MIDTERM and FINAL EVALUATION

Check one:  ____HCE 691 Practicum Lab     or     ____ HCE 686 Internship

This evaluation provides the opportunity for both students and supervisors (both individual and seminar supervisors) to rate the progress of students through the semester. Please circle the number for each item which most accurately represents your behavior as related to the specific competency area. It is expected that practicum students would routinely rank with 2s or 3s, as many of these items are designed to continue to be used through internship. Ratings for each item will be totaled for an overall composite score, which at the end of the semester will show readiness for internship.

Section I: Professional Responsibility

1. Starting

5 Begins the semester with the practicum site established and has an initial relationship with the site liaison. The Practicum Site Selection Form and evidence of student insurance has been submitted to the Program AA (Kerry Bertalan). The student comes to the first individual supervision session with the Practicum Site Agreement Form signed by the necessary representatives. A schedule that will work for site personnel and clients has been established. All paperwork for use in client sessions has been prepared. Also, the Practicum Hours Sheet is ready to complete throughout the course of the semester. If required by the individual faculty supervisor, materials have been read prior to the first session, and the student comes with appropriate questions.

4 (Between 5 & 3) Comment:

3 Begins the semester with most (about 75%) but not all the tasks completed necessary to start at the practicum site. The student comes to the first individual supervision session with clear steps to finish the setup process and is responsive to the suggestions made during the supervision session. Appropriate questions are asked.

2 (Between 3 & 1) Comment:

1 Begins the semester with only about 50% of site tasks completed necessary to begin at the site. The student comes to the first individual supervision session with vague ideas how to proceed and depends on the supervisor to structure the next steps the trainee should take. Global questions are asked, showing a lack of attention to detail.

2. Individual Supervision

5 Comes prepared to each session with needed materials, questions, organized, and any research completed and initiates part of the interactive dialogue with supervisor; listens carefully and understands suggestions made and consistently makes attempt to incorporate suggestions and reviews their effectiveness with supervisor after their utilization or is able to justify why a suggestion was not used; initiatives interaction to justify why a suggestion was not used; initiates interaction/discussions of set supervision and always seeks clarification in unfamiliar situations; has definitive goals for achievement in the supervisory process.

4 (Between 5 & 3) Comment:
Comes to supervision sessions willingly, and is prepared in terms of materials, questions, and research about 75% of the time; is responsive to the suggestions made during the supervision session with moderate interaction with the supervisor during these sessions with the supervisor initiating most of the interaction; will at times make attempts to incorporate suggestions and review their effectiveness with supervisor if they are utilized but is not always able to verbalize if suggestions should or should not be used given personal philosophy and client need; rarely initiates discussions outside of supervisory session; has goals for supervision but they are rather vague or global.

(Between 3 & 1) Comment:

Is not an active participant in supervision and comes prepared about 50% of the time; does not initiate interaction in the supervisory session, being solely dependent on supervisor to set goals and direction for session; provides little feedback to supervisor as to effectiveness of suggestions, primarily because there is little utilization of these suggestions within sessions; rarely utilizes supervision to discuss unfamiliar or unusual situations.

3. Completing of Assignments/Recordings

Accurately completes all assignments that are required in neat, readable, concise manner; hands in all work efficiently and on-time without reminders; expresses information clearly and effectively through written communication.

(Between 5 & 3) Comment:

Assignments are completed in a readable, accurate, and concise manner about 75% of the time; reminders are infrequently.

(Between 3 & 1) Comment:

Assignments are not neat and/or efficiently done, with frequent errors; work is not always handed in on time.

4. Professional Behavior

Utilizes behavior within clinical sessions; understands and maintains appropriate interactions and boundaries with clients; expresses information clearly and effectively through oral communication; dresses appropriately; demonstrates knowledge of current professional literature; is respectful of client and supervisor appointment times; provides client with full attention in session; attends professional development activities when applicable.

