

**Loyola University**  
**Professional Counseling Performance Evaluation**

**PLEASE PRINT**

Student \_\_\_\_\_ Sem & Yr \_\_\_\_\_ Faculty or Supervisor \_\_\_\_\_ Midterm or Final \_\_\_\_\_

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

**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 an 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 over identifying, and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication –demonstrates effective used 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 therapist’s therapeutic intention.	N	0	1	2	3
k. Self-disclosure –skillful 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 filed on each client	N	0	1	2	3
c. Creating appropriate treatment plan 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

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3-Exceeds criteria consistently at this program level

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<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 stated professional standards.	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves 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/or 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
<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 his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in 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
<b>Supervision</b>					
1. The student accepts and uses supervision appropriately.	N	0	1	2	3
2. The students 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
<b>Conceptualization</b>					
1. The student is able to conceptualize client cases from a theoretical and philosophical perspective.	N	0	1	2	3

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**COMMENTS:**

*Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concern about aspects of the trait in the trainee, 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

\_\_\_\_\_  
Faculty or Site Supervisor Signature Date

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