

Loyola University
Professional Counseling Performance and Dispositions Evaluation

Student _____ Semester & Year _____ Name of Evaluator _____

Please Circle: **Introduction to Counseling** **Fundamentals** **Practicum** **Internship I** **Internship II**
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 |

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 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 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

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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

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Advocacy					
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
Initiative					
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*****