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|  | **Skill Evaluation Form****CES 67592: Practicum II - Clinical Mental Health Counseling** |  |

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation: Midterm Final

The Skill Evaluation Forms (SEF) has four primary purposes:

1) To evaluate if students have met the expectations (set by the CES program faculty) for specific courses

2) To developmentally evaluate and track students across time throughout their program. In other words, expectations in a course taken early in the program will be developmentally different compared to the expectations in a course taken later in the program (i.e., different expectations in Counseling Skills and Techniques, practicum, and internship).

3) To provide valuable feedback to the CES program to help continually evaluate and modify courses and program practices.

4) To assist in the evaluation of Key Performance Indicators / learning outcomes.

**“Expectations” on this SEF reflect what is expected at the end of this course. All scores on this SEF are considered in the student’s final grade.**

**Area 1 – 3 Instructions:** Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Does Not Consistently Meet Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve.

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| **AREA 1: Essential / Fundamental Counseling Expectations** |
| **#** | **Construct / Concept** | **Expectation** | **Score 0-3** |
| 1 | Empathy | Conveys empathy that allows clients to deepen self-exploration. |  |
| 2 | Unconditional Positive Regard | Suspends judgmental thinking and holds clients in positive regard.  |  |
| 3 | Congruence | Demonstrates congruence of self, thoughts, and actions. |  |
| 4 | Attending Skills | Attending skills are accurate and thorough. |  |
| 5 | Questioning | Appropriate balance between open and closed-ended questions used as needed.  |  |
| 6 | Observation Skills | Appropriately observes client’s non-verbals and addresses non-verbals in session so that it contributes to the client’s growth, insight or awareness |  |
| 7 | Focusing / Confrontation | Focuses clients to stay on topic and confront client appropriately to stay on track. |  |
| 8 | Immediacy | Conveys techniques in the moment and keep client in the here and now. |  |
| 9 | Encouraging | Uses a wide range of verbal and non-verbal encouragers.  |  |
| 10 | Paraphrasing | Thoroughly paraphrases to enhance the counseling process.  |  |
| 11 | Summarizing | Summarizes accurately and thoroughly.  |  |
| 12 | Reflection of Feeling | Accurately and thoroughly reflects feelings that is additive to the counseling process. |  |
| 13 | Reflection of Meaning | Accurately and thoroughly reflects meaning that is additive to the counseling process. |  |
| 14 | Initiate Counseling | Initiates the counseling relationship (i.e., ethics, informed consent, etc.) thoroughly.  |  |
| 15 | Use of Multicultural Competencies | Uses multicultural competencies so that it is additive to the counseling process.  |  |
| 16 | Integration of multiple microskills | Integrates multiple microskills fluidly. |  |
| 17 | Ability to Structure Session | Structures the entire session intentionally and does not go over or under allotted time. |  |
| 18 | Respect for Client Autonomy | As appropriate, avoids advice or solutions, and questions which suggest a plan of action. |  |
| 19 | Appropriate talk time | Talk-time and length of responses are appropriate (e.g., concise). |  |
| 20 | Ability to Self-Evaluate | Accurately identifies counseling skills used and reflect on their efficacy. |  |

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| **AREA 2: Clinical Mental Health Counseling** |
| **#** | **Construct / Concept** | **Expectation** | **Score 0-3** |
| 1 | Treatment Plan Collaboration | Works with client collaboratively to develop the entire Tx Plan.  |  |
| 2 | Development of Tx Plan Goals | Develops appropriate short-term and long-term goals with the client that are obtainable and measurable.  |  |
| 3 | Development of Tx Plan Objectives | Develops appropriate objectives with the client that are obtainable and measurable. |  |
| 4 | Development of Tx Plan Interventions | Appropriately develops Tx Plan interventions that are theoretically sound. |  |
| 5 | Integration of Treatment Plan | Makes progress on goals and objectives and modifies Tx Plan when necessary. |  |
| 6 | Lethality Assessment | Thoroughly uses the SIMPLE STEPS model of suicide assessment.  |  |
| 7 | Client Advocacy | Appropriately advocates for the client. |  |
| 8 | Conducting an Intake | Thoroughly conducts and intake in a timely manner. |  |
| 9 | Use of Psychological Assessments | Administers, scores, and interprets specific assessments and appropriately convey the results to the client.  |  |
| 10 | Awareness of Referrals | Is aware of referral sources (beyond crisis situations) on and off campus. |  |
| 11 | Use of Referrals | Appropriately makes referrals, explains them to clients, and follows up when necessary.  |  |
| 12 | Use of Diagnosis | Conceptualizes clients from a diagnostic perspective.  |  |
| 13 | Accurately conveys session contents in records | Accurately conveys session contents in records.  |  |
| 14 | Thoroughly conveys session contents in records | Thoroughly conveys session contents in records.  |  |
| 15 | Concisely conveys session contents in records | Concisely conveys session contents in records.  |  |

