

Intern Name: Andrea Garraway

Internship: COUC 998-A01 Spring20

Submitted: May 2, 2020

Course/Term: COUC998 - A01 : Practicum ( Spring 2020c )

Assessor: John Thomas (Faculty Supervisor)

Comments:

Faculty Supervisor(s): John Thomas

Site Supervisor(s): Comelia Pringle

Site: ATRA Counseling Services, 4921 Albemarle ste 108, Charlotte NC 28205

Subject(s): CMHC

Grade(s): N/A

**Scales Evaluation Guidelines**

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**Part I: Counseling Skills & Therapeutic Conditions**

	<b>Exceeds Expectations / Demonstrates Competencies (5.000 pts)</b>	<b>Meets Expectations / Demonstrates Competencies (4.000 pts)</b>	<b>Near Expectations / Developing towards Competencies (3.000 pts)</b>	<b>Below Expectations / Insufficient / Unacceptable (2.000 pts)</b>	<b>Harmful (1.000 pts)</b>	<b>N/A</b>
Nonverbal Skills -- Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85% of the time).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70% of the time)	Demonstrates inconsistency in his/her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.	
Comments:						
Encouragers -- Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates inconsistency in his/her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.	
Comments:						
Questions -- Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%)	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time	
Comments:						
Reflecting Part I -- Basic Reflection of Content and Paraphrasing	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots	
Comments:						
Reflecting Part II -- Reflection of Feelings	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots	
Comments:						

Reflecting Part III - Summarizing Content, feelings, behaviors, & future plans	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots	
Comments:						
Advanced Reflection (Meaning) -- including Values and Core Beliefs (taking counseling to a deeper level)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots	
Comments:						
Confrontation -- Counselor challenges client to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed and therefore appropriately not used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive	
Comments:						
Goal Setting -- Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established	
Comments:						
Focus of Counseling -- Counselor focuses (or refocuses) client on his/her therapeutic goals -- i.e. purposeful counseling	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client	
Comments:						
Facilitate Therapeutic Environment Part I -- Expresses accurate empathy & care. Counselor is "present" and open to client. (includes immediacy and concreteness)a	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client	
Comments:						

Facilitate Therapeutic Environment Part 2 -- Counselor expresses appropriate respect & unconditional positive regard	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client	
Comments:						
						58.000 pts

**Part 2: Counseling Dispositions & Behaviors**

	<b>Exceeds Expectations / Demonstrates Competencies (5.000 pts)</b>	<b>Meets Expectations / Demonstrates Competencies (4.000 pts)</b>	<b>Near Expectations / Developing towards Competencies (3.000 pts)</b>	<b>Below Expectations / Insufficient / Unacceptable (2.000 pts)</b>	<b>Harmful (1.000 pts)</b>	<b>N/A</b>
Professional Ethics -- Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeatedly violates the ethical codes &/or makes poor decisions	
Comments:						
Professional Behavior -- Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.	
Comments:						
Professional & Personal Boundaries -- Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries	Harmful relationship with others	
Comments:						
Knowledge & Adherence to Site Policies -- Demonstrates understanding and appreciation for all counseling site policies and procedures.	Demonstrates consistent adherence to all counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.	
Comments:						

Record Keeping & Task Completion -- Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes all required record keeping, documentation, and assigned tasks in a through, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.	
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Comments:

Multicultural Competencies- - Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others	
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Comments:

Self-awareness Self-understanding -- Student demonstrates awareness of his/her own belief systems, values, needs & limitations and the effect of "self" on his/her work with clients 1/1 (100%)	Student demonstrates significant & consistent awareness & appreciation of his/her belief system & the influence of his/her beliefs on the counseling process	Student demonstrates awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process	Student demonstrates inconsistent awareness & appreciation of his/her belief system and the influence of his/her beliefs on the counseling process.	Student demonstrates limited awareness of his/her belief system and appears closed to increasing his/her insight	Student demonstrates little or no awareness of his/her belief system and appears closed to increasing his/her insight	
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Comments:

Emotional stability & Self-control -- Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.	
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Comments:

Motivated to Learn & Grow / Initiative -- Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development.	
Comments:						
Openness to Feedback -- Responds non-defensively & alters behavior in accordance with supervisory feedback.	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does not implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.	
Comments:						
Flexibility & Adaptability-- Demonstrates ability to flex to changing circumstance, unexpected events, and new situations.	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.	
Comments:						
Congruence & Genuineness - - Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and not genuine	
Comments:						
5.000 pts   100 %						

**Part III: Case Conceptualization, Diagnosis, and Treatment Planning**

	<b>Exceeds Expectations / Demonstrates Competencies (5.000 pts)</b>	<b>Meets Expectations / Demonstrates Competencies (4.000 pts)</b>	<b>Near Expectations / Developing towards Competencies (3.000 pts)</b>	<b>Below Expectations / Insufficient / Unacceptable (2.000 pts)</b>	<b>Harmful (1.000 pts)</b>	<b>N/A</b>
Apply Theory to Practice -- Knowledge of counseling theory and application in practice 1/3 (33%)	Student demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.	Student demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients	Student demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work	Student demonstrates limited understanding of counseling theory & its role in his/her therapeutic work with clients	Student demonstrates no understanding of counseling theory & its role in his/her therapeutic work with clients	
Comments:						
Case Conceptualization -- Present & summarize client history, including the multiple influences on a client's level of functioning 1/3 (33%)	Student demonstrates a strong & comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning	Student demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client's level of functioning	Student demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning	Student demonstrates a limited case conceptualization & does not appreciate the influence of systemic factors on the client's level of functioning	Student does not demonstrate case conceptualization & ignores the influence of systemic factors on the client's level of functioning	
Comments:						

Psychosocial & Treatment Planning -- Construct a comprehensive appropriate psychosocial report & treatment plan 1/3 (33%)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan (e.g., goals are relevant, attainable, & measurable)	Student demonstrates the ability to construct a comprehensive & appropriate psychosocial report & treatment plan	Student demonstrates an inconsistent ability to construct a comprehensive & appropriate psychosocial report & treatment plan	Student demonstrates a limited ability to construct a comprehensive & appropriate psychosocial report & treatment plan	Student does not demonstrate the ability to construct a comprehensive & appropriate psychosocial report & treatment plan	
Comments:						
	12.000 pts   80 %					