

### Clinical Experiences Evaluation (Practicum and Internship)

Check one:  Mid-Semester Evaluation  Final Evaluation for Check one:  Practicum.  Internship

Student's Full Name: \_\_\_\_\_ Semester:  Fall  Spring  Summer: Year \_\_\_\_\_

Your name: \_\_\_\_\_ Title: \_\_\_\_\_

Degree(s): \_\_\_\_\_ License(s): \_\_\_\_\_

Profession:  Clinical Mental Health Counseling  School Counseling  Career Counseling  Addiction Counseling  Certified Rehabilitation

Counselor  Other: \_\_\_\_\_ Yrs. In the profession: \_\_\_\_\_

Name of Site: \_\_\_\_\_

Your Business Address: \_\_\_\_\_

Telephone #: \_\_\_\_\_ Email: \_\_\_\_\_

To the Site Supervisor:

The evaluation is comprised of the Counseling Skills & Dispositions Assessment Tool (CSDAT) and specific questions related to skills in the clinical experience. Based on *direct* observation, please evaluate the student listed above. Once finished, please sign, date, and return the evaluation to the student's university supervisor either via mail in a sealed envelope, sign across the sealed flap, email, or fax. We thank you for contributing the development of our Eagle Counseling Intern! We greatly appreciate it.

### Counseling Skills & Dispositions Assessment Tool (CSDAT)

The CSDAT provides a formal assessment, collecting both quantitative & qualitative data, to students as they progress through developmental expectations within their program. Part 1 is especially focused on skills & will be used in skills-based courses. Part 2 is focused on professional dispositions & will be used in all 8 CACREP core course & specialty courses for both PSC & CMHC. Parts 1 & 2 will be used in all Field Experience Courses.

**Directions: Based on direct observation, please evaluate students according to their expected developmental level for each of the items listed below.**

Scale Scoring

**Surpasses Standards (5)** = the student demonstrates exceptionally strong knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level.

**Meets Standards (4)** = the student demonstrates consistent & proficient knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level.

**Approaching Standards (3)** = the student demonstrates inconsistent & limited knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the “Approaching Standards” or higher at the conclusion of their clinical experience.

**Below Standards (2)** = the student demonstrates limited or no evidence of the knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 2 on any of the skills or professional disposition will need an Action Plan that will assist them in moving from a 2 to a rating of a 3.

**Harmful (1)** = the student demonstrates harmful use of knowledge, skills, & dispositions in the specified item in the rubric. Any students at this standard are expected to develop & maintain an Action Plan & discontinue clinical work until additional training & assistance has improved skill or disposition rating standard to at least a 2.

**N/A (0)** = did not demonstrate or unable to observe.

**Part 1: Counseling Skills**

Skill	Descriptors	5 - Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A (This is not a negative rating; this occurs when no opportunity to observe).
1A. Attending & Nonverbal Skills	Sensitive to individual client re: eye contact, vocal qualities, attentive body language, pacing/timing & tracking the session.	Student demonstrates exceptionally strong attending & nonverbal skills the majority of the time.	Student demonstrates consistent & proficient attending & nonverbal skills.	Student demonstrates inconsistent & limited attending & nonverbal skills.	Student demonstrates limited or no attending & nonverbal skills.	Student demonstrates attending & nonverbal skills that are potentially harmful to clients.	Did not demonstrate or unable to observe.
1B. Empathy	Observing & reflecting feelings, facilitating client awareness of & exploration of his/her/their emotional world, clarifying emotional strengths & furthering resilience, respecting resistance, use of direct	Student demonstrates exceptionally strong use of empathy as a primary therapeutic approach the majority of the time.	Student demonstrates consistent & proficient use of empathy.	Student demonstrates inconsistent & limited use of empathy.	Student demonstrates limited or no proficiency in empathy.	Student demonstrates harmful &/or non-empathic skills.	Did not demonstrate or unable to observe.

	empathy statements.						
1C. Active listening	Skills of encouraging/affirming, paraphrasing, & summarizing.	Student demonstrates exceptionally strong use of active listening skills the majority of the time.	Student demonstrates consistent & proficient use of active listening skills.	Student demonstrates inconsistent & limited active listening skills.	Student demonstrates limited or no proficiency in active listening skills.	Student demonstrates harmful active listening skills.	Did not demonstrate or unable to observe.
1D. Questioning	Skills of open & closed ended questions, adapting questioning style to demonstrate respect to diverse clients.	Student demonstrates exceptionally strong use of questioning skills the majority of the time.	Student demonstrates consistent & proficient use of active questioning skills.	Student demonstrates inconsistent & limited questioning skills.	Student demonstrates limited or no proficiency in questioning skills.	Student demonstrates harmful questioning skills.	Did not demonstrate or unable to observe.

