address issues of equity and injustice, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. 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 their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also selected professional and personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Seattle University Counseling Program possess those characteristics sufficiently that they do *not* impede their professionalism or helping capacity.

### The Professional and Personal Performance Standards

Students' fulfillment of 12 *Professional and Personal Performance Standards* is reviewed by individual faculty during each class, at specific points in a student's program of study, and at the conclusion of each quarter by the combined Counseling faculty. The Standards are:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Openness to social and cultural diversity
12. Promotes a more just and humane world

## The Professional and Personal Performance Review Process

Each Professional and Personal Performance Standard is rated on a scale of 0 (not met), 1 (met) and 2 (exceptional) as described in the Criteria for Professional Performance Standards Evaluation below. Students receiving a rating of zero (0) on one or more of the Professional and Personal Performance standards will be considered deficient in professional and personal performance and subject to the following procedure:

1. The student and the issuing faculty\* will meet to discuss the Professional and Personal Performance concern(s). The student will be presented with a Notification of Professional and Personal Performance Concern (**Appendix A**) that will list the deficient rating(s), provide the issuing faculty's explanation for the ratings, and describe the specific remedial actions to be taken to correct each area of professional and personal performance deficiency. If revisions to the remedial plan are made at this meeting, a revised Notification of Professional and Personal Performance Concern form will be issued to the student for review and signature after the meeting. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Professional Performance citation, and a copy shall be forwarded to the student's academic advisor.

*\* Note: "issuing faculty" refers either to the individual professor who issues the Notification of Professional Performance Concern, or to the faculty advisor if the combined faculty issues the Notification.*

2. If a student receives more than one Notification of Professional and Personal Performance Concern during his/her program of study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing faculty and his/her faculty advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and faculty advisor will consult the full Counseling Program Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The issuing faculty, the student, and the faculty advisor will retain a signed copy of any subsequent revision made to the Notification of Professional and Personal Performance Concern.
3. Faculty will initiate the Professional and Personal Performance Standards Review protocol at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the program without opportunity for student remediation.

# The Professional and Personal Performance Standards Review

## 1. Openness to New Ideas

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Was dogmatic about own perspective and ideas.</p> <p>Ignored or was defensive about constructive feedback.</p> <p>Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p>	<p>Was amenable to discussion of perspectives other than own.</p> <p>Accepts constructive feedback without defensiveness.</p> <p>Some evidence of effort to incorporate relevant feedback received to change own behavior.</p>	<p>Solicited others' opinions and perspectives about own work.</p> <p>Invited constructive feedback, and demonstrated interest in others' perspectives.</p> <p>Showed strong evidence of incorporation of feedback received to change own behavior.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

*Comments:*

## 2. Flexibility

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Showed little or no effort to recognize changing demands in the professional &amp; interpersonal environment.</p> <p>Showed little or no effort to flex own response to changing environmental demands.</p> <p>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</p> <p>Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>	<p>Effort to recognize changing demands in the professional &amp; interpersonal environment was evident but sometimes inaccurate.</p> <p>Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</p> <p>Flexed own response to changing environmental demands when directed to do so.</p> <p>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>	<p>Showed accurate effort to recognize changing demands in the professional &amp; interpersonal environment.</p> <p>Showed accurate effort to flex own response to changing environmental demands. as needed.</p> <p>Independently monitored the environment for changing demands and flexed own response accordingly.</p> <p>Attempts to understand needs for change in established schedule or protocol to avoid resentment.</p> <p>Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

*Comments:*

### 3. Cooperativeness with others

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Showed little or no engagement in collaborative activities.</p> <p>Undermined goal achievement in collaborative activities.</p> <p>Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input.</p> <p>Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>	<p>Worked actively toward reaching consensus in collaborative activities.</p> <p>Was willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

### 4. Willingness to accept and use feedback

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of feedback of supervisory feedback received.</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p>	<p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> <p>Showed some defensiveness to critique through over-explanation of own actions, but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>	<p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

### 5. Awareness of own impact on others

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>	<p>Effort toward recognition of how own words and actions impacted others was evident and accurate.</p> <p>Initiates feedback from others regarding impact of own words and behaviors</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

## 6. Ability to deal with conflict

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Was unable or unwilling to consider others' points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving when directed.</p>	<p>Always willing and able to consider others' points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem solving efforts in conflicts.</p> <p>Actively participated in problem solving efforts.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

## 7. Ability to accept personal responsibility

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Refused to admit mistakes or examine own contribution to problems.</p> <p>Lied, minimized or embellished the truth to extricate self from problems.</p> <p>Consistently blamed others for problems without self-examination.</p>	<p>Was willing to examine own role in problems when informed of the need to do so.</p> <p>Was accurate and honest in describing own and others roles in problems.</p> <p>Might blame initially, but was open to self-examination about own role in problems</p>	<p>Monitored own level of responsibility in professional performance.</p> <p>Invited constructive critique from others and applied it toward professional growth.</p> <p>Accepted own mistakes and responded to them as opportunity for self-improvement.</p> <p>Avoided blame in favor of self-examination.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