(Between 5 & 3) Comment:

Does utilizes professional behavior and clear oral communication within clinical sessions about 85% of the time; understands appropriate interactions and boundaries with clients, but may need some assistance in operationalizing this understanding; dresses in an appropriate manner; demonstrates some knowledge of current professional literature; is usually respectful of client and supervisor appointment times; at times, may be distracted by own internal process and not provide client with full attention in session; may attend professional development activities when applicable.

(Between 3 & 1) Comment:

Evidences attention to such professional mannerisms as language behavior or dress about 50% of the time; oral communication is at times unclear; rarely indicates knowledge of current professional literature; is frequently late or unprepared for client sessions and/or does not provide clients with full attention; rarely takes advantage of available professional development activities.
5. **Ethical Behavior**

5  Understands and utilizes ACA and/or CRC Code of Ethics (depending on the student’s concentration) and/or other appropriate ethical codes as determinant for all professional behavior and as a basis for all decisions making; has begun "thinking ethically" by integrating knowledge and application of ethics with innate clinical wisdom; readily seeks consultation on ethics for unique or unusual situations.

4  (Between 5 & 3) Comment:

3  Demonstrates academic knowledge of ACA and/or CRC Code of Ethics (depending on the student’s concentration) and/or other appropriate ethical codes but lacks the ability to fully utilize and integrate the code with innate clinical wisdom when making professional decisions; does seek assistance of other professionals when in doubt of proper behavior.

2  (Between 3 and 1) Comment:

1  Demonstrates little understanding of ACA and/or CRC Code of Ethics (depending on the student’s concentration) and/or other appropriate ethical codes and therefore must be frequently reminded in supervision of appropriate ethical behaviors.

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**Section II: Theoretical and Procedural Knowledge**

6. **Initial Intakes**

5  Demonstrates ability to easily develop rapport with new clients, making them feel at ease; shows respect to client; is able to communicate authentic caring to client vs. being just a good technician; is able to identify the real problem which brings the client to counseling; thoroughly covers all areas of client development which are associated with the presenting problem; is able to correctly assess risk factors such as homicide, suicide, and inability to care for self.

4  (Between 5 & 3) Comment:

3  Develops rapport with new clients at least 75% of the time during the intake; communicates authentic caring to client, but rough edges of technique is still present; covers at least 75% of all areas of developmental information needed during the initial intake; is able to provide a general description of the problem that client brings to provide a general description of the problem that client brings to counseling; with assistance from supervisor, is able to assess risk factors.

2  (Between 3 & 1) Comment:

1  Is reticent in initial sessions, and often struggles to develop rapport with client during this session; initial interactions do not demonstrate respect for the client; evidences more concern about techniques than about empathetic caring of client; intake lacks focus and organization; often does not come away with clear understanding of client problem; often fails to assess risk factors.

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7. **Exploration of client strengths and concerns**

5  Identifies client strengths. Personality dimensions related to the client’s concerns are easily recognized. Determines what the client has done up to now to solve the problem, and can specify concerns in order of priority of clients needs. Is consistently appropriate regarding the developmental context of the client. Determines if the concern is within the range of the student’s training and experience, and if not, can define referral procedures.
4 (Between 5 & 3) Comment:

3 Identifies client strengths. May recognize how client’s personalities contribute to concerns, but has some difficulty verbalizing them. Also, may not always ask what the client has tried to address concerns. Can recognize and name concerns, but may not consistently be able to rank the priority of concerns. Is appropriate regarding the developmental context of the client. Still learning limits and need for referrals/how to make referrals.

2 (Between 3 & 1) Comment:

1 May verbalize client strengths almost as an afterthought. Connects personality dimensions and client concerns with difficulty; needs assistance from the supervisor. Identifies concerns without details or context. May not always understand the developmental context of the client.

8. Eliciting information from clients

5 Demonstrates ability to obtain basic biographic data from client and/or available resources. The student explores the client’s understanding of counseling and the reasons for accessing counseling. The student easily ascertains the attitudes and feelings of the client toward the process and the counselor, as well as establishes what the client expects from the counselor and the process. The client identifies the client’s community and family resources, as well as the client’s utilization of these resources. The details presented by the client are absorbed and then integrated into the counseling process.

