
CALIFORNIA STATE UNIVERSITY, FULLERTON
DEPARTMENT OF COUNSELING

**Professor Evaluation of Counseling Student
Clinical Skills in Coun 511
Year: _____**

Student's Name: _____

Professor's Name: _____

How to use this evaluation form:

- Begin with page 2 and rate the student on each item and then come back to this page to provide a global evaluation and any comments.

GLOBAL EVALUATION: The students is generally able to use the 511 skills appropriately for this level of training (circle the appropriate item):

- Yes, meets or exceeds expectations
- Yes, meets minimal expectations
- No, does not meet minimal expectations (see comments and remediation plan)

NARRATIVE COMMENTS and remediation plan (if necessary):

Provide a rating from 0 to 2. Do not provide a higher rating; If you would like to elaborate on how advanced the student is here in 511, do so in the narrative comments option. If there are any concerns, explain them in the narrative as well. If you did not have an opportunity to evaluate a skill you can leave it blank.

Note: If students have a “0” rating on a crucial skill or on many skills, provide a global rating of “No, does not meet minimal expectations” and clarify in the comments with a remediation plan.

<p>Concern Below expectations</p> <p>0</p> <p>The student does not use skills appropriate for level of training and does not show adequate improvement by the end of the course</p>	<p>No Concern 511 Meets expectations</p> <p>1 – 2</p> <p>The student uses skills <i>appropriately</i> for beginning level with practice “clients”</p>
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Category	Clinical Skills	Score (0-2)
CS1	Feeling reflections	
CS2	Content reflections	
CS3	Questions (e.g. frequency, open vs. closed)	
CS4	Silence (e.g. client is processing vs. counselor stuck)	
CS5	Verbal and non-verbal body language (e.g. eye contact, posture, gesturing, proxemics, head nodding)	
CS6	Avoidance of providing praise (external evaluation of client or behavior)	
CS7	Empathy (feelings combined with reasons for feeling or meaning)	
CS8	Ability to sit with painful emotions	
CS9	Probing (going deeper into meaning of words, client behavior, feelings, beliefs, themes or values)	
CS10	Empathic confrontation (e.g., reflection of discrepancy in lieu of harsh confrontations)	
CS11	Avoiding supportive statements that minimize client feelings	
CS12	Therapeutic voice (e.g. tone, volume, rate of speech)	
CS13	Identification of themes (reflection of a main point, theme, or general concern of client)	
CS14	Countertransference awareness	