

<b>Institution:</b>	Liberty University
<b>Student:</b>	Odalys Romero
<b>Supervisor:</b>	Odalys Waugh
<b>Agency/Site:</b>	Behavioral Turning Point
<b>Date:</b>	Spring 2024 (01/15/24 - 05/10/24)
<b>Type:</b>	COUC 998 - Practicum
<b>Final Completed:</b>	04/27/24 11:09 AM

## Site Supervisor CCS-R Final Evaluation

### General overview

The Counselor Competencies Scale-Revised (CCS-R) assesses counselors' and trainees' skill developments and professional competencies. CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas to support their development as effective and ethical professional counselors.

### CACREP (2016) Common Core Standards:

- Strategies for personal and professional self-evaluation and implications for practice (Section II, Standard 1.k.).
- Self-care strategies appropriate to the counselor role (Section II, Standard 1.l.).
- Multicultural counseling competencies (Section II, Standard 2.c.)
- A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP, 2016, Section I)
- Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (Section II, Standard 2.d.).
- Counselor characteristics and behaviors that influence the counseling processes (Section II, Standard 5.f.).
- Essential interviewing, counseling, and case conceptualization skills (Section II, Standard 5.g.).
- Developmentally relevant counseling treatment or intervention plans (Section II, Standard 5.h.).
- Processes for aiding students in developing a personal model of counseling (Section II, Standard 5.n.).
- The counselor education program faculty has a systematic process in place for the use of individual student assessment data in retention, remediation, and dismissal. (Section 4, Standard H.).
- Professional practice, which includes practicum and internship, provides for the application of theory and the development of competencies under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and diverse in their community (Section III, Professional Practice).
- Entry-Level Professional Practice and Practicum (Section III, Professional Practice, p. 13).
  - a. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
  - b. Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of student clients.
  - c. Formative and summative evaluations of the students counseling performance and ability to integrate and apply knowledge of the students practicum.
  - d. Students must complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full a minimum of 10 weeks.
  - e. Practicum students must complete at least 40 clock hours of direct service with actual clients that contributes to the development of skills.
  - f. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision. The practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
  - g. Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the semester. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

### CACREP (2016) Specialty Standards:

- Clinical Mental Health Counseling
  - Techniques and interventions for prevention and treatment of a broad range of mental health issues (3. Practice, \*Standard\*
- Marriage, Couple, and Family Counseling
  - Techniques and interventions of marriage, couple, and family counseling (3. Practice, \*Standard\* c.).
- School Counseling
  - Techniques of personal/social counseling in school settings (3. Practice, \*Standard\* f.).

How to apply scoring

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., \*exceeding\* the a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates consistent and **proficient** knowledge and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the 'Demonstrates Competencies' level at the conclusion of his or her practicum or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent and limited** knowledge and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited or no evidence** of the knowledge and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Part I: Counseling Skills and Therapeutic Conditions

		Exceeds Expectations/Demonstrates Competencies (5)	Meets Expectations/Demonstrates Competencies (4)	Near Expectations/Developing towards Competencies (3)										
<div>1.A Nonverbal Skills - Includes body position, eye contact, posture, distance from client, voice tone, rate of speech, use of silence, etc. (attuned to emotional state and cultural norms of the clients)</div> <table> <tr> <th>Exceeds Expectations / Demonstrates Competencies (5)</th><th>Meets Expectations / Demonstrates Competencies (4)</th><th>Near Expectations / Developing towards Competencies (3)</th><th>Below Expectations / Unacceptable (2)</th><th>Harmful (1)</th></tr> <tr> <td>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%)</td><td>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)</td><td>Demonstrates inconsistency in his or her nonverbal communication skills</td><td>Demonstrates limited nonverbal communication skills.</td><td>Demonstrates poor nonverbal communication skills, such as ignores client and or gives judgemental looks.</td></tr> </table>	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%)	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client and or gives judgemental looks.	Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)										
Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%)	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client and or gives judgemental looks.										
<div>1.B Encouragers - Includes minimal encouragers and door openers such as "Tell me more about...", "Hmm"</div>	Final Required	Exceeds Expectations/Demonstrates Competencies (5)												

Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)			
Demonstrates appropriate use of encouragers, which supports development of therapeutic relationship (85%)	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which support development of a therapeutic relationship (70%)	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.			

<b>1.C Questions - Use of appropriate open and closed questioning (e.g. avoidance of double questions)</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates appropriate use of open and close-ended questions, with an emphasis on open-ended questions (85%)	Demonstrates appropriate use of open and close-ended questions for the majority of counseling sessions (70%)	Demonstrates inconsistency in using open-ended questions and may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions that tend to confuse clients or restrict the counseling process.				

<b>1.D Reflecting - Paraphrasing Basic Reflection of Content - Paraphrasing (with couples and families, paraphrasing multiple perspectives)</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%)	Demonstrates appropriate use of paraphrasing for the majority of counseling sessions (70%)	Demonstrates paraphrasing inconsistently and inaccurately or mechanic or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental and or dismissive.				