4 (Between 5 & 3) Comment:

3 Absorbs about 75% of the information shared by new clients. The student explores the process of counseling with clients, but not in depth or with many details. May have a picture of the system from which the client comes, but may not have gotten all the details.

2 (Between 3 & 1) Comment:

1 Gathering information is haphazard and lacks organization. The student struggles to maintain a balance of relationship-building and gathering information.

9. Working with client affect

5 Easily recognizes and understands client affect, as well as changes and extremes in affect. The student consistently and accurately reflects client affect, and adeptly integrates observations of discrepancies back into counseling. Understands the difference between affect and content, and consistently explores times when client affect and content do not match.

4 (Between 5 & 3) Comment:

3 Recognizes and understands client affect, as well as when discrepancies exist. However, may not always know how to insert these observations back into the counseling process. May also observe a mismatch of content and affect, but shows some hesitancy to reintegrate these observations into the counseling process.

2 (Between 3 & 1) Comment:

1 Has significant difficulty with client affect (either with recognizing or reflecting); also struggles with ways to further explore these dynamics in counseling.

10. Diagnostic and Case Conceptualization Skills.

5 Is able to identify salient features of the client (and when appropriate derive DSM diagnosis); is able to formulate case hypotheses; able to express conceptual framework and formulate appropriate
strategies/interventions; requests feedback on difficult to assess clients and utilizes this feedback in decision making.

4  (Between 5 & 3) Comment:

3  Expresses conceptual framework and formulates appropriate strategies/interventions, but sometimes needs assistance. Can formulate case hypotheses with assistance (Help is needed in order to derive an appropriate DSM diagnosis when appropriate.)

2  (Between 3 & 1) Comment:

1  Has difficulty formulating case hypotheses, expressing conceptual framework and/or formulating appropriate strategies/interventions.

11. Counseling Theories and Techniques

5  At least 90% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates strong knowledge of both theories and their accompanying techniques; demonstrates an ability to use a pluralistic and integrated approach to clinical work.

4  (Between 5 and 3) Comment:

3  At least 75% of the time, is able to apply counseling theories and techniques which are appropriate for the specific client and clinical situation in such a manner that indicates competent knowledge of both theories and their accompanying techniques.

2  (Between 3 & 1) Comment:

1  Demonstrates limited knowledge of and has difficulty applying theory and techniques appropriately to meet the individual needs of clients and as a result, little client progress is shown or clients choose to not engage in counseling.

12. Ability to articulate an understanding of counseling process

5  Can consistently identify the distinctions between process and content; can utilize this understanding to move counseling forward. Can analyze the stages of the counseling interview; can adjust the process throughout the counseling interview depending on what is happening at each stage. Can clearly identify the process of helping clients change.

4  (Between 5 & 3) Comment:

3  Has an understanding of the difference between process and content, and can begin to verbalize the difference. Has a general understanding of the stages of the counseling interview. Is beginning to understand and verbalize the process of what helps clients change.

2  (Between 3 & 1) Comment:

1  Has difficulty explaining the differences between process and content. The stages of a counseling interview are explained with assistance. The process of helping clients change is not clearly understood.

13. Establishing Counseling Relationship

5  At least 90% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.
3  At least 75% of the time, makes a conscious effort to employ the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.

2  (Between 3 & 1) Comment:

1  Has significant difficulty exhibiting a knowledge of and/or use of the core conditions of counseling: empathy, unconditional positive regard, genuineness, and concreteness/intentionality.

14. **Coping with client inhibitions**

5  Can easily recognize the extent of inhibitions of the client in interaction with the counselor; can generate several strategies to assist the client in exploring and overcoming inhibitions; and is comfortable sharing, when appropriate, one’s own strengths/limits with client.

4  (Between 5 & 3) Comment:

3  Recognizes inhibitions of the client in interaction with the counselor – at times may have difficulty verbalizing them; can assist the client in overcoming inhibitions; and can offer, when appropriate, sharing of one’s own strengths/limits with client.