Skill	Descriptors	5 - Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
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1E. Focusing	Skill of setting collaborative goals with clients. Explores situations from multiple frames of reference & includes advocacy, community awareness, & social change as appropriate for client needs.	Student demonstrates exceptionally strong use of focusing skills the majority of the time.	Student demonstrates consistent & proficient use of focusing skills.	Student demonstrates inconsistent & limited use of focusing skills.	Student demonstrates limited or no proficiency in focusing skills.	Student demonstrates harmful focusing skills.	Did not demonstrate or unable to observe.
1F. Empathic confrontation	Skill of identifying client's conflict, incongruity & mixed messages in behavior, thought, feelings or meaning. Skill is conducted in an empathic yet challenging manner that furthers client exploration of situation.	Student demonstrates exceptionally strong use of empathic confrontation skills the majority of the time.	Student demonstrates consistent & proficient use of active empathic confrontation skills.	Student demonstrates inconsistent & limited empathic confrontation skills.	Student demonstrates limited or no proficiency in empathic confrontation skills.	Student demonstrates harmful confrontation skills.	Did not demonstrate or unable to observe.

1G. Facilitative Therapeutic Demeanor	Skill of conveying respect, unconditional positive regard & acceptance of clients' strengths, areas of growth & diversity.	Student demonstrates exceptionally strong use of facilitative therapeutic demeanor the majority of the time.	Student demonstrates consistent & proficient use of facilitative therapeutic demeanor at least a majority of the time.	Student demonstrates inconsistent & limited therapeutic demeanor inconsistently & inaccurately.	Student demonstrates limited or no proficiency in facilitative therapeutic demeanor skills.	Student demonstrates harmful facilitative therapeutic demeanor skills.	Did not demonstrate or unable to observe.
1H. Case/ Client Conceptualization	Skill of analyzing and developing a holistic understanding of client's relevant cultural variables, strengths, salient identities, values, beliefs, developmental stages, and overall illness and wellness components.	Student demonstrates exceptionally strong use of conceptualization skills the majority of the time.	Student demonstrates consistent & proficient use of conceptualization skills at least a majority of the time.	Student demonstrates inconsistent & limited conceptualization skills inconsistently & inaccurately.	Student demonstrates limited or no proficiency in conceptualization skills.	Student demonstrates harmful Conceptualization skills.	Did not demonstrate or unable to observe.

<p>1I. Appropriate Record-keeping</p>	<p>Skill of completing timely and accurate progress notes, treatment plans, intake documents, and other necessary records as mandated by the site.</p>	<p>Student demonstrates exceptionally strong use of recording keeping skills the majority of the time.</p>	<p>Student demonstrates consistent &amp; proficient use of recording keeping skills at least a majority of the time.</p>	<p>Student demonstrates inconsistent &amp; limited recording keeping skills inconsistently &amp; inaccurately.</p>	<p>Student demonstrates limited or no proficiency in recording keeping skills.</p>	<p>Student demonstrates harmful recording keeping skills.</p>	<p>Did not demonstrate or unable to observe.</p>
<p>1J. Diagnosis</p>	<p>Using assessment skills and clinical interview skills along with the DSM 5 to differentially diagnose a client who meets criteria for a disorder.</p>	<p>Student demonstrates exceptionally strong use of diagnostic skills the majority of the time.</p>	<p>Student demonstrates consistent &amp; proficient use of diagnostic skills at least a majority of the time.</p>	<p>Student demonstrates inconsistent &amp; limited diagnostic skills inconsistently &amp; inaccurately.</p>	<p>Student demonstrates limited or no proficiency in diagnostic skills.</p>	<p>Student demonstrates harmful diagnostic skills.</p>	<p>Did not demonstrate or unable to observe.</p>