## 8. Ability to express feelings effectively and appropriately

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Acted out negative feelings (through negative behaviors) rather than articulating them.</p> <p>Expressions of feeling were inappropriate to the setting</p> <p>Was resistant to discussion of feelings in supervision.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> <p>Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate.</p> <p>Expressions of feeling usually appropriate to the setting—responsive to supervision when not.</p> <p>Willing to discuss own feelings in supervision when directed.</p>	<p>Was consistently willing and able to articulate the full range of own feelings.</p> <p>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting.</p> <p>Initiated discussion of own feeling in supervision.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

## 9. Attention to ethical and legal considerations

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the well being of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment that could have put client safety and well being at risk.</p> <p>Used judgment that could have put client confidentiality at risk.</p>	<p>Maintained clear personal-professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>	<i>Candidacy</i>
			<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

## 10. Initiative and Motivation

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
Often missed deadlines and classes.	Missed the maximum allowable classes and deadlines.	Met all attendance requirements and deadlines.	<i>Candidacy</i>
Rarely participated in class activities.	Usually participated in class activities.	Regularly participated in class activities.	<i>Pre-Internship</i>
Often failed to meet minimal expectations in assignments.	Met only the minimal expectations in assigned work	Met or exceeded expectations in assigned work.	<i>Faculty Initiated</i>
Displayed little or no initiative and creativity in assignments.	Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work.	

Comments:

## 11. Openness to social and cultural diversity

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
Is unable to demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups.	Is able to demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups.	Encourages others to demonstrate self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals and groups.	<i>Candidacy</i>
Does not understand how living in a multicultural society affects human development.	Understands how living in a multicultural society affects human development.	Promotes living in a multicultural society.	<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

## 12. Promotes a more just and humane world

1 (Unmet)	2 (Met)	3 (Exceptional)	Student Score
Is unaware of the effects of racism, sexism, heterosexism, classism, ableism, ageism, transgender oppression, religious oppression, power, privilege, and oppression on one's own life and career and others.	Understands the effects of racism, sexism, heterosexism, classism, ableism, ageism, transgender oppression, religious oppression, power, privilege, and oppression on one's own life and career and others.	Works to eradicate racism, sexism, heterosexism, classism, ableism, ageism, transgender oppression, religious oppression, power, privilege, and oppression on one's own life/career and others'.	<i>Candidacy</i>
Does not possess a sense of fairness and the belief in the need for a just and humane world.	Possesses a sense of fairness and the belief in creating a more just and humane world.	Advocates for a sense of fairness and actively promotes a more just and humane world.	<i>Pre-Internship</i>
			<i>Faculty Initiated</i>

Comments:

# Signatures

## New Student Orientation

By signing below, I certify that I have read the *Professional and Personal Performance Standards* document in its entirety, and that I understand that the knowledge, skills and respective dispositions contained in this document will be used to evaluate my performance at candidacy, pre-internship, and any time deemed appropriate by the department faculty.

\_\_\_\_\_  
*Student signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Print student name*

## Candidacy

By signing below, I certify that I have reviewed my scores on the Professional and Personal Standards with my faculty advisor and understand any steps I might need to take relevant to my candidacy in the Counseling Program.

\_\_\_\_\_  
*Student signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Faculty Advisor:*

\_\_\_\_\_  
*Date:*

## Internship

By signing below, I certify that I have reviewed the Professional and Personal Standards for the student listed and have approved the student to advance to internship.

\_\_\_\_\_  
*Faculty Advisor:*

\_\_\_\_\_  
*Date:*



APPENDIX A

**Notification of Professional and Personal Performance Concern**  
Counseling Program | College of Education | Seattle University

To (notified student): \_\_\_\_\_

From (issuing faculty): \_\_\_\_\_

- I. This is to **notify** you that your professional performance as defined in the Professional and Personal Performance Standards review process is deficient (rated below 3) in the following area(s):

	Criterion	Rating				
1.	Openness to new ideas	1	2	3	4	5
2.	Flexibility	1	2	3	4	5
3.	Cooperativeness with others	1	2	3	4	5
4.	Willingness to accept and use feedback	1	2	3	4	5
5.	Awareness of own impact on others	1	2	3	4	5
6.	Ability to deal with conflict	1	2	3	4	5
7.	Ability to accept personal responsibility	1	2	3	4	5
8.	Ability to express feelings effectively and appropriately	1	2	3	4	5
9.	Attention to ethical and legal considerations	1	2	3	4	5
10.	Initiative and motivation	1	2	3	4	5

- II. **Description of observed deficiency(s)** (describes specific deficiency(s) observed in each performance area):

- III. **Performance changes required** (describes specific performance changes needed in each area cited as deficit in Section II above):

IV. **Remedial plan** (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation):

V. **Signatures** (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy):

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

Student: \_\_\_\_\_

Issuing Faculty: \_\_\_\_\_