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| **AREA 3: Expectations of Theory and Case Conceptualization** |
| **#** | **Construct / Concept** | **Expectation** | **Score 0-3** |
| 1 | Personal Theoretical Counseling Orientation | Identifies a personal theoretical counseling orientation. |  |
| 2 | Application of a Counseling Theory | Applies a personal theoretical counseling orientation in a thorough manner. |  |
| 3 | Case Conceptualization | Thoroughly conceptualizes clients from a holistic perspectives |  |
| 4 | Integration of Interventions | Intentionally applies and integrates theoretically sound techniques and interventions into treatment. |  |
| 5 | Contextualization of Dx into Tx | Conceptualizes clients from a diagnostic perspective.  |  |
| 6 | Integration of SIMPLE STEPS into Tx | Consistently conceptualizes treatment with the SIMPLE STEPS model and integrate the SIMPLE STEPS model into treatment.  |  |
| 7 | Justification of approach and techniques | Articulates why specific approaches and techniques are being used.  |  |
| 8 | Multifaceted theoretical understanding | Conceptualizes clients from career, group, multicultural, developmental, and crisis theoretical frameworks. |  |

**Area 4 Instructions:** Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Corrected After One or Two Corrections; 2 = Always. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve. Performance throughout the term is considered in the final evaluation.

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| **AREA 4: Expectations of Professional Behavior and Supervision** |
| **#** | **Expectation** | **Score 0-2** |
| 1 | Utilizes self-care strategies appropriately |  |
| 2 | Self regulates own emotions while with clients (i.e., not become overwhelmed with emotion so that it interferes with counseling sessions). |  |
| 3 | Is respectful and professional to clients, staff, supervisors, peers, etc. |  |
| 4 | Is on time to all responsibilities (i.e., supervision, meetings, client sessions, etc.). If not, the student informs appropriate parties professionally prior to the meeting time. |  |
| 5 | Follows site guidelines / policies |  |
| 6 | Dresses appropriately and has proper hygiene |  |
| 7 | Completes records in a timely fashion (i.e., within 24 hours) |  |
| 8 | Does not accumulate a back-log of records (i.e., more than 3 records) |  |
| 9 | Is prepared for individual supervision (i.e., reviewed recordings, is prepared to discuss all clients and has reviewed case notes in preparation for supervision). |  |
| 10 | Is open to feedback and incorporates feedback from supervisors |  |
| 11 | Is active and thoughtful in individual supervision |  |
| 12 | Can justify approach and techniques used during individual supervision |  |
| 13 | Implements supervisor directives |  |
| 14 | Is on time for group supervision / class |  |
| 15 | Is prepared for group supervision /class |  |
| 16 | Is respectful and professional to peers and instructor |  |
| 17 | Is active and thoughtful in group supervision / class |  |
| 18 | Can provide feedback appropriately to peers |  |
| 19 | Appropriately completes course assignment: Theory Grid |  |
| 20 | Appropriately completes course assignment: Brief Case Presentations |  |
| 21 | Appropriately completes course assignment: Comprehensive Case Presentations |  |

**Area 5 Instructions:** Please check one of the following regarding the student’s adherence to ethical standards. If you select, “The student did not uphold all ethical standards,” please discuss this with the student, course instructor, and practicum and internship coordinator. Performance throughout the internship is considered in the final evaluation.

\_\_\_\_\_    The student upheld and followed all ethical standards. A score of“2”is earned.

\_\_\_\_\_    The student did not uphold all ethical standards. A score of “0” is earned. Please include a written statement of the concerns below.

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**Area 6 Instructions:** Key Performance Indicators (KPIs) are considered to be critical student outcomes that are collected by the program throughout a student’s graduate education. Please write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Meets Expectations; 2 = Exceeds Expectations. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve.

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| **AREA 6: Key Performance Indicators** |
| **#** | **KPI** | **Score 0-2** |
| KPI 1 | Student was able to practice in a legal and ethical professional manner. |  |
| KPI 2 | Student was able to understand theories and models of multicultural counseling and practice with multicultural competence. |  |
| KPI 4 | Student was able to understand and apply case conceptualization and treatment planning skills. |  |
| KPI 5 | Student was able to understand and apply theories and models of counseling. |  |
| KPI 6 | Student was able to understand and apply counseling skills and techniques. |  |
| KPI 7 | Student was able to understand and apply group process and how therapeutic factors contribute to group effectiveness. |  |
| KPI 8 | Student was able to understand diagnoses and multiple factors that affect human development and behavior. |  |
| KPI 10 | Student was able to work with crisis, trauma, suicide and at-risk clients/students. |  |
| CMHC 1 | Student was able to understand and apply diagnostic processes including differential diagnosis and current diagnostic classification systems. |  |

**Area 7 Instructions:** This area is only completed at the end of the term. The Instructor must check one of the following:

\_\_\_\_\_ Based on the above expectations, this student has met the requirements for this class.

\_\_\_\_\_ Based on the above expectations, this student has NOT met the requirements for this class.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_