1L. Assessment	Demonstrates an ease with implementing assessment tools with clients and selecting appropriate assessment tools.	Student demonstrates exceptionally strong use of assessment skills the majority of the time.	Student demonstrates consistent & proficient use of assessment skills at least a majority of the time.	Student demonstrates inconsistent & limited assessment skills inconsistently & inaccurately.	Student demonstrates limited or no proficiency in assessment skills.	Student demonstrates harmful assessment skills.	Did not demonstrate or unable to observe.
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Part 2: Professional Counselor Dispositions -

Professional Disposition	Descriptors	5 - Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
2A. Ethical Behavior	Follows professional organization codes of ethics, the University's Code of Academic Integrity & PSC or CMHC Field Experience Manual policies, & seeks appropriate consultant as needed	Student demonstrates exceptionally strong ethical behavior & engages in discussion of these issues with supervisors.	Student consistently demonstrates ethical behavior & judgments & engages in discussion of these issues with supervisors.	Student demonstrates inconsistent & limited ethical behavior & judgments & engages in discussion of these issues with supervisors.	Student demonstrates limited or no ethical behavior & judgment. Student does not engage in discussion of these issues with	Student engages in harmful &/or unethical behavior	Did not demonstrate or unable to observe.



					supervisor s.		
2B. Engagem ent	Flexibly & actively engages others with respect & consideration. Coo perates with others & resolves differences & misunderstandings respectfully.	Student demonstrates excep tionally strong ability to be engaged flexibly & cooperatively with others.	Student demonstrates co nsistent ability to be engaged flexibly & cooperatively with others.	Student demonstrates inco nsistent ability to be engaged flexibly & cooperatively with others.	Student demonstra tes limited ability to be enge d flexibly & cooperati vely with oth ers.	Student engages in harmful behavior wit h others.	Did not demonstrat e or unable to observe .
2C. Self- Awarene ss	Engages in self- reflection by using various forms of feedback about one's own effectiveness, values, beliefs, & limitations including assessment data & supervision. Makes changes as needed.	Student demonstrates excep tionally strong ability to be self aware	Student demonstrates co nsistent ability to be self-aware.	Student demonstrates inco nsistent ability to be self-aware.	Student demonstra tes limited ability to be self- aware.	Student is so limited in their ability to be self-aware that they engage in harmful beh avior.	Did not demonstrat e or unable to observe .

2D. Acceptance of Self & Others	Warm & understanding with open-minded acceptance of others & tolerance of their viewpoints.	Student demonstrates exceptionally strong ability to be genuinely accepting of self & others.	Student demonstrates consistent ability to be accepting of self & others.	Student demonstrates inconsistent ability to be accepting of self & others.	Student demonstrates limited ability to be accepting of self & others.	Student is so limited in their ability to be accepting of self & others that they engage in harmful behaviors such as judging others, criticizing other's behaviors, & not accepting other viewpoints.	Did not demonstrate or unable to observe.
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Date: \_\_\_\_\_, Recording #: \_\_\_\_\_, Student Name: \_\_\_\_\_, Rater Name: \_\_\_\_\_, Course \_\_\_\_\_

Professional Disposition	Descriptors	5 - Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
2E. Multi-cultural Competence	Values diversity through creating inviting relationships with diverse clients. Demonstrates multicultural knowledge. Willing to be transformed through experiences.	Student demonstrates exceptionally strong multicultural competence.	Student demonstrates consistent multicultural competence.	Student demonstrates inconsistent multicultural competence.	Student demonstrates limited multicultural competence.	Student is so limited in their multicultural competence that they engage in harmful behavior.	Did not demonstrate or unable to observe.

