

**EPC 659B STUDENT ADVANCEMENT EVALUATION FORM**

Department of Educational Psychology and Counseling  
Michael D. Eisner College of Education  
California State University, Northridge

Practicum Instructor: \_\_\_\_\_ Student: \_\_\_\_\_

659 A/B Teaching Assistant: \_\_\_\_\_ Supervisor/Mentor \_\_\_\_\_

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***Student completes information above this line.***

***Evaluator completes information below this line.***

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Evaluator's Name (printed): \_\_\_\_\_

Evaluator's e-mail address: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Circle One) Supervisor/Mentor Location \_\_\_\_\_  
or  
Course Instructor Course Number \_\_\_\_\_

**Please return to Practicum Instructor or to the Department Office by Monday, April 30, 2007.**

**BASIC COUNSELING/RELATIONAL SKILLS\***

Based on **direct observation**, please indicate the level (1 to 5, 5 = highest level) at which the student (S) normally functions in counseling his/her clients (C) by circling a number. Please skip to the "General Knowledge and Skills" section, if you have not directly observed counseling skills.

- 1. POSITIVE REGARD:** Ability to respect the personhood of each individual and believe that all people have inherent worth. Individual is never rejected, although a person's actions may be confronted.  
  
1 = S shows a complete lack of respect for C's feelings, experiences and potentials; they are not even worthy of consideration.  
2 = S shows little respect for C's feelings, experiences and potentials. May respond mechanically or ignore many obvious clues.  
3 = In many ways, S shows a positive respect and concern for C's feelings, experiences and potentials.  
4 = S shows a very deep respect and concern for C. Enables C to feel free to be her/himself and to feel her/his value as an individual.  
5 = S shows the very deepest respect and caring for C. S/he is fully committed to C's value as an individual.  
N/A = Not able to assess

2. **EMPATHY:** Ability to understand another person's communications (i.e., feelings, world-view, beliefs, values experiences, and goals).

- 1 = S shows no awareness of C's obvious feelings. S detracts significantly from C's communications. S is bored disinterested or prejudiced.
  - 2 = S shows some awareness of C's obvious surface feelings but responds to something other than what C is expressing.
  - 3 = S reflects accurately C's expressed surface communications but doesn't show understanding of C's deeper feelings.
  - 4 = S feeds back C's feelings noticeably enriched, at a level deeper than C could express them.
  - 5 = S is fully attuned to C's wavelengths at all levels. They can readily explore all untouched regions together.
- A = Not able to assess

3. **CONGRUENCE:** Ability to be completely genuine with others; i.e., verbal and nonverbal messages are not in conflict, and reactions are in the here and now and do not hide behind the façade of the professional role.

- 1 = S either speaks in a manner unrelated to her/his feelings or his/her genuine expressions are used only for destructive purposes.
  - 2 = S either speaks in a manner unrelated to her/his feelings or s/he can't use her/his negative genuine expressions constructively – s/he acts a role.
  - 3 = S seems to make appropriate, sincere responses, but shows no real involvement with C.
  - 4 = S responds sincerely with many of her/his own feelings and uses all responses constructively whether they are positive or negative.
  - 5 = S is freely and deeply her/himself with S. Uses all responses as a means to open further areas of exploration for S and C.
- N/A = Not able to assess

4. **SELF-DISCLOSURE:** Ability to volunteer unique personal information that is relevant to the client's situation.

- 1 = S actively tries to conceal her/his own feelings and personality. Any self-revelation s/he makes shows her/his indifference to C's needs. Or, S shares highly personal material that is not relevant to C's situation and may be a burden to C.
  - 2 = S only responds to direct questions about her/himself, and then only briefly and with a minimum of information. Never volunteers such information. Or, S shares highly personal material that may be somewhat relevant to C's situation, but may be a burden to C.
  - 3 = S volunteers moderate personal information about her/himself (e.g., her/his reaction to what C is presenting) that may be somewhat relevant to C, but it is often vague and doesn't reveal anything that is unique about her/himself.
  - 4 = S freely volunteers in a constructive way moderate information about her/his feelings, experiences and beliefs, revealing her/himself as a unique individual.
  - 5 = S freely volunteers in a constructive way moderate information about her/himself that reveals her/himself as a unique individual and is meaningful and highly relevant to C's situation.
- N/A = Not able to assess

## GENERAL KNOWLEDGE AND SKILLS

For each of the areas below, please evaluate the student compared to other students at the same level of training. Add comments to highlight both areas of strength and those needing improvement.

