

Professional Performance Evaluation

Student _____
Faculty _____

Semester/Year _____
Course Number _____

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| Rating Scale | | | | |
|---|--|---|---|---|
| N - No Opportunity to observe | 1 - Meets criteria minimally or inconsistently for program level | | | |
| 0 - Does not meet criteria for program level | 2 - Meets criteria consistently at this program level | | | |
| Communication Skills and Abilities | | | | |
| 1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created | N | 0 | 1 | 2 |
| 2. The student demonstrates effective communication skills including: | | | | |
| a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc. | N | 0 | 1 | 2 |
| b. Understanding content - understanding the primary elements of the conversation | N | 0 | 1 | 2 |
| c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings | N | 0 | 1 | 2 |
| d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner | N | 0 | 1 | 2 |
| e. Congruence - genuineness; external behavior consistent with internal affect | N | 0 | 1 | 2 |
| f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual | N | 0 | 1 | 2 |
| g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. | N | 0 | 1 | 2 |
| h. Immediacy – communicating by staying in the here and now | N | 0 | 1 | 2 |
| i. Timing - responding at the optimal moment | N | 0 | 1 | 2 |
| j. Intentionality - responding with a clear understanding of the outcomes desired | N | 0 | 1 | 2 |
| k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose | N | 0 | 1 | 2 |
| 3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively | N | 0 | 1 | 2 |
| 4. The student collaborates with an individual to establish clear strategic goals | N | 0 | 1 | 2 |
| 5. The student facilitates movement toward the individual's goals | N | 0 | 1 | 2 |
| 6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner | N | 0 | 1 | 2 |
| 7. The student creates a safe environment | N | 0 | 1 | 2 |
| 8. The student demonstrates analysis and resolution of ethical dilemmas. | N | 0 | 1 | 2 |
| Professional Responsibility | | | | |
| 1. The student conducts self in an ethical manner so as to promote confidence in the profession. | N | 0 | 1 | 2 |
| 2. The student relates to peers, professors, and others in a manner consistent with stated professional standards | N | 0 | 1 | 2 |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships | N | 0 | 1 | 2 |
| 4. The student demonstrates application of legal requirements relevant to professional training and practice | N | 0 | 1 | 2 |
| Competence | | | | |
| 1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise. | N | 0 | 1 | 2 |
| 2. The student takes responsibility for compensating for her/his deficiencies. | N | 0 | 1 | 2 |
| 3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise. | N | 0 | 1 | 2 |
| 4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience. | N | 0 | 1 | 2 |

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| 5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others | N | 0 | 1 | 2 |
| Maturity | | | | |
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. | N | 0 | 1 | 2 |
| 2. The student demonstrates honesty, fairness, and respect for others | N | 0 | 1 | 2 |
| 3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work. | N | 0 | 1 | 2 |
| 4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors | N | 0 | 1 | 2 |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | N | 0 | 1 | 2 |
| 6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | N | 0 | 1 | 2 |
| Integrity | | | | |
| 1. The student refrains from making statements which are false, misleading or deceptive. | N | 0 | 1 | 2 |
| 2. The student avoids improper and potentially harmful dual relationships. | N | 0 | 1 | 2 |
| 3. The student respects the fundamental rights, dignity and worth of all people. | N | 0 | 1 | 2 |
| 4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | N | 0 | 1 | 2 |
| 5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | N | 0 | 1 | 2 |

Comments: