

# Loyola University New Orleans

## Professional Performance and Dispositions Evaluation

<i>Please Print</i>											
<b>Student</b>				<b>Semester &amp; Year</b>							
<b>Name of Evaluator</b>											
<i>Please Select:</i>											
Intro. To CMHC		<input type="checkbox"/>	Fundamentals		<input type="checkbox"/>	Practicum		<input type="checkbox"/>	Internship I		<input type="checkbox"/>
									specify if half		<input type="checkbox"/>
									specify if half		<input type="checkbox"/>
<b>Rating Scale:</b>											
N - No opportunity to observe				1 – Meets criteria minimally or inconsistently for program level							
0 - Does not meet criteria for program level				2 – Meets criteria consistently at this program level							
				3 – Exceeds criteria consistently at this program level							
<b>Communication Skills &amp; Abilities</b>											
1. The student demonstrates the ability to establish a culturally aware dynamic in such a manner that a counseling relationship can be created.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
2. The student demonstrates effective communication skills including:											
a. Creating appropriate structure and boundaries—such as meeting time and place, maintaining the time limits, etc.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
b. Understanding content –understanding, reflecting, and tracking the primary elements of the client’s story.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
c. Understanding context –understanding and reflecting the uniqueness of the story elements and their underlying meanings.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
d. Reflecting feelings –identifying affect and addressing those feelings in a therapeutic manner											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
e. Paraphrasing- taking the client's experience and putting it into the counselors own words to ensure understanding											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
f. Summarizing- ability to identify core components of clients story and restate it to them. Typically used at the beginning/ending of sessions.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
g. Open-ended questioning- use of questions that deepen session, decreasing use of "yes and no" answered questions.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
h. Broaching, Inclusive, and Culturally Sensitive - actively considering implications of social location and intersectionality in counseling session.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
i. Congruence –genuineness; external behavior consistent with internal affect.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
j. Establishing and communicating empathy –taking the perspective of the individual without over identifying and communicating this experience to the individual.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
k. Non-verbal communication –demonstrates effective use of unconditional positive regard, head, eyes, hands, feet, posture, voice.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
l. Effective use of silence- demonstrates comfort with silence in session including recognizing a "process silence"											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
m. Immediacy –communicating by staying in the here and now.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
n. Timing –responding at the optimal moment.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
o. Intentionality –responding with a clear understanding of the student’s therapeutic intention.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
p. Self-disclosure –skillfully and carefully –considered for a specific strategic purpose.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
3. The student demonstrates effective written communication skills including:											
a. Appropriate case notes.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
b. Maintaining updated files on each client.											
		N	<input type="checkbox"/>	0	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>

# Loyola University New Orleans

## Professional Performance and Dispositions Evaluation

c. Creating appropriate treatment plan(s) for each client(s).						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
d. Graduate level work for written assignments.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
4. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
5. The student collaborates with an individual to establish clear therapeutic goals.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
6. The student facilitates movement toward the individual's goals.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
8. The student uses the core conditions to create an environment that is culturally sensitive - Core Conditions: Unconditional Positive Regard, Empathy, Genuineness.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
9. The student effectively uses a Ethical Decision Making model to demonstrates analysis and resolution of ethical dilemmas.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<b>Integrity</b>						
1. The student refrains from making statements which are false, misleading, or deceptive.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
2. The student avoids improper and potentially harmful dual relationships.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
3. The student respects the fundamental rights, dignity, and worth of all people.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
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 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<b>Supervision</b>						
1. The student accepts and uses supervision appropriately.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
2. Student demonstrates cultural sensitivity and competency in group supervision.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
3. The student is open to feedback given by supervisor and/or group members.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
4. The student utilizes feedback given.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
5. The student gives feedback to others in a constructive manner.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
6. The student comes prepared for supervision with appropriate documents and materials.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
<b>Professional Responsibility</b>						
1. The student conducts self in an ethical manner so as to promote confidence in a culturally informed counseling profession.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
2. The student relates to peers, professors, and others in a manner consistent with professional standards.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
3. The student demonstrates sensitivity to real and ascribed differences in power between others, and does not exploit or mislead other people during or after professional relationships. Themselves and others, and does not exploit or mislead other people during or after professional relationships.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
4. The student demonstrates application of legal requirements relevant to counseling training and practice.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	
5. The student arrives on time for class, meetings, and clients.						
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	

# Loyola University New Orleans

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6. The student is reliable and accountable.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
<b>Competence</b>									
1. The student recognizes the boundaries of their particular competencies, the limitations of their expertise, and obtain continuing education and consultation as needed.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
2. The student takes responsibility for compensating for their deficiencies including seeking supervision, engaging with clinical research, and furthering education.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of their expertise.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to engage in culturally competent counseling.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
6. The student is able to conceptualize client cases from a theoretical perspective while utilizing theory terminology.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
7. The student is able to acknowledge the systems that impact the counseling relationship including a philosophy of counseling and social determinants of health. (ex. ACEs.)									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
<b>Maturity</b>									
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
2. The student demonstrates honesty, fairness, and respect for others.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
3. The student demonstrates cultural humility. (ex. an awareness of own belief systems, values, needs and limitations and the effect of these on their work.)									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, professors, and supervisors.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
<b>Advocacy</b>									
1. If needed, the student advocates for themselves when professional needs are not being met by the supervisor.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
2. If needed, the student advocates for themselves when professional needs are not being met by the site.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
3. The student engages in social justice initiative including advocating for clients needs. (ex. sliding scale providers, engaging in community events/programming, and being an active member of your community.)									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
4. The student engages in activities to advocate for the practicum/internship site.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
5. The student engages in activities to advocate for the counseling profession.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
<b>Initiative</b>									
1. The student takes responsibility/initiative to learn about the history of the site.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
2. The student takes responsibility/initiative to learn about current trends, including populations served, of the site.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				
3. The student takes initiative in addressing needs of the site.									
	N <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>				

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*Please Print Comments:*

**Please comment on any of the above if that would be useful (i.e., no opportunity to observe, concerns about certain traits of the student, etc.)**

**Please list what you see as the student's strengths.**

**Please suggest areas for further development appropriate to the current level of the student's training.**

**Please list any goals for the future.**

	/ /		/ /
<i>Student Signature</i>	<i>Date</i>	<i>Evaluator Signature</i>	<i>Date</i>