

**PRACTICUM
SEMINAR LEADER EVALUATION FORM**

**ARGOSY UNIVERSITY, CHICAGO
MA COMMUNITY COUNSELING**

Student: _____ Site: _____

Site Supervisor: _____ Seminar Instructor: _____

Semester: Fall Year _____ Period Covered: ____/____/____

Seminar Leader contact with Site Supervisor Date: _____

Content of Discussion:

Please evaluate this student from a developmental perspective (based on expectations commensurate with current stage of clinical and professional development).

With this developmental perspective in mind, please evaluate this student's overall performance based on the following rating scale:

<i>5= Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4= Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	<i>N/A=Not applicable or insufficient opportunity to observe</i>

I. PROFESSIONALISM/ETHICS

Knowledge of relevant counseling theory and concepts	1	2	3	4	5	N/A
Effectively completes assigned duties/tasks	1	2	3	4	5	N/A
Shows appropriate initiative	1	2	3	4	5	N/A
Ability to conceptualize and synthesize data	1	2	3	4	5	N/A
Time management/organizational skills	1	2	3	4	5	N/A
Contributes as a member of treatment team	1	2	3	4	5	N/A
Relates effectively to seminar leader	1	2	3	4	5	N/A
Actively seeks new learning experiences	1	2	3	4	5	N/A
Makes appropriate decisions and uses good judgment	1	2	3	4	5	N/A
Written assignments are accurate and appropriate	1	2	3	4	5	N/A
Is aware of and complies with ACA/Professional ethical standards	1	2	3	4	5	N/A
Maintains professional comportment	1	2	3	4	5	N/A
Is conscientious, energetic and responsible when conducting professional activities	1	2	3	4	5	N/A
Follows appropriate policies of seminar/Director of Training	1	2	3	4	5	N/A
Understands the roles and responsibilities of counselors and other professionals	1	2	3	4	5	N/A

Comments:

II. SEMINAR PARTICIPATION

Prepares for seminar	1	2	3	4	5	N/A
Is open and honest in seminar sessions	1	2	3	4	5	N/A
Accepts and uses constructive feedback	1	2	3	4	5	N/A
Is self-aware and self-reflective	1	2	3	4	5	N/A
Demonstrates self-sufficiency and seeks consultation/guidance appropriately	1	2	3	4	5	N/A

Comments:

III. HELPING RELATIONSHIPS

Micro Counseling Skills

Establishes rapport	1	2	3	4	5	N/A
Develops and maintains empathic contact	1	2	3	4	5	N/A
Effective listening skills	1	2	3	4	5	N/A
Developing treatment goals	1	2	3	4	5	N/A
Cognitive interventions	1	2	3	4	5	N/A
Affective interventions	1	2	3	4	5	N/A
Behavioral interventions	1	2	3	4	5	N/A
Systemic interventions	1	2	3	4	5	N/A

Counseling Modalities

Individual counseling skills	1	2	3	4	5	N/A
Group counseling skills	1	2	3	4	5	N/A
Couple/family counseling skills	1	2	3	4	5	N/A
Crisis counseling skills	1	2	3	4	5	N/A
Career counseling skills	1	2	3	4	5	N/A
Psycho-educational activities	1	2	3	4	5	N/A
Ability to work with diverse client populations	1	2	3	4	5	N/A
Applies theoretical concepts to counseling situations	1	2	3	4	5	N/A

Assessment and Diagnostic Skills

Intake and clinical interview skills	1	2	3	4	5	N/A
Ability to conduct mental status examination	1	2	3	4	5	N/A
Testing administration and interpretation skills	1	2	3	4	5	N/A
Ability to utilize DSM-IV diagnostic system	1	2	3	4	5	N/A
Consultation skills	1	2	3	4	5	N/A
Case conceptualization skills	1	2	3	4	5	N/A

Comments:

IV. OVERALL PERFORMANCE RATING

Circle One:

<i>5= Professional Grade</i>	<i>2= Novice/Remediate</i>
<i>4= Proficient/Advanced</i>	<i>1= Unqualified/Failed</i>
<i>3= Intermediate/Expected</i>	<i>N/A=Not applicable or insufficient opportunity to observe</i>

Overall comments:

Based on your assessment of this student, should the student proceed to Internship, the next 600 hours of training? Please circle which is appropriate.

Yes

No

Based on your assessment of this student, do you recommend review by the Training Committee? Circle one:

Yes

No

If yes, please indicate specifically why:

SIGNATURES

Seminar Leader: _____

Date: _____

I, _____ (name of student), the undersigned have read the above evaluation and have discussed the content with my seminar leader. My signature does not necessarily indicate that I agree with it in part or in whole. If I disagree with this evaluation, I have the option of writing a dissenting opinion/explanation and submitting it to my practicum seminar leader, individual supervisor, and/or the Associate Director of Training for Counselor Education.