2  (Between 3 & 1) Comment:

1  Can sense when a client has hesitancy in sessions, but has difficulty verbalizing what may be happening. Strategies to assist the client in overcoming inhibitions are generated with assistance from the supervisor. Hesitates, or is unsure when, to offer one’s own strengths/limits with the client.

15. **Listening Skills**

5  Demonstrates competent use of all levels of basic listening skills including all of the lower listening/attending skills and the higher level skills, such as feedback and reflection of meaning.

4  (Between 5 & 3) Comment:

3  Demonstrates comfortable use of lower and medium level of basic listening skills but exhibits some challenges with use of higher level skills.

2  (Between 3 & 1) Comment:

1  May demonstrate fairly comfortable use of lower level skills such as listening and attending, but has significant difficulty with all higher level skills, including reflection of feeling, focusing, reflection of meaning, influencing summary, etc.

16. **Knowledge of the Counseling System**

5  Demonstrates understanding of the roles of the client, the self as counselor, role of self as impacts on clients, role of history of self and client, and interactive nature of all systemic roles with the new systemic relationship formed between counselor/client.

4  (Between 5 & 3) Comment:

3  Has moderate understanding of the roles of the client, the self as counselor, self as impact on clients, history of self and client and interactive nature of all roles with new system created by client/counselor relationship, but has some difficulty translating knowledge into action.

2  (Between 3 & 1) Comment:
1 Has significant difficulty in understanding or recognizing the multiple system of roles and their interaction when working with clients.

17. Awareness of the systems in which the client functions.

5 Demonstrates awareness of, and exploration of, the client’s social and family systems. Demonstrates a deep understanding of the complexities of the institutional systems in which the client exists (such as agency or school).

4 (Between 5 & 3) Comment:

3 Demonstrates awareness of the client’s social and family systems. Demonstrates a beginning understanding to the institutional systems in which the client exists (such as agency or school).

2 (Between 3 & 1) Comment:

1 Has significant difficulty in understanding or recognizing the systems from which clients come. Struggles to understand the institutional systems in which the client exists (such as agency or school).

18. Diversity Awareness

5 Can consistently identify and prevent cultural bias in counseling; understands the effects of prejudice and trauma on a client’s concerns and life development; consistently recognizes and responds to individual differences, as well as to qualities and characteristics of groups in a pluralistic society; demonstrates a deep understanding and appreciation of the context in which the client lives (i.e., culture/family/community).

4 (Between 5 & 3) Comment:

3 Can identify cultural bias in counseling; begins to understand the effects of prejudice and trauma on a client’s concerns and life development; recognizes and begins to respond to individual differences, as well as to qualities and characteristics of groups in a pluralistic society; demonstrates an understanding and appreciation of the context in which the client lives (i.e., culture/family/community).

2 (Between 3 & 1) Comment:

1 Has difficulty identifying cultural bias in counseling; understand the effects of prejudice and trauma on a client’s concerns and life development only with assistance; may recognizes individual differences, but may not be able to verbalize how these differences are important; struggles to understand or appreciate the context in which the client lives (i.e., culture/family/community).

19. Understanding Client’s Reality

5 Utilizes clinical interview and appropriate continued questioning to ascertain the reality of each client and appropriately adapts techniques, theory, and personal affect (i.e. humor, creativity, etc.) to meet the client at client's phenomenological reality; treatment goals reflect an in-depth level of understanding about the client.

4 (Between 5 & 3) Comment:

3 Acknowledges the need to meet the client at client's reality level, but has some difficulty in appropriate ascertaining reality of each client through appropriate interviewing and questioning techniques and/or has difficulty in adapting techniques, theory and personal affect to meet the client at client's level of reality; occasional personal biases may appear.

2 (Between 3 & 1) Comment:
1 At least 60% of the time or more, fails to acknowledge the need to meet the client at the client's reality level and/or to utilize appropriate methods for ascertaining that reality level and/or adapting techniques, theory and personal affect to meet the client at client's level of reality; personal biases may also be present.

