Please complete and mail to the Counselor Education Program, Canevin Hall, Duquesne University, Pittsburgh, PA 15282.

The areas listed below serve as a general guide for the activities typically engaged during practicum and internship. Please rate the student on the activities in which he/she has engaged, using the following scale.

0 = Below Expectations: does not demonstrate competence and/or engages in counterproductive behaviors
1 = Approaching Effectiveness: demonstrates emerging competence
2 = Proficient: consistently demonstrates competence at an acceptable level
3 = Distinguished: consistently demonstrates advanced levels of competence
NA = Not Applicable to this training experience/Not Sure: not enough information is available

Student’s Name ____________________________  Supervisor’s Signature ____________________________

Site ____________________________  Date ____________________________

<table>
<thead>
<tr>
<th>Below Expectations</th>
<th>Approaching Effectiveness</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Not Applicable/ Not Sure</th>
</tr>
</thead>
</table>

**GENERAL SUPERVISION**

1. Demonstrates a personal commitment to the development of professional competencies.  
   0 1 2 3 NA
2. Seeks, accepts and uses feedback to enhance self-development and counseling skills.  
   0 1 2 3 NA
3. Displays open and clear communication with supervisor and other personnel.  
   0 1 2 3 NA
4. Completes paperwork punctually and conscientiously.  
   0 1 2 3 NA

**THE COUNSELING PROCESS**

1. Keeps appointments on time.  
   0 1 2 3 NA
2. Is relaxed and comfortable in counseling sessions, displays appropriate non-verbal skills.  
   0 1 2 3 NA
3. Communicates interest in and acceptance of students/clients.  
   0 1 2 3 NA
4. Is aware of, and can identify own feelings in the counseling session.  
   0 1 2 3 NA

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5. Facilitates realistic goal-setting with the student/client. | 0 | 1 | 2 | 3 | NA |

6. Employs appropriate judgment in the timing and use of a variety of counseling interventions. | 0 | 1 | 2 | 3 | NA |

7. Displays awareness of group dynamic processes. | 0 | 1 | 2 | 3 | NA |

8. Demonstrates appropriate group leadership skills. | 0 | 1 | 2 | 3 | NA |

**EVALUATION AND TESTING**

1. Demonstrates ability to develop, execute, and evaluate an intervention plan for students/clients. | 0 | 1 | 2 | 3 | NA |

2. Appropriately explains, administers, and interprets tests. | 0 | 1 | 2 | 3 | NA |

3. Is sensitive to ethical, cultural, and legal dimensions of testing. | 0 | 1 | 2 | 3 | NA |

**CONSULTATION**

1. Uses strategies and methods of empowering parents/guardians to act on behalf of their children. | 0 | 1 | 2 | 3 | NA |

2. Recognizes issues that affect the development and functioning of students/clients and makes appropriate referrals. | 0 | 1 | 2 | 3 | NA |

**TECHNOLOGICAL**

1. Demonstrates appropriate and effective use of technology to enhance the counselor’s role. | 0 | 1 | 2 | 3 | NA |

2. Uses technology in a secure and ethical manner in order to maintain privacy of students/clients. | 0 | 1 | 2 | 3 | NA |

**ADMINISTRATIVE AND PROFESSIONAL IDENTITY**

1. Displays knowledge of, and adheres to school/agency programs and policies. | 0 | 1 | 2 | 3 | NA |

2. Participates in school/agency in-service and group supervision activities. | 0 | 1 | 2 | 3 | NA |

3. Displays promptness, reliability, and responsibility. | 0 | 1 | 2 | 3 | NA |

4. Demonstrates ethical and professional behavior. | 0 | 1 | 2 | 3 | NA |

5. Demonstrates multicultural awareness and effectiveness. | 0 | 1 | 2 | 3 | NA |

6. Demonstrates good relational skills with site staff and supervisor. | 0 | 1 | 2 | 3 | NA |
THIS SECTION FOR SCHOOL COUNSELING MAJORS ONLY

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<th></th>
<th>Below Expectations</th>
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<tbody>
<tr>
<td><strong>CLASSROOM GUIDANCE</strong></td>
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<tr>
<td>1. Designs classroom guidance</td>
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<td>1</td>
<td>2</td>
<td>3</td>
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<td>to assist students with</td>
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<td>academic, career, and</td>
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<td>personal/social development.</td>
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<td>2. Assists in facilitation of</td>
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<td>peer programs including peer</td>
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<td>helper, peer tutor, peer</td>
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**ADDITIONAL COMMENTS:** This section may be used to provide additional information on low ratings, and to note specific strengths of the student.

Adapted from material in Practicum and Internship Textbook for Counseling and Psychotherapy, Boylan, Malley, and Scott, 1995.

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