2F. Professionalism	Timeliness, consistent attendance, appropriate appearance & dress to match dress standards or expectations in university classes & clinical sites.	Student demonstrates exceptionally strong professionalism	Student demonstrates consistently appropriate behaviors of professionalism	Student demonstrates inconsistent ability to maintain professionalism	Student demonstrates limited ability to maintain appropriate professionalism	Student is so limited in their ability to maintain professionalism that they engage in harmful behavior.	Did not demonstrate or unable to observe.
2G. Initiative	The ability to plan, prepare, & engage in university classes & clinical sites. Offers ideas, sets goals for self improvement, seeks advice, independently, searches for plans &/or materials	Student demonstrates exceptionally strong initiative.	Student demonstrates consistently appropriate initiative.	Student demonstrates inconsistent initiative.	Student demonstrates limited initiative.	Student is so limited in their initiative that they engage in harmful behavior.	Did not demonstrate or unable to observe.
2H. Emotional Stability & Self Control	Demonstrates congruence between mood & affect & demonstrates impulse control in relationships.	Student demonstrates exceptionally strong emotional stability & self-control.	Student demonstrates consistently appropriate emotional stability & self-control.	Student demonstrates inconsistent emotional stability & self-control.	Student demonstrates limited emotional stability & self control.	Student is so limited in their emotional stability & self control that they engage in harmful behavior.	Did not demonstrate or unable to observe.

\_\_\_\_\_ : Total score (out of a possible 40)

Part 3: Counseling Knowledge and Skills (if observed; group counseling not required in their clinical experience)

Knowledge &/or Skill	Descriptors	5 - Surpasses Standard	4 - Meets Standard	3 - Approaching Standard	2 - Below Standard	1 - Harmful	N/A
3A. Leading Group: Group Process <sup>1</sup>	Demonstrates knowledge & understanding of group the group process (stages): 1. Forming, 2. Storming, 3. Norming; 4. Working & 5. Adjourning.	Student demonstrates exceptionally strong knowledge & understanding of the group process & strong leadership during the majority of the group experience	Student demonstrates consistent & proficient attending & nonverbal skills.	Student demonstrates inconsistent & limited attending & nonverbal skills.	Student demonstrates limited or no attending & nonverbal skills.	Student demonstrates attending & nonverbal skills that are potentially harmful to clients.	Did not demonstrate or unable to observe.
3B. Leading Group: Basic Leadership Skills <sup>2</sup>	Active listening, where leaders are sensitive to the language, tone, and nonverbal gestures surrounding members' messages	Student demonstrates exceptionally strong active listening, sensitivity to members' language, tone, and nonverbal gestures	Student demonstrates consistent & proficient active listening, sensitivity to members' language, tone, and nonverbal gestures	Student demonstrates inconsistent & limited active listening, sensitivity to members' language, tone, and nonverbal gestures	Student demonstrates limited or no sensitivity to members' language, tone, and nonverbal gesture	Student demonstrates no sensitivity to members' language, tone, and nonverbal gesture which is potentially harmful to clients.	Did not demonstrate or unable to observe.

<sup>1</sup> CACREP 3.K. & KPI-Skill for Group Counseling and Group Work

<sup>2</sup> CACREP 3.K. & KPI-Skill for Group Counseling and Group Work

**Narrative** – Please respond to the following guidelines, and attempt to cite any evidence/observations/examples of your evaluation.

How would you describe the student's **knowledge** of counseling? Please include areas of strength and area of growth for the student. (If you selected "N/A" for any rating, please provide more detail.)

How would you describe the student's counseling **skills**? Please include areas of strength and area of growth for the student. (If you selected "N/A" for any rating, please provide more detail.)

How would you describe the student's **dispositions (see descriptors in section 2 for more information)**? Please include areas of strength and area of growth for the student. (If you selected "N/A" for any rating, please provide more detail.)

I verify that the student counselor was under my supervision at \_\_\_\_\_ during the period from \_\_\_\_\_ to \_\_\_\_\_ for a total of \_\_\_\_\_ hours of counseling and counseling-related work experience.

During this period of time, I provided the applicant with a total of \_\_\_\_\_ hours of individual supervision during which I critiqued the applicant's counseling and counseling-related skills based on one or more of the following forms of observation of the supervisee's counseling practice (check all that apply):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Direct observation | <input type="checkbox"/> Verbatim transcripts          | <input type="checkbox"/> Video-tapes  |
| <input type="checkbox"/> Audio-tapes        | <input type="checkbox"/> Case discussion (self-report) | <input type="checkbox"/> Reading documents (e.g., journal, reflections, case notes) |

I verify that I provided the student with **one hour of supervision per week**.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print name

\_\_\_\_\_  
Date