Loyola University Professional Counseling Performance and Dispositions Evaluation

Student		_ Semester &Year	Nar	ne of Evaluator				
Please Cir	cle: Introduction to Counseling	Fundamentals	Practicum	Internship I	Internship II			
	Midterm or Final							
Rating Sca	ale							
N	No Opportunity to observe	1 –Meets	criteria minimall	y or inconsistently	for program level			
0	-Does not meet criteria for program le	evel 2 – Meets criteria consistently at this program level						
		3 –Exceed	ds criteria consist	ently at this program	m level			

2. The student demonstrates effective communication skills including: a. Creating appropriate structure—setting the boundaries of the helping frame and maintaining boundaries of 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. c. Understanding content—understanding the uniqueness of the story elements and their underlying c. Understanding content—understanding the uniqueness of the story elements and their underlying meanings. d. Responding to feelings—identifying affect and addressing those feelings in an therapeutic manner. d. Responding to feelings—identifying affect and addressing those feelings in an therapeutic manner. 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 N. 0 1 2 3 overidentifying and communicating this experience to the individual. g. Non-verbal communication—demonstrates effective use of head, eyes, hands, feet, posture, h. Immediacy—communicating by staying in the here and now. h. Immediacy—communicating by staying in the here and now. j. Intentionality—responding with a clear understanding of the student's therapeutic intention. N. 0 1 2 3 3. The student demonstrates effective written communication skills including: a. Appropriate case notes. b. Maintaining updated files on each client. N. 0 1 2 3 d. Graduate level work for written assignments. c. Creating appropriate treatment plan(s) for client(s). d. Graduate level work for written assignments. A. The student demonstrates awareness of power differences in therapeutic relationship and manages these The student demonstrates when an individual to establish clear therapeutic relationship and manages these The student demonstrates he capacity to match appropriate interventions to the presenting problem in a N. 0 1 2 3 D. The student demonstrat	Communication Skills and Abilities					
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5. The student collaborates with an individual to establish clear therapeutic goals. 6. The student facilitates movement toward the individual's goals. 7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a N 0 1 2 3 consistent manner. 8. The student creates a safe environment. 9. The student demonstrates analysis and resolution of ethical dilemmas. N 0 1 2 3 consistent manner. 8. The student demonstrates analysis and resolution of ethical dilemmas. N 0 1 2 3 consistent manner. 9. The student accepts and uses supervision appropriately. 1. The student accepts and uses supervision appropriately. 2. The student is open to feedback given by supervisor and/or group members. N 0 1 2 3 consistent manner. N 0 1 2 3 consistent manner.	4. The student demonstrates awareness of power differences in therapeutic relationship and manages these	N	0	1	2	3
5. The student facilitates movement toward the individual's goals. 7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a N 0 1 2 3 consistent manner. 8. The student creates a safe environment. 9. The student demonstrates analysis and resolution of ethical dilemmas. N 0 1 2 3 2 3 2 3 2 3 2 3 3 3 3 3 3 3 3 3 3	differences effectively.					
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a N 0 1 2 3 consistent manner. 8. The student creates a safe environment. N 0 1 2 3 2 3 2 3 2 3 2 3 3 3 3 3 3 3 3 3 3	5. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
consistent manner. 8. The student creates a safe environment. 9. The student demonstrates analysis and resolution of ethical dilemmas. 1. The student accepts and uses supervision appropriately. 2. The student is open to feedback given by supervisor and/or group members. 3. The student utilizes feedback given. 4. The student gives feedback to others in a constructive manner. N 0 1 2 3 N 0 1 2 3 N 0 1 2 3	6. The student facilitates movement toward the individual's goals.	N	0	1	2	3
8. The student creates a safe environment. 9. The student demonstrates analysis and resolution of ethical dilemmas. 1. The student accepts and uses supervision appropriately. 2. The student is open to feedback given by supervisor and/or group members. 3. The student utilizes feedback given. 4. The student gives feedback to others in a constructive manner. N 0 1 2 3 N 0 1 2 3 N 0 1 2 3 N 0 1 2 3	7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a	N	0	1	2	3
P. The student demonstrates analysis and resolution of ethical dilemmas. Supervision 1. The student accepts and uses supervision appropriately. 2. The student is open to feedback given by supervisor and/or group members. 3. The student utilizes feedback given. N 0 1 2 3 N 0 1 2 3 N 0 1 2 3 N 0 1 2 3 N 0 1 2 3 N 0 1 2 3	consistent manner.					
Supervision 1. The student accepts and uses supervision appropriately. 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	8. The student creates a safe environment.	N	0	1	2	3
1. The student accepts and uses supervision appropriately. 2. The student is open to feedback given by supervisor and/or group members. 3. The student utilizes feedback given. 4. The student gives feedback to others in a constructive manner. N 0 1 2 3 2 3 3 4. The student gives feedback to others in a constructive manner. N 0 1 2 3	9. The student demonstrates analysis and resolution of ethical dilemmas.	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	Supervision					
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	1. The student accepts and uses supervision appropriately.	N	0	1	2	3
4. The student gives feedback to others in a constructive manner. 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
5. The student comes prepared for supervision with appropriate documents and materials. 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

Loyola University Professional Counseling Performance Evaluation

Student Name:	

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	N	0	1	2	3
others, and does not exploit or mislead other people during or after professional relationships.					
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	N	0	1	2	3
of her/his expertise.					
4. The student provides only those services and applies only those techniques for which she/he is qualified by	N	0	1	2	3
education, training, and experience.					
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	N	0	1	2	3
relationships with faculty, peers, and others.					
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	N	0	1	2	3
effect of these on her/his work.					
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, professors, and	N	0	1	2	3
supervisors.					
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	N	0	1	2	3
issue first with the individual(s) with whom the conflict exists.					
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	N	0	1	2	3
and autonomy.					
5. The student respects cultural, individual, and role differences, including those due to age, gender, race,	N	0	1	2	3
ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.					

Loyola University Professional Counseling Performance Evaluation

Student Name:				
Advocacy				
1. If needed, the student advocates for himself/herself when professional needs are not being met by the supervisor.	N	0	1	2
2. If needed, the student advocates for himself/herself when professional needs are not being met by the site.	N	0	1	2
3. The student engages in activities to advocates for the client.	N	0	1	2
4. The student engages in activities to advocate for the practicum/internship site.	N	0	1	2
5. The student engages in activities to advocate for the counseling profession.	N	0	1	2
Initiative				
1. The student takes responsibility/initiative to learn about the history of the site.	N	0	1	2
2. The student takes responsibility/initiative to learn about current trends, including populations served, of the site.	N	0	1	2
3. The student takes initiative in addressing needs of the site.	N	0	1	2
PLEASE PRINT COMMENTS: Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concertraits of the student, etc.)	erns :	abo	ut ce	ərtain
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 train	ning.			
Please list any goals for the future.				
******Student Signature/Date***** ******Evaluator Signature/Date****	**		-	