

North Carolina Central University

Counseling and Higher Education Department

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**Practicum Evaluation**

Check one:Mid-Semester Evaluation Final Evaluation

**Practicum 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 Practicum evaluation is comprised of the Counseling Skills & Dispositions Assessment Tool (CSDAT) and specific questions related to skills in the practicum. 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 Practicum.

**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**

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| **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 empathy statements. | 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. |
| 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 incon-sistent &  limited active  listening skills. | Student  demon-strates  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. |

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| Skill | Descriptors | | | 5 - Surpasses Standard | | 4 - Meets  Standard | | 3 - Approaching  Standard | | 2 - Below Standard | | 1 - Harmful | | N/A |
| 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 Conceptual-  ization | | 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. | |
| 1I.  Appropriate Record-  keeping | | Skill of completing timely and accurate progress notes, treatment plans, intake documents, and other necessary records as mandated by the site. | Student  demonstrates  exceptionally strong  use of recording keeping skills the  majority of the time. | | Student  demonstrates  consistent &  proficient use of  recording keeping skills at  least a majority  of the time. | | Student demonstrates  inconsistent &  limited recording keeping skills  inconsistently &  inaccurately. | | Student  demonstrates  limited or no  proficiency in  recording keeping skills. | | Student  demonstrates  harmful  recording keeping  skills. | | Did not  demonstrate  or unable to  observe. | |
| 1J.  Diagnosis | | Using assessment skills and clinical interview skills along with the DSM 5 to differentially diagnose a client who meets criteria for a disorder. | Student  demonstrates  exceptionally strong  use of diagnostic skills the  majority of the time. | | Student  demonstrates  consistent &  proficient use of  diagnostic skills at  least a majority  of the time. | | Student demonstrates  inconsistent &  limited diagnostic skills  inconsistently &  inaccurately. | | Student  demonstrates  limited or no  proficiency in  diagnostic skills. | | Student  demonstrates  harmful  diagnostic  skills. | | Did not  demonstrate  or unable to  observe. | |
| 1L.  Assess-ment | | 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. | |

Part 2: Professional Counselor Dispositions -

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| 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  supervisors. | Student engages in  harmful &/or  unethical behavior | Did not  demonstrate  or unable to  observe. |
| 2B.  Engagement | Flexibly & actively  engages others with  respect & consideration.  Cooperates with others & resolves differences & misunderstandings  respectfully. | Student demonstrates  exceptionally strong  ability to be engaged  flexibly &  cooperatively with  others. | Student demonstrates  consistent ability to be  engaged flexibly &  cooperatively with  others. | Student demonstrates  inconsistent ability to  be engaged flexibly & cooperatively with  others. | Student  demonstrates  limited ability to  be engaged  flexibly &  cooperatively with  others. | Student engages in  harmful behavior  with others. | Did not  demonstrate  or unable to  observe. |
| 2C.  Self- Awareness | 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  exceptionally strong  ability to be self  aware | Student demonstrates  consistent ability to be  self-aware. | Student demonstrates  inconsistent ability to  be self-aware. | Student  demonstrates  limited ability to  be self-aware. | Student is so limited  in their ability to be  self-aware that they  engage in harmful  behavior. | Did not  demonstrate  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  Compe-tence | 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 practicum)

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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[[1]](#footnote-1) | 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 [[2]](#footnote-2) | 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. |

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 **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.)

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

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):

\_\_\_\_ Direct observation \_\_\_\_ Verbatim transcripts \_\_\_\_ Video-tapes

\_\_\_\_ Audio-tapes \_\_\_\_ Case discussion (self-report) \_\_\_\_ Reading documents (e.g., journal, reflections, case notes)

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

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Signature Print name Date

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.)

1. CACREP 3.K. & KPI-Skill for Group Counseling and Group Work [↑](#footnote-ref-1)
2. CACREP 3.K. & KPI-Skill for Group Counseling and Group Work [↑](#footnote-ref-2)