# Professional Counseling Performance Evaluation -PRACTICUM/Internship (PCPE) midterm and final

***University Faculty Supervisors (Clinical Instructors)*** *evaluate Clinical students in COUN 5690 Practicum using the PCPE-PRACTICUM at Midterm and at the end of the semester.*

# STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_COURSE: *COUN 5690 Practicum*

**Person Completing Evaluation:** *Clinical University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**TERM:**  *Midterm Final*

**DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Rating Scale N - Not required and/or No opportunity to observe  0 - Does not meet criteria expected for student’s level of preparation and experience  1 - Minimally or inconsistently meets criteria expected for student’s level of preparation and experience  2 - Consistently meets criteria expected for student’s level of preparation and experience  3 - Exceeds criteria expected for student’s level of preparation and experience | | | | | |
| **Counseling Skills and Abilities** | | | | |  |
| 1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic  working alliance can be created | N | 0 | 1 | 2 | 3 |
| 2. The student demonstrates therapeutic communication skills including: |  |  |  |  |  |
| 1. 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 |
| 1. Understanding content – understanding the primary elements of the client's story | N | 0 | 1 | 2 | 3 |
| 1. Understanding context – understanding the uniqueness of the story elements and their underlying meanings | N | 0 | 1 | 2 | 3 |
| 1. Responding to feelings - identifying client affect and addressing those feelings in a therapeutic manner | N | 0 | 1 | 2 | 3 |
| 1. Congruence - genuineness; external behavior consistent with internal affect | N | 0 | 1 | 2 | 3 |
| 1. Establishing and communicating empathy - taking the perspective of the client without over identifying and communicating this experience to the client | N | 0 | 1 | 2 | 3 |
| 1. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture voice attire etc. | N | 0 | 1 | 2 | 3 |
| 1. Immediacy - staying in the here and now | N | 0 | 1 | 2 | 3 |
| 1. Timing - responding at the optimal moment | N | 0 | 1 | 2 | 3 |
| 1. Intentionality - responding with a clear understanding of the therapist's therapeutic intention | N | 0 | 1 | 2 | 3 |
| 1. Self-disclosure - skillful and carefully-considered for a specific therapeutic purpose | N | 0 | 1 | 2 | 3 |
| 3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically | N | 0 | 1 | 2 | 3 |
| 4. The student collaborates with the client to establish clear therapeutic goals | N | 0 | 1 | 2 | 3 |
| 5. The student facilitates movement toward client goals | N | 0 | 1 | 2 | 3 |
| 6. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner | N | 0 | 1 | 2 | 3 |
| 7. The student creates a safe clinical environment | N | 0 | 1 | 2 | 3 |
| 8. The student demonstrates analysis and resolution of ethical dilemmas | 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 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 appropriate to counseling training and practice | 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 client 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 therapeutically to clients | N | 0 | 1 | 2 | 3 |

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| **Maturity** |  |  |  |  |  |
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients | 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 individuals 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 |

**Comments:**

Student Signature

Instructor’s Signature Date of conference with student