

## PrePracticum Clinical Skills Evaluation Form

Student: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

Evaluator: \_\_\_\_\_

For each of the following items, please indicate the degree to which the skill has been demonstrated. Level 3 is considered acceptable.

- 5 Highly developed: helpful, well-timed, and consistently well-performed
- 4 Well developed: helpful and well-timed when performed, not yet consistent or always smooth
- 3 Developed skills: usually helpful, demonstrates ability, but occasionally misses opportunities (Acceptable)
- 2 Continue practice: not yet helpful or well-timed, or no skill existent when it should be
- 1 Major adjustment needed: not implemented, not helpful or well-timed
- NO Not observed

### Dispositions

- \_\_\_ 1. Takes responsibility for oneself as a graduate student and counselor-in-training.
- \_\_\_ 2. Shows respect for oneself and others.
- \_\_\_ 3. Takes full advantage of different learning opportunities within course structure.
- \_\_\_ 4. Takes advantage of feedback to increase one's skills.
- \_\_\_ 5. Contributes to a positive atmosphere that respects individual differences and the dignity of all.
- \_\_\_ 6. Demonstrates an appreciation of the importance of diverse cultural perspectives.
- \_\_\_ 7. Demonstrates advocacy and does not diminish expectations based on diversity/background.
- \_\_\_ 8. Comes to class prepared to engage in learning.
- \_\_\_ 9. Can discuss course content critically and with intellectual curiosity.
- \_\_\_ 10. Within the parameters of the course, conducts oneself in a professional manner.
- \_\_\_ 11. Demonstrates a commitment to professionally ethical behavior.
- \_\_\_ 12. Demonstrates cultural awareness in building a working alliance in counseling.
- \_\_\_ 13. Considers culture during the counseling assessment process.
- \_\_\_ 14. Can demonstrate interventions that are culturally sensitive for either an individual or family.
- \_\_\_ 15. Demonstrates an understanding of developmental parameters in the assessment process.
- \_\_\_ 16. Can choose interventions that are developmentally appropriate.
- \_\_\_ 17. Demonstrates an understanding of primary theoretical orientations and differences among them.
- \_\_\_ 18. Understands stages of counseling and their relationship to each other.
- \_\_\_ 19. Can demonstrate understanding of and empathy for the client.

- \_\_\_ 20. Uses questions skillfully to facilitate the client's expression of concerns.
- \_\_\_ 21. Uses reflections of affect skillfully.
- \_\_\_ 22. Can restate, paraphrase, and reflect content to help client arrive at meaning.
- \_\_\_ 23. Can deliver confrontations and challenges with skill.
- \_\_\_ 24. Can demonstrate immediacy.
- \_\_\_ 25. Can direct the session in a meaningful manner.
- \_\_\_ 26. Identifies appropriate process goals.
- \_\_\_ 27. Works with client to arrive at counseling goal(s) that is consistent with assessment.
- \_\_\_ 28. Is able to translate a goal into action steps.
- \_\_\_ 29. Chooses intervention(s) that is consistent with assessment and the client's goal(s).
- \_\_\_ 30. Is able to implement an intervention successfully.
- \_\_\_ 31. Is able to work productively within a designated time frame (i.e., length of sessions; number of sessions).
- \_\_\_ 32. Can conceptualize a client issue from an affective orientation.
- \_\_\_ 33. Can conceptualize a client issue from a cognitive orientation.
- \_\_\_ 34. Can conceptualize a client issue from a behavior orientation.
- \_\_\_ 35. Can conceptualize a client issue from a systemic orientation.
- \_\_\_ 36. Can demonstrate ability to organize session data into meaningful frameworks (through case notes).
- \_\_\_ 37. Can identify themes and patterns that emerge within and across counseling sessions.
- \_\_\_ 38. Exhibits ability to deconstruct counseling through observer notes.

**Overall Assessment:** \_\_\_\_\_

Comments relevant to areas of strength:

Comments relevant to areas of some weakness/inconsistency:

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

Faculty Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_