COUNSELING STUDENT COMPETENCY EVALUATION (CSCE)

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 <u>required</u> 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.	☐	☐	☐
2. The student demonstrates a respectful attitude toward peers, professors, and others.	☐	☐	☐
3. The student demonstrates sensitivity to real and ascribed differences in power between him/herself and others	☐	☐	☐
4. The student demonstrates an understanding of and abides by the legal requirements relevant to counselor training and practice.	☐	☐	☐
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.	☐	☐	☐
6. The student willingly increases knowledge (and implementation) of effective counseling strategies.	☐	☐	☐
7. The student presents a professional image and demeanor at field placement sites.	☐	☐	☐

GENERAL COMPETENCY	1	2	3

1.	The student recognizes the boundaries of his/her particular competencies and limitations of his/her expertise.	☐	☐	☐
2.	The student takes responsibility for compensating for his/her deficiencies in a timely manner.	☐	☐	☐
3.	The student takes responsibility for assuring client welfare when faced with the boundaries of her/his expertise.	☐	☐	☐
4.	The student provides only those services, and applies only those techniques, for which s/he is qualified by education, training, supervision, or experience.	☐	☐	☐
5.	The student demonstrates basic cognitive, affective, and sensory capacities necessary for working therapeutically with clients and their respective problems.	☐	☐	☐
6.	The student demonstrates oral and written language skills consistent with a graduate level education.	☐	☐	☐
7.	The student demonstrates the ability to follow directions and complies fully with the directives of faculty and supervisors.	☐	☐	☐

SOCIAL & EMOTIONAL MATURITY	1	2	3
1. The student demonstrates appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, supervisors, peers, and clients.	☐	☐	☐
2. The student is honest.	☐	☐	☐
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.	☐	☐	☐
4. The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.	☐	☐	☐
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	☐	☐	☐
6. The student seeks to informally resolve problems/conflicts directly with the individual(s) with whom a problem exists.	☐	☐	☐
7. The student contributes appropriately to classroom and supervisory discussions and is not disruptive in classroom, field placement, or supervisory settings.	☐	☐	☐

INTEGRITY AND ETHICAL CONDUCT	1	2	3
1. The student refrains from making statements which are false, misleading, or deceptive.	☐	☐	☐
2. The student avoids improper and potentially harmful dual relationships	☐	☐	☐
3. The student respects the fundamental rights, dignity, and worth of all people.	☐	☐	☐
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	☐	☐	☐

		1	2	3
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.	☐	☐	☐
6.	The student adheres to the professional standards outlined in the ACA Code of Ethics (2014).	☐	☐	☐

CLINICAL COMPETENCY		1	2	3
1.	The student understands and accepts the importance of implementing the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	☐	☐	☐
2.	The student demonstrates the core conditions of counseling: unconditional positive regard, genuineness, and empathy.	☐	☐	☐
3.	The student demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin).	☐	☐	☐
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.	☐	☐	☐
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.	☐	☐	☐
6.	The student demonstrates a potential for working effectively with distressful emotions (his/her own and the emotions of others).	☐	☐	☐

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

This document adapted from original developed at Southwest Texas State University. Counselor Education & Supervision (2002), 41, 321-332.