

# COUNSELING STUDENT COMPETENCY EVALUATION (CSCE)

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Student: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Faculty: \_\_\_\_\_

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

The Counseling Program is obligated by professional ethics (see ACA Code of Ethics, 2014) and University procedure to assess students as to their potential for meeting the expectations of the professional counseling field. The competencies outlined in this document (CSCE) are specific to professional counseling and are in addition to academic requirements. The Counseling Program may suspend from the program any students judged incapable of meeting these expectations. Procedures regarding potential dismissal are outlined in the Program's Retention/Dismissal Procedure.

The CSCE may be used by any faculty member with any student enrolled in a Counseling course to provide that student with feedback regarding their potential for meeting the expectations of the professional counseling field and the Department. Completion of a CSCE is required in the following courses: COUN 516, COUN 548, COUN 551, COUN 552, COUN 620, and COUN 660. **Each use of the CSCE must be placed in the student's Department file along with any remediation plan developed by the faculty in conference with the student.**

**Based on your observations of the student, select the relevant items, then check the number that corresponds to the level of concern:**

**1 = Does Not Meet Expectation      2 = Meets Expectation      3 = Exceeds Expectation**

PROFESSIONALISM	1	2	3
1. The student conducts himself or herself in a manner consistent with the professional and ethical standards of the Department of Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates a respectful attitude toward peers, professors, and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student regularly attends class, is on time for class, and stays for the full class meeting time. In field placements, the student establishes and maintains a regular schedule of attendance and service the entire for semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student presents a professional image and demeanor at field placement sites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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COMPETENCY	1	2	3
1. The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student takes responsibility for compensating for his/her deficiencies in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates oral and written language skills consistent with a graduate level education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL & EMOTIONAL MATURITY			
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student is honest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student is aware of his/her own belief systems, values, needs, and limitations and the effect of these on his/her counseling work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRITY AND ETHICAL CONDUCT			
1. The student refrains from making statements which are false, misleading, or deceptive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student avoids improper and potentially harmful dual relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student respects the fundamental rights, dignity, and worth of all people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The student respects cultural, individual and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>CLINICAL COMPETENCY</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The student demonstrates a willingness and an ability to explore her/his own emotions, behavior, and cognitions in order to enhance self-awareness and self-knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The student consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact with others in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Adapted from the original version developed by Southwest Texas State University faculty. See Keri, S. B., Garcia, J. L., McCullough, C. S., & Maxwell, M. E. (2002). Systematic evaluation of professional performance: Legally supported procedures and process. Counselor Education & Supervision (2002), 41, 321-332.*