Professional Counseling Performance Evaluation

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
0 – Does not meet criteria for program level
1 – Meets criteria minimally or inconsistently for program level
2 – Meets criteria consistently at this program level
3 – Exceeds criteria consistently at this program level

Communication Skills and Abilities

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  N 0 1 2 3
      throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.
   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.
   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

Supervision

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 Responsibility

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

### Competence

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

### Maturity

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

### Integrity

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: ____________________________

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

Created by the Professional Counseling Program of the Department of Educational Administration and Psychological Services, Texas State University-San Marcos (Revised 2/15/12)