

School Practicum/Internship Evaluations Course Instructor

Name _____ Date _____ Semester/year _____ Instructor's Name _____

Below is a list of behavioral objectives pertinent to the counseling profession. Using the 3 point scale provided, please tell us how competent you feel this counseling intern is in each of these areas. Target is defined as going past what would be expected for a counseling intern in practicum or internship. Please use a pencil or pen and completely fill in one circle for each objective.

	Unsatisfactory 1	Satisfactory 2	Target 3	N/A 0
1. Demonstrate an ability to establish rapport with students, affirming them as co-participants in the counseling process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate an ability to structure initial and other sessions including explanation of confidentiality and informed consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrate an ability to assist students in identifying goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate an ability to present cases including problem description and psychosocial history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrate an ability to take a psychosocial history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrate an ability to examine student characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and family and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Demonstrate an ability to use basic empathic responding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Demonstrate an ability to use open-ended questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Demonstrate an ability to focus the student on feelings and behaviors to clarify problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Demonstrate an ability to deal with silence comfortably	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Demonstrate an ability to attend to own processes. Includes the examination of counselor characteristics that influence the helping process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Demonstrate an ability to help the student move from discussing external events (cognitive content) to exploring internal feelings, thoughts, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Demonstrate an ability to analyze student verbal and non-verbal behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Demonstrate an ability to discuss termination, end of year issues, and transition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Demonstrate an ability to review tapes of sessions in class and incorporate suggestions into counseling sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Demonstrate a familiarity with resources available at practicum/internship site and in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Is perceptive in evaluation the effects of own counseling techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is able to conceptualize the student's concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Appropriately receives and uses feedback from supervisors and professional peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give a statement of your judgment of the counseling intern as a prospective school counselor. You may wish to note specific strengths or weaknesses that may not be sufficiently explained in the preceding items. Please feel free to add an additional page if you feel it is necessary.

Signature of Counseling Intern

Date

Signature of University Supervisor

Date

Competency	Unsatisfactory (1)	Satisfactory (2)	Target (3)
Demonstrate an ability to establish rapport with students, affirming them as co-participants in the counseling process	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to structure initial and other sessions including explanation of confidentiality and informed consent	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to assist students in identifying goals	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to present cases including problem description and psychosocial history	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to take a psychosocial history	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to examine student characteristics, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and family and community	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to use basic empathic responding	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to use open-ended questions	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency

Demonstrate an ability to focus the student on feelings and behaviors to clarify problem	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to deal with silence comfortably	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to attend to own processes. Includes the examination of counselor characteristics that influence the helping process.	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to help the student move from discussing external events (cognitive content) to exploring internal feelings, thoughts, and goals	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to make ethical decisions based on solid understanding of the ethical obligations of counselors	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Demonstrate an ability to analyze student verbal and non-verbal behaviors	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
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Demonstrate a familiarity with resources available at practicum/internship site and in the community	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency

Is perceptive in evaluation the effects of own counseling techniques	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Is able to conceptualize the student's concerns	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency
Appropriately receives and uses feedback from supervisors and professional peers	As evidenced in PAL's, audio tapes, and group supervision, the counseling intern does not or rarely demonstrates proficiency in this competency	As evidence in PAL's, audio tapes, and group supervision, the counseling intern demonstrates proficiency in this competency most of the time	As evidence in PAL's, audio tapes, and group supervision, the counseling intern consistently demonstrates proficiency in this competency