

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
<b>1. Ethical Conduct:</b> Adheres to ethical codes and legal standards for the counseling profession.				
<b>2. Demonstrates Professionalism and Boundaries</b> 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.).				
<b>3. Engages in Self-Reflection and Growth</b> Regularly reflects on personal strengths and areas for improvement; seeks supervision proactively. Demonstrates integration of feedback from peers and supervisors.				
<b>4. Maintains Accurate and Timely Documentation</b> Completes session notes, treatment plans, and other documentation thoroughly and punctually.				
<b>5. Collaborates with Site Staff &amp; Other Professionals</b> Works effectively with peers, supervisors, and other professionals within the site to support all client care.				
<b>6. Self-care, Impairment, and Burnout</b> Demonstrates adequate self-care and recognizes signs of burnout before client care is impacted.				
<b>7. Termination &amp; Referral</b> Appropriately terminates and/or refers clients as needed.				

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

<b>20. Addresses Power, Privilege, and Bias</b> Identifies issues of power, privilege, and potential biases within the counseling relationship.				
<b>21. Self-Other Awareness</b> 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.				
<b>22. Humility</b> Maintains cultural humility and intellectual humility, and promotes social justice & equity.				
<b>23. Broaching &amp; Bridging</b> 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...” ).				
<b>Clinical Competence: Crisis &amp; Trauma</b>	<b>N</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>24. Manages Crisis Situations Effectively</b> Understands the impact of trauma on clients and on the therapeutic process. Recognizes and responds appropriately to client crises, ensuring safety and stability.				
<b>25. Implements Risk Assessment and Safety Planning</b> Conducts risk assessments for harm to self/others and collaboratively creates safety plans when needed.				

**Supervisor comments or feedback:**