20. Counselor Judgment

5 Demonstrates good and exemplary ethical judgment with each client on an individual basis, which indicates a deep and complex grasp of issues involved and a sense of where future progress is possible for that particular client; displays good timing on interventions in the counseling process.

4 (Between 5 & 3) Comment:

3 Although appears to understand the process of determining issues involved within problems presented by each individual client, has difficulty translating that understanding into practice and/or understanding how they relate to future progress for client.

2 (Between 3 & 1) Comment:

1 Demonstrates little or no grasp of the deep and complex issues of individual clients; does not indicate ability to sense path of future progress; poor timing of intervention in counseling process.

21. Working with healthy boundaries.

5 Demonstrates an insightful knowledge of one’s own inhibitions; demonstrates clear knowledge of oneself, limits, and strengths; consistently recognizes similarities and differences between oneself and client; does not bring one’s own problems into the counseling session; consistently makes the client’s problems the priority of sessions.

4 (Between 5 & 3) Comment:

3 Demonstrates a growing knowledge of oneself, limits, and strengths; shows a recognition of similarities and differences between oneself and client, but this may not be consistent; does not bring one’s own problems into the counseling session; makes the client’s problems the priority of sessions.

2 (Between 3 & 1) Comment:

1 Struggles to verbalize limits and strengths; inconsistently recognizes similarities and differences between oneself and client; at times the session focus may wander off the client.

22. Use of self

5 Uses self disclosure appropriately and with confidence; uses humor in a way that matches the client with whom the student is working; is aware of transference issues and explores these dynamics in supervision.

4 (Between 5 & 3) Comment:

3 Is beginning to understand and use appropriate self disclosure; shows the appropriate use of humor, but at times may have to learn how to moderate it from client to client; understands transference issues, but may recognize only the very clear examples in sessions.

2 (Between 3 & 1) Comment:

1 Struggles with appropriate self disclosure; may use humor, but may find it difficult to match it to clients; struggles to recognize transference issues without assistance.
23. **Case Management**

5  Understands the need for assessments, consultations, and referral of clients and demonstrates a knowledge of sources for such consultation and referral and is willing to seek such for the benefit of the client; works effectively with outside agencies in order to maintain treatment continuity.

4  (Between 5 & 3) Comment:

3  Demonstrates awareness of client's needs that may require assessment, consultation, or referral, but needs assistance in planning and implementing.

2  (Between 3 & 1) Comment:

1  Demonstrates little awareness of client's needs which require assessment, consultation or referral and must be directed to do so by supervisor.

24. **Termination**

5  Routinely processes termination dynamics with client in a timely and effective manner; consistently and successfully summarizes the counseling process in session; has a range of referrals and network resources to offer as necessary.

4  (Between 5 & 3) Comment:

3  Processes termination dynamics with client; effectively summarizes the counseling process in session; offers referrals as necessary.

2  (Between 3 & 1) Comment:

1  Ends the counseling process without thoroughly processing termination dynamics with client; struggles to summarizes the counseling process in session; unsure how to offer referrals.

25. **Site Policy and Procedures**

5  Completes paperwork that is required by the site in an expedient manner; is very cooperative in adhering to site rules and policies; demonstrates commitment to mission statement of site by enthusiastic embracement of that mission statement as evidenced by daily interaction with peers and clients.

4  (Between 5 & 3) Comment:

3  Demonstrates knowledge of site rules and policies, but may be challenged by those policies to the extent that professional judgment is clouded and performance declines; is not always expedient in completion of paperwork if required by the site; acknowledges and understands mission statement of site, but does not always adhere to that statement in interaction with colleagues and clients.

2  (Between 3 & 1) Comment:

1  Does not evidence knowledge of site rules and policies; does not complete paper work if required by site; does not evidence awareness of site’s mission statement.

