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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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**Counseling 530: Beginning Practicum**  
**Practicum Presentations Evaluation Rubric**

Semester: Spring  Fall  Year: \_\_\_\_\_

Student's Name: \_\_\_\_\_

CWID #: \_\_\_\_\_

The following scale will be used in providing feedback on your presentations:

- 1 unacceptable performance
- 2 needs improvement in performance
- 3 appropriate performance (**expected level**)
- 4 good demonstrated performance
- 5 outstanding clinical performance
- N/A not applicable or insufficient evidence to make a rating

**Note that all skills demonstrated must reach the level of 3 (expected level) or higher by the end of the semester. Also, not all clinical skills are required for each presentation as students may not have a chance to demonstrate all skills—these are just possibilities—do not feel that you need to show all of these skills in your presentation.**

| <b><i>Professionalism</i></b>  |   |   |   |   |   |     |
|--|---|---|---|---|---|-----|
| <i>Student demonstrates appropriate utilization of or ability in:</i>            |   |   |   |   |   |     |
| Preparation/timeliness   | 1 | 2 | 3 | 4 | 5 | N/A |
| Openness to supervisor and peer feedback   | 1 | 2 | 3 | 4 | 5 | N/A |
| Consultation with supervisor and/or colleagues                                   | 1 | 2 | 3 | 4 | 5 | N/A |
| Strengths/growth areas for counselor   | 1 | 2 | 3 | 4 | 5 | N/A |
| Identity as a clinical mental health counselor and marriage and family therapist | 1 | 2 | 3 | 4 | 5 | N/A |
| Relevant legal/ethical issues  | 1 | 2 | 3 | 4 | 5 | N/A |
| Boundary issues between counselor and client                                     | 1 | 2 | 3 | 4 | 5 | N/A |
| Timely and professional clinical records   | 1 | 2 | 3 | 4 | 5 | N/A |
| Advocacy for client when appropriate   | 1 | 2 | 3 | 4 | 5 | N/A |

| <b><i>Clinical Skills</i></b>   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| <i>Student demonstrates appropriate utilization of or ability in:</i>   |   |   |   |   |   |     |
| Active listening skills, verbal/non-verbal  | 1 | 2 | 3 | 4 | 5 | N/A |
| Developing/maintaining therapeutic relationship   | 1 | 2 | 3 | 4 | 5 | N/A |
| Counselor presence/engagement   | 1 | 2 | 3 | 4 | 5 | N/A |
| Silence   | 1 | 2 | 3 | 4 | 5 | N/A |
| Timing of interventions   | 1 | 2 | 3 | 4 | 5 | N/A |
| Open-ended questions  | 1 | 2 | 3 | 4 | 5 | N/A |
| Being non-judgmental  | 1 | 2 | 3 | 4 | 5 | N/A |
| Exploring affect  | 1 | 2 | 3 | 4 | 5 | N/A |
| Exploring cognitions  | 1 | 2 | 3 | 4 | 5 | N/A |
| Exploring behavior  | 1 | 2 | 3 | 4 | 5 | N/A |
| Awareness of crisis issues  | 1 | 2 | 3 | 4 | 5 | N/A |
| Action regarding crises   | 1 | 2 | 3 | 4 | 5 | N/A |
| Balancing process and content comments  | 1 | 2 | 3 | 4 | 5 | N/A |
| Immediacy   | 1 | 2 | 3 | 4 | 5 | N/A |
| Interpersonal process between client and counselor  | 1 | 2 | 3 | 4 | 5 | N/A |
| Awareness of self/countertransference/bias  | 1 | 2 | 3 | 4 | 5 | N/A |
| Self-awareness/countertransference in session   | 1 | 2 | 3 | 4 | 5 | N/A |
| Self-disclosure   | 1 | 2 | 3 | 4 | 5 | N/A |
| Empathically and appropriately challenging client   | 1 | 2 | 3 | 4 | 5 | N/A |
| <b><i>Conceptualization and Treatment Planning</i></b>  |   |   |   |   |   |     |
| <i>Student demonstrates appropriate utilization of or ability in:</i>   |   |   |   |   |   |     |
| Strengths/growth areas of clients   | 1 | 2 | 3 | 4 | 5 | N/A |
| Assessment/DSM diagnosis  | 1 | 2 | 3 | 4 | 5 | N/A |
| Developing case conceptualizations through use of theory that accounts for human development perspective  | 1 | 2 | 3 | 4 | 5 | N/A |
| Developing treatment planning responsive to assessment, conceptualization, and cultural factors [including Severe Mental Illness (SMI) and/or co-occurring disorders] | 1 | 2 | 3 | 4 | 5 | N/A |
| Evidence-based practices in clinical work   | 1 | 2 | 3 | 4 | 5 | N/A |
| Linking interventions to case conceptualization and treatment goals   | 1 | 2 | 3 | 4 | 5 | N/A |
| Anticipating and preparing clients for termination  | 1 | 2 | 3 | 4 | 5 | N/A |
| Preparing self for termination  | 1 | 2 | 3 | 4 | 5 | N/A |
| Providing appropriate referrals when needed   | 1 | 2 | 3 | 4 | 5 | N/A |

| <b><i>Diversity Awareness and Sensitivity</i></b>                     |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| <i>Student demonstrates appropriate utilization of or ability in:</i> |   |   |   |   |   |     |
| Awareness of diversity relative to self                               | 1 | 2 | 3 | 4 | 5 | N/A |
| Awareness of diversity relative to client                             | 1 | 2 | 3 | 4 | 5 | N/A |
| Awareness of diversity relative to system/context/environment         | 1 | 2 | 3 | 4 | 5 | N/A |
| Knowledge of diverse groups   | 1 | 2 | 3 | 4 | 5 | N/A |
| Culturally responsive interventions                                   | 1 | 2 | 3 | 4 | 5 | N/A |

**Comments:**