

Lewis & Clark Professional Mental Health Counseling (PMHC) and
Professional Mental Health Counseling-Addictions (PMHC-A)
PRACTICUM STUDENT EVALUATION FORM

Student Name:

Signature & Date:

Term/Year:

Check One: Practicum I Practicum II

Site Name:

Site Supervisor Name:

Signature & Date:

Faculty Supervisor Name:

Signature & Date:

Rating Scale:

N: No opportunity to observe

0: Does not meet criteria

1: Meets criteria occasionally or inconsistently

2: Meets criteria consistently

| Professional & Ethical Responsibility | N | 0 | 1 | 2 |
|--|---|---|---|---|
| 1. Ethical Conduct: Adheres to ethical codes and legal standards for the counseling profession. | | | | |
| 2. Demonstrates Professionalism and Boundaries Follows site policies and procedures, maintains appropriate boundaries, provides quality client care (including punctuality and attendance), and demonstrates professionalism and respect in all interactions (demeanor, dress, use of language, etc.). | | | | |
| 3. Engages in Self-Reflection and Growth Regularly reflects on personal strengths and areas for improvement; seeks supervision proactively. Demonstrates integration of feedback from peers and supervisors. | | | | |
| 4. Maintains Accurate and Timely Documentation Completes session notes, treatment plans, and other documentation thoroughly and punctually. | | | | |
| 5. Collaborates with Site Staff & Other Professionals Works effectively with peers, supervisors, and other professionals within the site to support all client care. | | | | |
| 6. Self-care, Impairment, and Burnout Demonstrates adequate self-care and recognizes signs of burnout before client care is impacted. | | | | |
| 7. Termination & Referral Appropriately terminates and/or refers clients as needed. | | | | |

| Core Counseling Skills | N | 0 | 1 | 2 |
|--|----------|----------|----------|----------|
| 8. Establishes and Maintains Therapeutic Rapport Effectively builds and sustains a trusting, professional relationship with clients. | | | | |
| 9. Demonstrates Active Listening and Attunement Engages in reflective listening, demonstrates positive regard, accurately interprets client expressions, and responds empathetically. | | | | |
| 10. Applies Counseling Theories to Practice Begins to integrate relevant theoretical frameworks in session to guide therapeutic approaches. | | | | |
| 11. Utilizes Effective Questioning, Reflection, & Challenging Techniques Effectively uses practical skills: door openers, open-ended questions, paraphrasing, reflections of feeling and meaning, confrontation, giving feedback, summarizing, and immediacy. | | | | |
| Clinical Competence: Assessment, Diagnosis, and Treatment Planning | N | 0 | 1 | 2 |
| 12. Use of Data Collects important data at intake, begins to use client data and diagnosis as appropriate to develop conceptualization and treatment goals/plans. | | | | |
| 13. Develops Comprehensive Case Conceptualizations Assesses client needs and begins to formulate basic case conceptualizations based on presenting issues. | | | | |
| 14. Integrates Assessment Data into Treatment Planning Begins to utilize assessment findings to inform treatment goals and develop intervention strategies. Identifies and implements interventions. | | | | |
| 15. Assesses Client Progress and Adjusts Treatment Monitors client progress, reassesses goals as needed, and adapts interventions. Begins to implement a range of interventions with clients. | | | | |
| 16. Treatment Planning & Diagnostic Impressions Creates basic treatment plans with specific goals. Able to identify basic diagnostic impression. | | | | |
| Clinical Competence: Theory and Conceptualization | N | 0 | 1 | 2 |
| 17. Theoretical Understanding Understands a variety of models and theories that account for mental health disorders and presenting problems. | | | | |
| 18. Developmental Theory Throughout Lifespan Understands the impact of a person's individual and family development on the therapeutic process. | | | | |
| 19. Articulates Theory Begins to articulate theoretical orientation and begins to connect theory with practice. | | | | |
| Clinical Competence: Multicultural Orientation & Awareness | N | 0 | 1 | 2 |

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|--|----------|----------|----------|----------|
| 20. Addresses Power, Privilege, and Bias Identifies issues of power, privilege, and potential biases within the counseling relationship. | | | | |
| 21. Self-Other Awareness Demonstrates awareness and knowledge of self and other intersecting identities (gender, race, class, etc.) and the effects of these complex social locations within the counseling context. | | | | |
| 22. Humility Maintains cultural humility and intellectual humility, and promotes social justice & equity. | | | | |
| 23. Broaching & Bridging Begins to demonstrate broaching aspects of race, class, culture, gender, etc., with clients, including self-broaching ("As a person without a disability, I haven't had those experiences...") and other broaching ("As one of few Latinas in your workplace, I'm wondering how this has felt for you...") and bridging ("We are both men, but as a cisgender man, our experiences may differ..."). | | | | |
| Clinical Competence: Crisis & Trauma | N | 0 | 1 | 2 |
| 24. Manages Crisis Situations Effectively Understands the impact of trauma on clients and on the therapeutic process. Recognizes and responds appropriately to client crises, ensuring safety and stability. | | | | |
| 25. Implements Risk Assessment and Safety Planning Conducts risk assessments for harm to self/others and collaboratively creates safety plans when needed. | | | | |

Supervisor comments or feedback: