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CALIFORNIA STATE UNIVERSITY, FULLERTON  
DEPARTMENT OF COUNSELING

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**Professor Evaluation of Counselor Student/Trainee  
Dispositions & Professionalism**

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

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

Professor's Name: \_\_\_\_\_

Course: \_\_\_\_\_

**Directions for faculty:**

- Professors from any class are welcome to fill out the form for any student about whom they have concerns or want to note strengths and growth areas.
- 511, 530, and 584 professors must fill Table 1 (global evaluation) and include professor and student signatures at the bottom (even if there are no concerns).
- If there are any “needs improvement” or “concerns,” also complete the relevant section of Table 2. Provide comments about any concerns at the end of the form.

**Table 1: GLOBAL EVALUATION: (circle the appropriate item):**

**Dispositions & Professionalism A – D**

<b>A. Effective and Professional Communication and Collaboration</b>	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
<b>B. Emotional Maturity, Self-Awareness, and Counselor Presence</b>	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
<b>C. Dependability, Reliability, and Ethical Behavior</b>	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
<b>D. Respect for Diversity and Openness to Other World Views</b>	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

**Table 2: Dispositions & Professionalism – A. Effective and Professional Communication and Collaboration**

Student has considerate and respectful written and verbal communication with peers, staff, professors, and supervisors (in person and email).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student works well on group projects and does their fair share.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student appropriately addresses areas of conflict or concern, including consultation with instructor and/or supervisor.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

**Table 3. Dispositions & Professionalism - B. Emotional Maturity, Self-Awareness, and Counselor Presence**

Student presents appropriately for the situation (e.g., appropriate attire when seeing clients).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
If student is struggling emotionally or with a life situation, they take responsibility and appropriately inform professors and/or supervisors. They take appropriate steps to manage their course or client work and obtain any needed assistance (e.g., therapy, leave of absence, self-care).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student manages learning and performance anxieties appropriately.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student demonstrates self-awareness and commitment to personal growth (e.g., understands how one's words and actions impact others; identifies own strengths and areas of needed growth).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student provides constructive feedback and responds appropriately and flexibly to feedback.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student demonstrates appropriate boundaries (e.g., in class, with professors, with clients).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student has a good counselor presence (e.g., empathic, confident, good non-verbals, a therapeutic vocal style).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

**Table 4. Dispositions & Professionalism - C. Dependability, Reliability, and Ethical Behavior**

Student appears to devote sufficient time and energy to the requirements of the program and manages their schedule and obligations appropriately.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is prepared for class, attentive to lecture presentations, and engages in class discussions (taking into account students are diverse in their comfort level and cultural norms regarding speaking up).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is on time for class and appointments (also supervision and training if in practicum).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student completes papers and assignments on time (also case notes and site paperwork).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
On the rare occasion that the student is late or misses class, it is for an appropriate reason, and they inform the professor and follow up appropriately.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student abstains from using electronic devices during class time, with the exception of approved note-taking.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student adheres to legal and ethical principles (e.g., ACA Code of Ethics, CAMFT Code of Ethics, BBS laws and regulations, the Counseling Student Handbook, CSUF academic integrity).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student demonstrates appropriate identity as a clinical mental health counselor and marriage and family therapist (e.g., scope of practice, scope of competence).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

**Table 5. Dispositions & Professionalism - D. Respect for Diversity and Openness to Other World Views**

Student is respectful and empathic regarding the experience of others different from themselves.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is willing to address areas of personal bias, prejudice, or “blind spots.”	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student does not impose personal values onto others (e.g., peers, clients).	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Student is committed to enhancing the well-being of others, regardless of their diverse identities and/or circumstances.	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A
Other:	<input type="checkbox"/> Concern	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> No Concern	<input type="checkbox"/> N/A

**Comments (e.g., strengths, areas of improvement needed; context of the concern):**

**If the form and/or content of concern was discussed with the student in any way, please state how that process went:**

**Plan (if applicable):**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Required for Practicum courses)

**Professor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_