Student: _____

Date: _____

Submit Form to: Practicum Seminar leader or
Dr. Gary Koch,
Training Coordinator, Counselor Education Dept.
ARGOSY UNIVERSITY, CHICAGO CAMPUS
225 N. Michigan Ave., Chicago, IL 60601

OR Fax form to: 312-777-7747

PRACTICUM SEMINAR LEADER GRADING CRITERIA

5: Professional Grade

4: Proficient/Advanced

3: Intermediate/Expected

2. Novice/Remediate

1. Unqualified/Failed

These behaviorally anchored scoring criteria follow a developmental model of student skills, abilities and competencies. At different stages of practicum training, different expectations will likely apply, given a student's previous experience(s), clinical development or training opportunities. However, at the end of a practicum experience, an overall "Novice" level of performance will require a remediation plan to bring substandard competencies up to a minimal level of performance. Additionally, an overall "Unqualified" score or level of performance will result in a failing grade.

5: Expert/Professional Grade:

At this level of development, a student has a considerable background of experience and can achieve an efficient grasp of a given circumstance and can zero in on specific and salient aspects of a clinical situation without wasteful or unnecessary consideration of a large range of unfruitful, unsubstantiated, or alternative hypotheses or solutions. An expert operates from a deep understanding of a total situation but can also relinquish erroneous or unsupported clinical hypotheses when unproved or unconfirmed. Other examples of an Expert level of performance include, but are not limited to:

- Considerable and objective meta-cognition and self-observation skills and application.
- Concurrent appreciation of individual, subgroup, group, and societal differences, attitudes, stereotypes, and the historical/socio/political implications thereof.
- Effective integration and application of theory, research, and practice in application of clinical work.
- Clear understanding of personal and professional limits and strengths.
- A student at this stage of development effectively integrates supervision feedback into practice, generalizes feedback and learning to a wide variety of situations, and regularly seeks out appropriate supervision and consultation as needed and to better one's self.

4: Proficient/Advanced:

At this level of development, a student perceives and begins integrating situations as wholes, rather than in terms of separate or chopped up parts. The student can see their actions in terms of longer ranged goals or plans. Conscious, deliberate planning helps achieve efficiency and organization. A nuanced understanding of the given clinical situation emerges. Other examples of a Proficient level of performance include, but are not limited to:

- An awareness of self that includes assumptions, values, or biases and the impacts thereof in clinical practice.
- An ability to work through ruptures, strains, or misunderstandings in working alliances.
- Formulation of plans based on specific clinical circumstances, supported by theory and/or research.
- Decision-making is less labored due to an understanding of which of many existing attributes or aspects in a situation are salient, and which are not.
- A student at this stage of development not only effectively integrates supervision feedback into practice, but appropriately seeks out supervision and consultation as needed.

3: Intermediate/Expected:

At this level of development, a student has incorporated theory and research and has coped with enough applied experiences to recognize important, reoccurring situational components. A generalization of diagnostic and intervention skills to new situations is limited, but continues to grow with appropriate levels of support, feedback or supervision. Other examples of an Intermediate level of performance include, but are not limited to:

- An emerging ability to generate/consider hypotheses regarding clinical phenomena bridging theory and practice.
- Translating supervision or feedback into similar clinical situations.
- A capacity to establish clinical rapport via empathy, respect, and communicating at an appropriate developmental or intellectual level for the client/patient.
- Consistent, appropriate professional behavior and awareness of ethical or professional expectations.
- A student at this stage of development would require typical amounts of oversight regarding the competency in question for someone at this level of training and integrates supervision feedback into practice.

2: Novice/Remediate:

At this level of development, a student has demonstrated limited competency in the knowledge and understanding of how to analyze situations or problems and of intervention skills and the processes and techniques of implementing them. Due to lack of experience or difficulty receiving or utilizing guidance or feedback, the use of the specific principles or techniques lack flexibility - they are not differentiated on a case by case basis, cannot be adjusted given changing circumstances or result in limited effectiveness. Other examples of a Novice level of performance include, but are not limited to:

- An ability to recognize only the most clear or obvious of patterns.
- A limited ability to employ meta-cognition to understand one's own process.
- Simple or over-generalized knowledge of one's own or others' cultural differences.
- Concrete or rote application or utilization of feedback or supervision.
- A student at this stage of development would require oversight, as opposed to supervision, regarding the competency in question.

1: Unqualified/Fail:

At this level of development, a student has not demonstrated minimal competency in the understanding, application, or ability to analyze situations or problems, implement interventions or technique, differentiate between clinically important and unimportant details, or apply theory in an appropriate manner. Other examples of an Unqualified level of performance include, but are not limited to:

- Insufficient or critically incomplete knowledge or understanding of the principle in question.
- An inability to implement or apply basic or "foundation" techniques or skills.
- Choosing or performing techniques or interventions contraindicated for circumstances.
- Inability or unwillingness to receive or utilize feedback or supervision.
- A student at this stage of development would require constant oversight regarding the competency in question.