

## 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-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.

## **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 II, *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 (CACREP, 2016, Section II, *Standard 5.m.*).
- Strategies for personal and professional self-evaluation and implications for practice (CACREP, 2016, Section II, *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 transition 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 standards of practice of professional counseling organizations. (CACREP, 2009, Section I, *Standard P.*; CACREP, 2016, Section I, *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*; CACREP, 2016, Section III, *Professional Practice*).
- Entry-Level Program Internship (CACREP, 2016, Section III, Professional Practice, p. 13).
  - A. Students must complete supervised counseling internship experiences that total a **minimum of 600 clock hours** over a full academic term that is a minimum of 10 weeks.
  - B. Internship students must **complete at least 240 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 internship 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 site supervisor who is working 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 internship 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 internship.
  - F. Supervision of internship 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 internship.

## Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A	5	<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	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 or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
1. B	5	<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</b>	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.
1. C	5	<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-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
1. D	5	<b>Reflecting<sup>a</sup> Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	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
1. E	5	<b>Reflecting<sup>b</sup> Reflection of Meaning</b>	<b>Reflection of Feelings</b>	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
1. F	5	<b>Reflecting<sup>c</sup> Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	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
1. G	5	<b>Advanced Reflection (Meaning)</b>	<b>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots
#	Score	Primary Counseling	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates	Meets Expectations / Demonstrates	Near Expectations / Developing towards	Below Expectations / Unacceptable	Harmful (1)

	5	Skill(s)		Competencies (5)	Competencies (4)	Competencies (3)	(2)	
1. H	5	<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	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 inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed 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
1. I	5	<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	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 client.	No therapeutic goals collaboratively established
1. J	5	<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	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 goal attainment.	Superficial, &/or moves focus away from client
1. K	5	<b>Facilitate Therapeutic Environment</b> a	<b>Expresses accurate empathy &amp; care. Counselor is “present” and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates 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
1. L	5	<b>Facilitate Therapeutic Environment</b> b	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Demonstrates 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.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client

60 : Total Score (out of a possible 60 points)

## Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A	5	<b>Professional Ethics</b>	<b>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</b>	Demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical 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.	Repeatedly violates the ethical codes &/or makes poor decisions
2. B	5	<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	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 & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
2. C	5	<b>Professional &amp; Personal Boundaries</b>	<b>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</b>	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationship with others
2. D	5	<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Demonstrates an understanding &amp; appreciation for <i>all</i> counseling site policies &amp; procedures.</b>	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 all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.
2. E	5	<b>Record Keeping &amp; Task Completion</b>	<b>Completes <i>all</i> weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</b>	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.

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. F	5	<b>Multicultural Competencies</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
2. G	5	<b>Emotional Stability &amp; Self-control</b>	<b>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.
2. H	5	<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his /her professional and personal growth & development.
2. I	5	<b>Openness to Feedback</b>	<b>Responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</b>	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does <i>not</i> implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.
2. J	5	<b>Flexibility &amp; Adaptability</b>	<b>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</b>	Demonstrates consistent and strong ability to adapt & “reads-&-flexes” appropriately.	Demonstrates consistent ability to adapt & “reads-&-flexes” appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients’ diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
2. K	5	<b>Congruence &amp; Genuineness</b>	<b>Demonstrates ability to be present and “be true to oneself”</b>	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and <i>not</i> genuine

55 : Total Score (out of a possible 55 points)



**Part 3 Case Conceptualization, Diagnosis, and Treatment Planning (Faculty Supervisors)**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
3. A	5	<b>Application of Theory to Practice</b>	Student demonstrates knowledge of counseling theory & its application in his/her practice.	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work.	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients	Student does not demonstrate an understanding of counseling theory & its role in the therapeutic work with clients
3. B	5	<b>Case Conceptualization</b>	Student is able to effectively present & summarize client history & demonstrates an appreciation of the multiple influences on a client's level of functioning	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning.	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning.	Student demonstrates a limited ability for case conceptualization; does not appreciate the influence of systemic factors on the client's level of functioning	Student does not demonstrate case conceptualization; ignores influence of systemic factors on client's level of functioning
3. C	5	<b>Psychosocial &amp; Treatment Planning</b>	Student demonstrates ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measureable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan.	Student does not demonstrate the ability to construct a comprehensive & appropriate psychosocial report & treatment plan
3. D	5	<b>Appraisal</b>	Student demonstrates ability to appropriately administer, score, & interpret clinical assessments	Student demonstrates a strong ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates the ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates an inconsistent ability to appropriately administer, score, & interpret assessment instruments.	Student demonstrates a limited ability to appropriately administer, score, & interpret assessment instruments.	Student does not demonstrate an ability to appropriately administer, score, & interpret assessment instruments

20 : Total Score (out of a possible 20 points)

## Narrative Feedback from Supervising Instructor / Clinical Supervisor

**Please note the counselor's or trainee's areas of strength, which you have observed:**

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Debbye is a remarkable counselor; she is A team player and an asset to our site. She is caring and dedicated to her work. She brings a unique a warm demeanor with rapport to clients. She is also knowledgeable in mentorship, peer consulting, and supervision. She has brough her clients a multicultural framework which helps build alliance, create case conceptualization in assessment towards goal and treatment plan.

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

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I believe Debbye is more than qualify in her areas of competencies and do not have anything to comment.

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

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Debbye came to counseling ready and engage; she demonstrates resilience and commitment that is inspirational.

Debbye Lopez Ramos, LMFT

*Counselor's or Trainee's Name (print)*

8/3/2024

*Date*

Paula Navarro, LMFT

*Supervisor's Name (print)*

8/3/2024

*Date*

**Date CCS was reviewed with Counselor or Trainee –** 8/3/2024

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Debbye Lopez Ramos

*Counselor's or Trainee's Signature*

8/3/2024

*Date*

Paula Navarro, LMFT

*Supervisor's Signature*

8/3/2024

*Date*

**\* 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 appropriately trained supervisor observe the counselor's or trainee's work with clients to provide additional feedback to the counselor or trainee.**