### Rating Scale

|                         |  |
|-------------------------|--|
| 1 – EMERGING            | Little evidence of understanding concepts or demonstration of skill; lacking consistency;                          |
| 2 – PROGRESSING         | Understanding of concepts and uneven demonstration of skill  |
| 3 – SATISFACTORY        | Acceptable understanding and demonstration of skill  |
| 4 – CONSISTENT (TARGET) | Consistent high level of understanding and demonstration of skill  |
| 5 – EXCEPTIONAL         | High level of understanding and integration of skill; demonstrated independence, insight, and creative application |
| N/A                     | Not able to assess at this time or in this area  |

|   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| <b>5. COUNSELING THEORIES</b>   | 1 | 2 | 3 | 4 | 5 | N/A |
| <ul style="list-style-type: none"> <li>a. Recognizes historical development of counseling theories</li> <li>b. Identifies basic counseling theories</li> <li>c. Applies theoretical material to case studies</li> <li>d. Understands ingredients that engender change behaviorally, cognitively, and affectively</li> </ul> |   |   |   |   |   |     |
| COMMENTS:   |   |   |   |   |   |     |

|   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| <b>6. HUMAN DEVELOPMENT</b>   | 1 | 2 | 3 | 4 | 5 | N/A |
| <ul style="list-style-type: none"> <li>a. Identifies individual development and transitions across the lifespan</li> <li>b. Applies theories of learning and personality development to case studies</li> </ul> |   |   |   |   |   |     |
| COMMENTS:   |   |   |   |   |   |     |

|   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| <b>7. CROSS-CULTURAL COUNSELING<br/>HUMAN DIVERSITY</b>   | 1 | 2 | 3 | 4 | 5 | N/A |
| <ul style="list-style-type: none"> <li>a. Recognizes, understands, and respects the complexity of socio-cultural diversity</li> <li>b. Recognizes the issues of diversity that impact the counseling environment</li> <li>c. Identifies the impact of own gender, culture, ethnicity, age, and beliefs on the therapeutic process</li> <li>d. Provides unbiased counseling environment when client's values or beliefs are different from own</li> <li>e. Applies strategies consistent with client's values and beliefs</li> </ul> |   |   |   |   |   |     |
| COMMENTS:   |   |   |   |   |   |     |

**8. INDIVIDUAL AND GROUP ASSESSMENT**

1 2 3 4 5 N/A

- a. Knows basic concepts of standardized and non-standardized testing
- b. Applies strategies for selecting, administering, and interpreting assessment and evaluation instruments

COMMENTS:

**9. RESEARCH PRINCIPLES**

1 2 3 4 5 N/A

- a. Locates, critically evaluates, and describes applications of research and other literature relevant to field of study.
- b. Defines research methods, such as qualitative, quantitative, single-case
- c. Uses technology and statistical methods in conducting research
- d. Reviews research to improve counseling effectiveness

COMMENTS:

**10. SCHOLARSHIP**

1 2 3 4 5 N/A

- a. Demonstrates basic and research information competence skills, including technological competence
- b. Demonstrates competence in communication skills
- c. Demonstrates competence in writing mechanics
- d. Demonstrates competence in writing skills

COMMENTS:

**11. ETHICS**

1 2 3 4 5 N/A

- a. Demonstrates knowledge of ethical issues
- b. Demonstrates critical thinking and appropriate legal and ethical responses when presented with case studies involving legal and ethical dilemmas in the field.
- c. Maintains appropriate therapeutic boundaries
- d. identifies personal reactions/countertransference issues that could interfere with the therapeutic process
- e. Identifies personal limitations that require outside consultation

COMMENTS:

**12. PERSONAL QUALITIES**

1 2 3 4 5 N/A

- a. Demonstrates self-awareness
- b. Copes with personal problems and stresses
- c. Recognizes personal limitations
- d. Motivated to learn and grow
- e. Demonstrates integrity
- f. Shows initiative
- g. Relates amicably with faculty, peers, and clients/students

COMMENTS:

**13. PROFESSIONALISM**

1 2 3 4 5 N/A

- a. Demonstrates punctual and responsible behavior
- b. Dresses appropriately for counseling/work setting
- c. Develops positive relationships with professional colleagues (i.e., other students)
- d. Collaborates positively with professional colleagues
- e. Maintains timely and orderly paperwork
- f. Adheres to agency/school policy
- g. Belongs to professional organizations
- h. Carries liability insurance
- i. Adheres to professional ethical standards

COMMENTS: