

Lewis & Clark College
Professional Mental Health Counseling (PMHC) and
Professional Mental Health Counseling- Addictions (PMHC-A)
PRACTICUM STUDENT AND INTERN EVALUATION FORM

Student Name: _____

Signature & Date: _____

Site Supervisor Name: _____

Signature & Date: _____

Faculty Supervisor Name: _____

Signature & Date: _____

Site Name: _____

Term/Year: _____

Check One: Practicum I Practicum II Internship I Internship II

Rating Scale

N - No Opportunity to observe 0 – Deficient. Does not meet criteria for program level 1 - Meets criteria minimally or inconsistently for program level

2 - Meets criteria consistently at this program level 3 – Exceeds criteria at this program level

Please complete relevant sections of the following evaluations and add comments on the right. Pages 1-7 apply to all students (69 items). Please complete pages 8 (Addictions), and 9 (Child and Family Counseling) if they are relevant to the student.

Professional Dispositions

Comments:

I. Professional Responsibility	N	0	1	Ave. 2	3	Program objective/learning outcome
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.						7.1 Ethical Practice
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.						

3. Student demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.						5.2 Multicultural Competence
4. Students demonstrate the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.						5.2 Multicultural Competence
II. Maturity and Attitude	N	0	1	<u>Ave.</u> 2	3	<u>Program objective/lear ning outcome</u>
5. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.						
6. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.						4.5 Self as Counselor
7. The student demonstrates a tolerance for ambiguity and is able to appropriately balance professional responsibilities with self-care practices.						
8. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.						
III. Integrity	N	0	1	<u>Ave.</u> 2	3	<u>Program objective/lear ning outcome</u>
9. The student refrains from making statements that are false, misleading or deceptive.						7.1 Ethical Practice
10. Respects the fundamental rights, dignity and worth of all people.						5.2 Multicultural Competence
11. Respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.						5.2 Multicultural Competence

12. Considers the impact of her/his actions on the well being of others and the group (cohort, program, agency) as a whole, such as avoiding improper and potentially harmful dual relationships.							
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IV. Social and Self-awareness	N	0	1	Ave. 2	3	Program objective/learn ing outcome
13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.						4.1 Self as Counselor
14. Demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.						4.3 Self as Counselor
15. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.						5.1 Multicultural Competence
16. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.						5.3 Multicultural Competence
17. The student maintains humility and uses privilege to promote social equity.						

Professional/Clinical Competencies

V. Professional Competence	N	0	1	Ave. 2	3	Program objective/learning outcome
18. Communicates ideas, concepts and feedback in a manner that promotes communication						
19. Demonstrates ability to maintain respectful and professional collegial relationships with peers, professors, and other professionals.						
20. Is able to work as part of a team with professionals of varied disciplines.						
21. Keeps adequate and timely records.						
22. Is punctual to appointments and meetings and communicates with peers, supervisors, instructors or clients expected tardiness and takes appropriate responsibility.						
23. Presents self professionally (adherence to ethical conduct, demeanor, dress, language, etc.)						
24. Demonstrates ability to perform adequate self care, recognizes signs of burn out before client care is impacted.						4.3 Self as Counselor
25. Demonstrates basic awareness of competence and limitations, seeks supervisory support						4.4 Self as Counselor
26. Demonstrates clear awareness of competence and limitations, uses multiple methods to learn and grow (supervisor, additional training, etc)						4.4 Self as Counselor

27 Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop.							4.5 Self as Counselor
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VI. Clinical Competence: Ethics	N	0	1	<u>Ave.</u> 2	3		<u>Program objective/learning outcome</u>
28. Understands and adheres to ethical standards of conduct.							7.1 Ethical Practice
29. Recognizes ethical dilemmas and seeks supervision and/or consultation with other professionals.							7.1 Ethical Practice
30. Takes responsibility for ethical errors and works to minimize harm.							7.1 Ethical Practice

VII. Clinical Competence: Assessment, Diagnosis, and Treatment Planning	N	0	1	<u>Ave.</u> 2	3		<u>Program objective/learning outcome</u>
31. The student is able to collect comprehensive data at intake, using an ecological approach to evaluate the client(s) in context.							2.5 Theory and Research to Practice
32. Uses diagnosis as appropriate from a critical theory perspective (e.g., understands impact of oppression, does not pathologize victim)							2.3 Theory and Research to Practice
33. Identifies and implements specific interventions with clients							2.4 Theory and Research to Practice

34. Uses client data, and diagnosis as appropriate, to develop conceptualization and treatment goals/plan.						2.5 Theory and Research to Practice
Advanced skill: Internship - all of the above, plus:						
35. Diagnoses clients using DSM V criteria						2.3 Theory and Research to Practice
36. Uses assessment instruments (as available) to assist with diagnosis and treatment planning						9.6 Research and Assessment
37. Consistently implements a range of interventions with clients						2.4 Theory and Research to Practice
38. Creates treatment plans with measurable goals						2.5 Theory and Research to Practice
39. Addresses career or school issues with clients at intake, includes in treatment plan as needed.						6.4 Professional Identity
40. Develops treatment plans that meet client mental health needs, diagnosis, and goals in counseling consistent with theoretical orientation, evaluation of the literature and best practices in the profession						2.6 Theory and Research to Practice

VIII. Clinical Competence: Relationship with Client(s) and Counseling Process	N	0	1	<u>Ave.</u> 2	3	Program objective/learning outcome
41. Uses effective communication skills: paraphrasing, open ended questions, reflecting, and attending behaviors.						3.1 Clinical Skill

42.Able to develop and maintain a counseling relationship						3.1 Clinical Skill
43.Respects the clients freedom of choice						
44.Establishes therapeutic boundaries						3.2 Clinical skill
45.Able to recognize and address discrepancies in client communications.						3.2 Clinical skill
46.Able to challenge clients sensitively						3.2 Clinical skill
47Appropriately terminates and refers clients.						3.2 Clinical skill
48a.Demonstrates self awareness and emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning,.						4.2 Self as Counselor
Advanced Skill, Internship, All of the above, plus:						
48b. Demonstrates self awareness and emotional stability and begins to use self in therapeutic process.						4.2 Self as counselor
49.Able to facilitate and manage the counseling process across increasing periods of time and across several different client populations						3.2 Clinical Skill
50.Maintains relationships with challenging client populations (e.g. mandated, SPMI)						3.1 Clinical skill

IX. Clinical Competence: Theory and Conceptualization	N	0	1	Ave. 2	3	Program objective/learn ing outcome
51.Understands a variety of models and theories that account for mental health disorders and presenting problems.						2.1 Theory and Research to Practice
52.Understands the impact of a person's individual and family development on the therapeutic process						2.2 Theory and Research to Practice
53.Can articulate theoretical orientation and begins to connect theory with practice						2.1 Theory and Research to Practice
54.Demonstrates basic conceptualization skills						2.1 Theory and Research to Practice
Advanced Skill: Internship, All of the above, plus:						
55.Can articulate theoretical orientation, and conceptualizes clients consistent with this theory most of the time						2.1 Theory and Research to Practice

56. Conceptualization skills show complexity and depth							
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X. Clinical Competence: Multicultural Competence	N	0	1	Ave. 2	3	Program objective/learning outcome
57. Demonstrates beginning awareness of impact of <i>counselor</i> social locations on therapeutic process						4.1 Self as counselor
58. Understands how <i>counselor</i> cultural attitudes and beliefs may impact relationship and therapeutic process with client						5.1 Multicultural Competence
59. , AND begins to develop strategies to address impact						4.1 Self as counselor
60. Recognizes <i>client</i> worldview, social locations, and culture and the impact on client problems and conceptualizes and plans treatment accordingly						5.3 Multicultural Competence
61. Demonstrates strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.						5.4 Multicultural Competence
62. Understands social and cultural factors related to assessment and ethical strategies for using assessment in mental health counseling.						9.6 Research and Assessment

XI. Clinical Competence: Group Counseling	N	0	1	<u>Ave.</u> 2	3	Program objective/learning outcome
63..Manages group process						3.3 Clinical Skill
64.Appropriately applies group dynamics and group therapeutic conditions to facilitate client behavior change.						3.3 Clinical Skill
65.Demonstrates an understanding of the stage of group development.						3.3 Clinical Skill
66. Communicates familiarity with group interventions and applies them appropriately						3.3 Clinical Skill

XII. Clinical Competence: Trauma Counseling	<u>N</u>	<u>0</u>	<u>1</u>	<u>Ave.</u> <u>2</u>	<u>3</u>	Program objective/learning outcome
67. Understands the impact of trauma on clients and the therapeutic process.						3.5 Clinical Skill

68. Understands the symptoms of trauma may mimic DSM disorders and uses this knowledge to inform diagnosis							3.5 Clinical Skill
69. Demonstrates skills in trauma counseling.							3.5 Clinical Skill

XIII. Clinical Competence: Addictions	N	0	1	<u>Ave.</u> 2	3		<u>Program objective/learning outcome</u>
70. Understands and applies a variety of models and theories of addiction and other problems related to substance use.							3.4 Clinical Skill
71. Has knowledge of the behavioral, psychological, physical health and social effects of psychoactive substances on the user and significant others.							3.4 Clinical Skill
72. Recognizes the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance abuse, and uses this knowledge in diagnosis and tx planning.							3.4 Clinical Skill
73. Recognizes the importance of family, social networks, and community systems in the treatment and recovery process, and uses this knowledge in treatment planning.							3.4 Clinical Skill
74. Understands and applies the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.							3.4 Clinical Skill

75 Uses a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.							3.4 Clinical Skill
76 Is familiar with medical and pharmacological resources in the treatment of substance use disorders.							3.4 Clinical Skill
77 Applies accepted criteria for diagnosis of substance use disorders in making treatment recommendations.							3.4 Clinical Skill
78 Understands the characteristics and dynamics of families, couples, and significant others affected by substance use, and uses this knowledge in treatment planning.							3.4 Clinical Skill

XIV. Clinical Competence: Children, Adolescents and Families	N	0	1	<u>Ave.</u> 2	3	Program objective/learning outcome
79. Demonstrates knowledge of theories of human development when counseling children and adolescents.						
80. Understands the importance of a systems perspective in treatment planning with children and adolescents						

81.Demonstrates ability to develop therapeutic relationships with children and adolescents							
82.Demonstrates ability to develop therapeutic relationships with parents/caregivers/guardians of children and adolescents.							
83.Adapts language to age/development level of child/adolescent							
84.Demonstrates a range of interventions working with children and adolescents							
85.Demonstrates ability to manage therapy process and interventions with families							
86.Understands the importance of consultation and/or interventions in schools							
87.Insures that children, adolescents and their families understand confidentiality, consent to treatment, assent to treatment, and limits to confidentiality.							

Other comments/feedback: