

STUDENT \_\_\_\_\_  
 SUPERVISOR \_\_\_\_\_

SEMESTER/YEAR \_\_\_\_\_  
 SITE \_\_\_\_\_

## Professional Performance Fitness Evaluation

- N-No opportunity to observe  
 0-Does not meet criteria for program level  
 1-Meets criteria only minimally or inconsistently for program level  
 2-Meets criteria consistently at this program level

Counseling Skills and Abilities				
1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created.	N	0	1	2
2. The student demonstrates therapeutic communication skills including:				
a. Creating appropriate structure-setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.	N	0	1	2
b. Understanding content-understanding the primary elements of the clients story	N	0	1	2
c. Understanding context-understanding the uniqueness of the story elements and their underlying meanings	N	0	1	2
d. Responding to feelings-identifying client affect and addressing those feelings in a therapeutic manner	N	0	1	2
e. Congruence-genuineness; external behavior consistent with internal affect	N	0	1	2
f. Establishing and communicating empathy-taking the perspective of the client without overidentifying and communicating this experience to the client	N	0	1	2
g. Non-verbal communication-demonstrates effective use of head, eye, hands, feet, posture, voice attire, etc.	N	0	1	2
h. Immediacy-staying in the here and now	N	0	1	2
i. Timing-responding at the optimal moment	N	0	1	2
j. Intentionally-responding with a clear understanding of the therapist's therapeutic intention	N	0	1	2
k. Self-disclosure-skillful and carefully considered for a specific Purpose	N	0	1	2
3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.	N	0	1	2
4. The student collaborates with the client to establish clear therapeutic goals.	N	0	1	2
5. The student facilitates movement toward client goals.	N	0	1	2
6. The student demonstrates adequate knowledge of a wide variety of theoretical bases.	N	0	1	2
7. The student demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.	N	0	1	2
8. The student creates a safe clinical environment.	N	0	1	2
9. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2

10/28/98

St. Mary's University  
 Counseling and Human Services

Student \_\_\_\_\_  
 Supervisor \_\_\_\_\_

Semester Year \_\_\_\_\_  
 Site \_\_\_\_\_

<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
2. The student relates to peers, professors, and others in a manner consistent with stated agency standards.	N	0	1	2
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.	N	0	1	2
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2
<b>Competence</b>				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training or experience.	N	0	1	2
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond therapeutically to clients.	N	0	1	2
<b>Maturity</b>				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with supervisors, faculty, peers and clients.	N	0	1	2
2. The student is honest, fair, and respectful of others.	N	0	1	2
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates ability to receive, integrate and utilize feedback from peers, teachers and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized problem solving process, seeking to informally solve problems first with the individual(s) with whom the problem exists.	N	0	1	2
<b>Integrity</b>				
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects the rights of individual to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2