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**Section III. Personal and Professional Development**

26. **Self Evaluation of Counseling Skills**

5  Consciously makes an effort to improve counseling skills through utilization of video/audio recordings, professional resources including supervisor, peers, texts, journals, and other appropriate methods; acknowledges that no one is perfect in terms of skills and that improvement can always be made; presents
new ideas for improvement of skills; able to assess self relative to an outside criteria.

4  (Between 5 & 3) Comment:

3  Although uses recordings and professional resources to improve counseling skills, may effectively coordinate these efforts about 75%; there may be more effort on a client by client basis and/or there appears to be recognition of a plateau of acceptable personal effort.

2  (Between 3 & 1) Comment:

1  Using resources appears to be haphazard and/or it seems little personal effort exerted to improve counseling skills (or little recognition is exhibited in the need for improvement).

27. Personal Growth

5  Demonstrates awareness of the need to continue to grow as an individual and to strive toward balances in all areas of own life through participation in a wide range of recreational and professional activities, reading of diverse sources, discussions of various community and world topic with colleagues, etc.; able to establish and maintain healthy boundaries in all areas of life.

4  (Between 5 & 3) Comment:

3  Can verbalize awareness of the need for a counselor to care for one's own self and to continue to grow as an individual; may have a slightly unbalanced focus which emphasizes the development of counseling skill and technique with an inadequate emphasis on the development of self; may be challenged by finding the balance of that relationship to the improvement of counseling skills; may exhibit some areas of unhealthy boundaries within total life.

2  (Between 3 & 1) Comment:

1  Does not acknowledge need for emphasis on personal growth that extends to areas outside the immediate constraints of professional life.

28. Counseling Style Development

5  Exhibits conscious effort to develop own personal style of counseling that is congruent with own personality and career goals; is aware of own strengths and areas of weakness and has sufficient understanding of various counseling theories as to be able to "fit" theories and techniques to own personal style so that performance in sessions seems to be a natural outgrowth of behavior and personal interaction outside the counseling session; knows career goals and develops skills that are congruent with those goals.

4  (Between 5 & 3) Comment:

3  Utilizes theories in appropriate manner, but at times seems stiff with the implementation of techniques and that stiffness appears to be because the techniques does not fit with own personality outside of the counseling session; has distinct career goals, but does not see a differentiation among techniques in terms of suitability for various career paths.

2  (Between 3 & 1) Comment:

1  Does not seem to understand the relationships between own personality, utilization of specific techniques and theories, and career goals.
29. Interactions with Colleagues

5  Exhibits respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) as defined by such behaviors as respect of other's values and preferences for techniques, respect for other's work loads and time commitments; avoidance of transmittance of gossip and manipulation of other's for personal gain; is successful as a team member.

4  (Between 5 & 3) Comment:

3  Aware of and can verbalize what respectful and courteous behavior toward colleagues (including administrators, supervisors, peers) should be, as defined above, but at times may not exhibit such behavior in minor ways in one or two areas.

2  (Between 3 & 1) Comment:

1  Exhibits disrespectful behaviors toward colleagues (including administrators, supervisors, peers) as to indicate that self and personal needs are more important than others; tends to become involved in conflictive situations which are not of clinical work.

30. Willingness to Work on Personal Issues

5  Recognizes and/or acknowledges personal issues which may interfere with performance as a counselor and is willing to take necessary steps (i.e. seek counseling for self) to resolve such issues sufficiently as to provide excellent counseling service to others.

4  (Between 5 & 3) Comment:

3  Is willing to acknowledge possible personal issues which may have interfered with performance as a counselor but may be reluctant/not ready to seek amount and/or type of professional help required in order to sufficiently resolve issues as to provide adequate counseling service to others.

2  (Between 3 & 1) Comment:

1  Denies personal issues which may interfere with performance as a counselor.

By End of Semester

TOTAL SCORE

A score of 90 or more by all parties = ready for internship
A score below 60 = need for meeting to discuss options

What do you feel are your strengths?

What are your areas of further growth in which you are aware?
Other comments?

Student ________________________________ Date______________

Supervisor ______________________________ Date______________

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