<b>1.E Reflecting (b) Reflection of Feelings (with couples and families, reflection of each clients' feelings)</b>					Final Required		Meets Expectations/Demonstrates Competencies (4)	
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards	Below Expectations / Unacceptable (2)	Harmful (1)				

		<b>Competencies (3)</b>					
Demonstrates appropriate use of reflection of feelings as a primary approach (85%)	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions) (70%)	Demonstrates reflection of feelings inconsistently and is not matching the client	Demonstrates limited proficiency in reflecting feelings and or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgemental or dismissive.			

<b>1.F Reflecting (c) Summarizing - Summarizing content, feelings, behaviors, &amp; future plans (With couples and families, summarizing relational patterns of interaction)</b>					<b>Final Required</b>	<b>Exceeds Expectations/Demonstrates Competencies (5)</b>	
<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>			
Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.			

<b>1.G Advanced Reflection (Meaning) Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)</b>					<b>Final Required</b>	<b>Exceeds Expectations/Demonstrates Competencies (5)</b>	
<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>			
Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advance reflection, such as being judgmental &/or dismissive.			

<b>1.H Confrontation - Counselor challenges clients to recognize &amp; evaluate inconsistencies.</b>					<b>Final Required</b>	<b>Meets Expectations/Demonstrates Competencies (4)</b>	
<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>			
Demonstrates the ability to	Demonstrates the ability to	Demonstrates inconsistent	Demonstrates limited ability	Demonstrates poor ability to			

challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).	ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Used minimally/missed opportunity.	to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.			
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<b>1.J Focus of Counseling - Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)</b>					<b>Final Required</b>	<b>Exceeds Expectations/Demonstrates Competencies (5)</b>		
<b>Exceeds Expectations / Demonstrates Competencies (5)</b>	<b>Meets Expectations / Demonstrates Competencies (4)</b>	<b>Near Expectations / Developing towards Competencies (3)</b>	<b>Below Expectations / Unacceptable (2)</b>	<b>Harmful (1)</b>				
Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals				

<p><b>1.K Facilitate Therapeutic Environment(a): Empathy &amp; Caring Expresses accurate empathy &amp; care. Counselor is "present" and open to clients. (includes immediacy and concreteness)</b></p>	<p><b>Final Required</b></p>	<p><b>Exceeds Expectations/Demonstrates Competencies (5)</b></p>		
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Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)			
Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.			

<b>1.1 Facilitate Therapeutic Environment(b): Respect &amp; Compassion Counselor expresses appropriate respect &amp; compassion for clients</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.				

## Part 2: Counseling Dispositions and Behaviors

		Exceeds Expectations/Demonstrates Competencies (5)	Meets Expectations/Demonstrates Competencies (4)	Near Expectations/Developi towards Competencies (3)
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<b>2.A Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions.				

<b>2.B Professional Behavior Behaves in a professional manner towards supervisors, peers, &amp; clients (e.g., emotional regulation). Is respectful and</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
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appreciative to the culture of colleagues and is able to effectively collaborate with others.

Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.

**2.C Professional & Personal Boundaries Maintains appropriate boundaries with supervisors, peers, & clients.**

Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships.

Final  
Required

Exceeds  
Expectations/Demonstrates  
Competencies (5)

**2.D Knowledge & Adherence to Site and Course Policies Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.**

Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.

Final  
Required

Exceeds  
Expectations/Demonstrates  
Competencies (5)

<b>2.E Record Keeping &amp; Task Completion</b> Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.				

<b>2.F Multicultural Competence in Counseling Relationship</b> Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.				

<b>2.G Emotional Stability &amp; Self-control</b> Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with client, such as having high levels of emotional reactants with clients.				



<b>2.H Motivated to Learn &amp; Grow / Initiative Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.				

<b>2.I Openness to Feedback Responds non-defensively &amp; alters behavior in accordance with supervisory &amp;/or instructor feedback.</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.				

<b>2.J Flexibility &amp; Adaptability Demonstrates ability to adapt to changing circumstance, unexpected events, &amp; new situations.</b>					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.				

2.K Congruence & Genuineness Demonstrates ability to be present and 'be true to oneself'					Final Required	Exceeds Expectations/Demonstrates Competencies (5)		
Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)				
Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.				

Narrative Feedback

Please note the counselor’s or trainee’s areas of strength, which you have observed

Question Comments : \*Comment Required

She presents to be present with her clients showing them empathy and compassion.

Please note the counselor’s or trainee’s areas that warrant improvement, which you have observed

Question Comments : \*Comment Required

She presents to continue needing to work on her documentation as well as her progress notes.

Please comment on the counselor’s or trainee’s general performance during his or her clinical experience to this point

Question Comments : \*Comment Required

She reflects on her cases and aims to help her clients and goes into interspective thoughts with her cilents.

Evaluation Score Summary

Title:	Score	Adj. Score	
Primary Evaluation	113.00	113.00	Fina
		113.00	

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