

## Professional Counseling Performance Evaluation

**PLEASE PRINT**

**Student** \_\_\_\_\_ **Semester & Year** \_\_\_\_\_ **Name of Evaluator** \_\_\_\_\_

**Please Circle:**      **Practicum**      **Internship I (specify if half \_\_\_\_\_)**      **Internship II (specify if half \_\_\_\_\_)**

**Midterm or Final**

**Rating Scale**

- |   |   |
|---|---|
| N –No Opportunity to observe                | 1 –Meets criteria minimally or inconsistently for program level |
| 0 –Does not meet criteria for program level | 2 –Meets criteria consistently at this program level            |
|   | 3 –Exceeds criteria consistently at this program level          |

<b>Communication Skills and Abilities</b>					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure –setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content –understanding the primary elements of the client’s story.	N	0	1	2	3
c. Understanding context –understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2	3
d. Responding to feelings –identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2	3
e. Congruence –genuineness; external behavior consistent with internal affect.	N	0	1	2	3
f. Establishing and communicating empathy –taking the perspective of the individual without overidentifying and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication –demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy –communicating by staying in the here and now.	N	0	1	2	3
i. Timing –responding at the optimal moment.	N	0	1	2	3
j. Intentionality –responding with a clear understanding of the student’s therapeutic intention.	N	0	1	2	3
k. Self-disclosure –skillfully and carefully –considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates effective written communication skills including:					
a. Appropriate case notes.	N	0	1	2	3
b. Maintaining updated files on each client.	N	0	1	2	3
c. Creating appropriate treatment plan(s) for client(s).	N	0	1	2	3
d. Graduate level work for written assignments.	N	0	1	2	3
4. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
5. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
6. The student facilitates movement toward the individual’s goals.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.	N	0	1	2	3
8. The student creates a safe environment.	N	0	1	2	3
9. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2	3
<b>Supervision</b>					
1. The student accepts and uses supervision appropriately.	N	0	1	2	3
2. The student is open to feedback given by supervisor and/or group members.	N	0	1	2	3
3. The student utilizes feedback given.	N	0	1	2	3
4. The student gives feedback to others in a constructive manner.	N	0	1	2	3
5. The student comes prepared for supervision with appropriate documents and materials.	N	0	1	2	3

## Professional Counseling Performance Evaluation

**Student Name:** \_\_\_\_\_

<b>Professional Responsibility</b>				
1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.	N	0	1	2 3
2. The student relates to peers, professors, and others in a manner consistent with professional standards.	N	0	1	2 3
3. The student demonstrates sensitivity to real and ascribed differences in power between herself/himself and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2 3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2 3
5. The student arrives on time for class, meetings, and clients.	N	0	1	2 3
6. The student is reliable and accountable.	N	0	1	2 3
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2 3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2 3
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2 3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2 3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others.	N	0	1	2 3
6. The student is able to conceptualize client cases from a theoretical and philosophical perspective.	N	0	1	2 3
<b>Maturity</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2 3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2 3
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on her/his work.	N	0	1	2 3
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, professors, and supervisors.	N	0	1	2 3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.	N	0	1	2 3
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2 3
<b>Integrity</b>				
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2 3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2 3
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2 3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2 3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2 3

**Student Name:** \_\_\_\_\_

<b>Advocacy</b>					
1. If needed, the student advocates for himself/herself when professional needs are not being met by the supervisor.	N	0	1	2	3
2. If needed, the student advocates for himself/herself when professional needs are not being met by the site.	N	0	1	2	3
3. The student engages in activities to advocates for the client.	N	0	1	2	3
4. The student engages in activities to advocate for the practicum/internship site.	N	0	1	2	3
5. The student engages in activities to advocate for the counseling profession.	N	0	1	2	3
<b>Initiative</b>					
1. The student takes responsibility/initiative to learn about the history of the site.	N	0	1	2	3
2. The student takes responsibility/initiative to learn about current trends, including populations served, of the site.	N	0	1	2	3
3. The student takes initiative in addressing needs of the site.	N	0	1	2	3

**PLEASE PRINT COMMENTS:**

*Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concerns about certain traits of the student, etc.)*

*Please list what you see as the student's strengths.*

*Please suggest areas for further development appropriate to the current level of the student's training.*

*Please list any goals for the future.*

\*\*\*\*\*Student Signature/Date\*\*\*\*\*

\*\*\*\*\*Evaluator Signature/Date\*\*\*\*\*