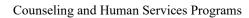


PrePracticum Clinical Skills Evaluation Form

Student:	: Semester/Year:	
Evaluator:		
	n of the following items, please indicate the degree to which the skill has been demonstrated. Level 3 is red acceptable.	
5 4 3 2 1 NO	Highly developed: helpful, well-timed, and consistently well-performed Well developed: helpful and well-timed when performed, not yet consistent or always smooth Developed skills: usually helpful, demonstrates ability, but occasionally misses opportunities (Acceptable) Continue practice: not yet helpful or well-timed, or no skill existent when it should be Major adjustment needed: not implemented, not helpful or well-timed 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 express	sion of concerns.
21. Uses reflections of affect skillfully.	
22. Can restate, paraphrase, and reflect content to help clier	nt 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 assessmen	ent and the client's goal(s).
30. Is able to implement an intervention successfully.	
31. Is able to work productively within a designated time fr	rame (i.e., length of sessions; number of sessions).
32. Can conceptualize a client issue from an affective orien	tation.
33. Can conceptualize a client issue from a cognitive orient	ation.
34. Can conceptualize a client issue from a behavior orienta	ation.
35. Can conceptualize a client issue from a systemic orienta	ation.
36. Can demonstrate ability to organize session data into me	eaningful frameworks (through case notes).
37. Can identify themes and patterns that emerge within and	d across counseling sessions.
38. Exhibits ability to deconstruct counseling through obser	rver notes.
Overall Assessment:	
Comments relevant to areas of strength:	
Comments relevant to areas of some weakness/inconsistence	cy:
Student :	Date:
Faculty Supervisor:	Date: