

## APPENDIX XI

### Professional Counseling Performance Evaluation

This form is to be completed by the student and site supervisor, reviewed together, and sent directly to the Clinical Director.

Student: \_\_\_\_\_ Semester and Year: \_\_\_\_\_

Placement: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

*Please Circle Due Date of Evaluation:*

OCTOBER 15      DECEMBER 1      MAY 1

I am the:      Student      or the      Site Supervisor      or the      CI Instructor

**Directions for Students:** Please rate yourself using the scale provided on the following topics.

**Directions for Supervisors:** Please rate the student you are supervising using the scale provided on the following topics.

#### Rating Scale

N – No opportunity to observe; 0 – Does not meet criteria for program level; 1 – Meets criteria minimally or inconsistently for program level; 2 – Meets criteria consistently at this program level; 3 – Exceeds criteria consistently at this program level

<b>Amenability to Supervision</b>					
1. Openness to present one's work for critique	N	0	1	2	3
2. Ability to hear and incorporate feedback	N	0	1	2	3
3. Initiates pertinent discussion in supervision	N	0	1	2	3
<b>Clinical Assessment Skills</b>					
1. Ability to elicit and understand essential data	N	0	1	2	3
2. Formulates and modifies a working diagnosis	N	0	1	2	3
3. Distinguishes between the presenting problem and underlying issues	N	0	1	2	3
<b>Counseling Skills</b>					
1. Attends/responds empathetically	N	0	1	2	3
2. Initiates	N	0	1	2	3
3. Accepts clients non-judgmentally	N	0	1	2	3
4. Formulates short and long term goals	N	0	1	2	3
5. Intervenes in a manner consistent with stated theoretical orientation	N	0	1	2	3
<b>Personal Maturity and Emotional Integration</b>					
1. Recognizes personal limitations	N	0	1	2	3
2. Uses countertransference issues in an effective manner	N	0	1	2	3
3. Reacts in emotionally appropriate manner in difficult situations	N	0	1	2	3
<b>Interpersonal Skills</b>					
1. Communicates clearly	N	0	1	2	3

2. Routinely and effectively engages clients, peers, supervisors, and support staff	N	0	1	2	3
3. Demonstrates awareness of multiple levels of each interaction	N	0	1	2	3
4. Sensitivity to multicultural issues	N	0	1	2	3
<b>Ethical Knowledge and Professional Practice</b>					
1. Sensitivity to ethical issues as they emerge in the counseling relationship	N	0	1	2	3
2. Respect for the confidential nature of the counseling relationship	N	0	1	2	3
3. A grasp of one's role as a professional counselor	N	0	1	2	3
4. Establishes, maintains and respects boundaries	N	0	1	2	3
<b>Professional Responsibility</b>					
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 her/him 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 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
7. The student demonstrates awareness of justice related issues as they impact the life of the client.	N	0	1	2	3
<b>Theoretical Knowledge</b>					
1. Demonstrates knowledge of and use of a least 1 of the 4 theoretical approaches (psychodynamic, humanistic, cognitive/behavioral, family).	N	0	1	2	3
2. Demonstrates acquired knowledge of the field of counseling according to student's level of training in Pastoral Counseling Program.	N	0	1	2	3
3. Demonstrates ability to conceptualize client cases from a theological perspective.	N	0	1	2	3
<b>Sensitivity to Pastoral Concerns</b>					
1. Ability to reflect theologically/spiritually in one's counseling relationships	N	0	1	2	3
2. A grasp of one's role as a pastoral counselor	N	0	1	2	3
3. Demonstrates pastoral integration	N	0	1	2	3
<b>Advocacy</b>					
1. If needed, the student advocates for himself/herself when professional needs are not being met by the supervisor.	N	0	1	2	3
2. If needed, the student advocates for himself/herself when professional needs are not being met by the site.	N	0	1	2	3
3. The student engages in activities to advocate for the client.	N	0	1	2	3
<b>Communication Skills and Abilities</b>					

1. The student demonstrates effective written communication skills including:					
A. Appropriate case notes.	N	0	1	2	3
B. Maintaining updated files on each client.	N	0	1	2	3
C. Creating appropriate treatment plan(s) for client(s).	N	0	1	2	3
D. Graduate level work for written assignments.	N	0	1	2	3
2. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3

Please comment on any of the above if that would be useful (i.e. no opportunity to observe, concerns about certain traits of the student, etc.).

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 training.

Please list any goals for the future.

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Student Signature & Date

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Evaluator Signature & Date

Please return to:  
 CLINICAL DIRECTOR  
 Pastoral Care & Counseling Program  
 Fordham University  
 441 E. Fordham Rd  
 Keating Hall, Room 303  
 Bronx, NY 10458  
 Phone: 718-817-4813/ Fax: 718-817-3352

Adapted from the Professional Counseling Program of the Department of Educational Administration and Psychological Services, Texas State University-San Marcos (Revised 2/15/2012).