**Counseling Dispositions and Behaviors**

**Supervisor Name: Student’s Name:**

**Course: Semester: Highlight one: Midterm or Final Evaluation**

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| **Score** | **Primary Counseling Dispositions and Behaviors** | **Specific Counseling Disposition & Behavior Descriptors** | **Exceeds Expectations / Demonstrates Competencies** | **Meets Expectations / Demonstrates Competencies** | **Near Expectations / Demonstrates Competencies** | **Below Expectations / Unacceptable** | **Harmful** | **Not Observed** |
|  | **Nonverbal Skills** | **Includes Body Position, Eye Contact, Posture, Voice Tone, Rate of Speech, Use of Silence, etc. (*attuned to the emotional state and cultural norms of the client*)** | Demonstrates effective nonverbal communication skills, conveying connectedness & empathy | Demonstrates effective nonverbal communication skills for the majority of counseling sessions. | Demonstrates inconsistency in his or her nonverbal communication skills. | Demonstrates limited nonverbal communication skills | Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental | Nonverbal skills in a counseling context not observed. |
|  | **Encouragers** | **Includes Minimal Encouragers, such as “hmm” or “uh-huh”** | Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship. | Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship. | Demonstrates inconsistency in his or her use of appropriate encouragers | Demonstrates limited ability to use appropriate encouragers | Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner. | Nonverbal skills in a counseling context not observed. |
|  | **Questions** | **Use of Appropriate Open & Closed Questions (*e.g., avoidance of double questions, too many questions, and unjustified closed question)*** | Demonstrates appropriate use of questions, with an emphasis on open-ended questions | Demonstrates appropriate use of questions for the majority of the counseling session, but may rely too much on questions and may use a few unjustified closed questions | Demonstrates inconsistency in using open-ended questions, and may use closed questions frequently and use too many questions | Demonstrates limited ability to use open-ended questions with restricted effectiveness | Demonstrates poor ability to use open-ended questions, such as questions that tend to confuse the client or restrict the counseling process | Nonverbal skills in a counseling context not observed. |
|  | **Reflecting Skills: Paraphrasing** | **Basic Reflection of Content – Paraphrasing**  ***Concise, precise, and nonjudgmental, avoids parroting*** | Demonstrates appropriate use of paraphrasing as a primary therapeutic approach | Demonstrates appropriate use of paraphrasing for the majority of counseling session, though a few of the paraphrases may be lengthy and less accurate | Demonstrates paraphrasing inconsistently and inaccurately or paraphrases are mechanical or parroted responses or lack conciseness | Demonstrates limited proficiency in paraphrasing or is often inaccurate and/or lengthy | Demonstrates poor ability to paraphrase, such as being judgmental and/or dismissive | Nonverbal skills in a counseling context not observed. |
|  | **Reflecting: Reflection of Feelings** | **Concise, precise, and nonjudgmental, avoid parroting** | Demonstrates appropriate use of reflection of feelings as a primary approach | Demonstrates appropriate use of reflections of feelings (majority of counseling session) | Demonstrates reflection of feelings inconsistently and is not matching the client | Demonstrates limited proficiency in reflecting feeling and/or is often inaccurate | Demonstrates poor ability to reflect feelings, such as being judgmental and/or dismissive | Nonverbal skills in a counseling context not observed. |
|  | **Reflecting: Summarizing** | **Summarizing content, feelings, and meaning** | Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and, at times, even meaning | Demonstrates ability to appropriately use summarization during the session, but may not include feelings, behaviors, and/or meaning in the summaries or some may be overly lengthy or imprecise | Demonstrates inconsistent and inaccurate ability to use summarization | Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand client) | Demonstrates poor ability to summarize, such as being judgmental and/or dismissive | Nonverbal skills in a counseling context not observed. |
|  | **Reflecting: Reflections of Meaning** | **Reflection of Meaning, including values, core beliefs, and worldviews (taking counseling to a deeper level)** | Demonstrates the use of reflections of meaning & promotes discussion of greater depth during counseling session | Demonstrates ability to appropriately use advanced reflection, at least once, to support increased exploration of session | Demonstrates inaccuracy in use of reflections of meaning and/or engages in interpretation rather than reflection | Demonstrates an inability to move the session to a deeper level. May topic jump frequently in the session | Demonstrates poor ability to use reflections of meaning, such as being judgmental and/or dismissive | Nonverbal skills in a counseling context not observed. |
|  | **Confrontation** | **Counselor challenges clients to recognize and evaluate inconsistencies.** | Demonstrates the ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion. balance of challenge and support. | Demonstrates the ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion (can confront, but hesitant) or was *not* needed; therefore, appropriately *not* used | Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion. Used minimally/missed opportunity. | Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words and/or actions in a supportive and caring fashion, and/or skills is lacking. | Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, and/or aggressive | Nonverbal skills in a counseling context not observed. |
|  | **Goal Setting** | **Demonstrates consistent ability to establish collaborative and appropriate therapeutic goals with clients.** | Demonstrates consistent ability to establish collaborative and appropriate therapeutic goals with clients. | Demonstrates ability to establish collaborative and appropriate therapeutic goals with clients | Demonstrates inconsistent ability to establish collaborative and appropriate therapeutic goals with clients. | Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients. | Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients. | Nonverbal skills in a counseling context not observed. |
|  | **Focus of Counseling** | **Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling). This purpose or focus occurs as the result of case conceptualization, in which counselor uses his or her diagnostic, research, career development, lifespan development, cultural, and/or theoretical orientation knowledge to understand and work with clients.** | Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment. | Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions). | Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment. | Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment. | Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals. | Nonverbal skills in a counseling context not observed. |
|  | **Facilitate Therapeutic Environment: Empathy & Caring** | **Expresses accurate empathy & care; Counselor is "present" and open to clients (*includes immediacy and concreteness*)** | Demonstrates consistent ability to be respectful, accepting, & compassionate with clients. | Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling session). | 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. | Demonstrates poor ethical behavior & judgement, such as violating the ethical codes &/or makes poor decisions. | Nonverbal skills in a counseling context not observed. |
|  | **Professional Ethics** | **Adheres to the ethical guidelines of the ACA, ASCA, I AMFC, APA & NBCC; including practices within competencies** | Demonstrates consistent & advanced (i.e. *exploration & deliberation*) ethical behavior & judgements. | Demonstrates consistent ethical behavior & judgements. | 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. | Demonstrates poor ethical behavior & judgement, such as violating the ethical codes &/or makes poor decisions. | Ethical behavior & judgements not observed. |
|  | **Professional Behavior** | **Behaves in a professional manner toward supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively 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. | Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting/course. | Professional behavior not observed. |
|  | **Professional & Personal Boundaries** | **Maintains appropriate boundaries with supervisors, peers, & clients.** | Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients. | Demonstrates consistent appropriate boundaries with supervisors, peers, & clients. | Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients. | Demonstrates inappropriate boundaries with supervisors, peers, & clients. | Demonstrates poor boundaries with supervisors, peers, & clients; such as engaging in dual relationships. | Professional & personal boundaries not observed. |
|  | **Knowledge & Adherence to Site & Course Policies** | **Demonstrates an understanding & appreciation for *all* counseling site and course policies & procedures.** | Demonstrates consistent adherence to *all* counseling site and course policies & procedures, including strong attendance and engagement. | Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement. | Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement. | Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement. | Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor/instructor. | Knowledge & adherence to site & course policies not observed. |
|  | **Record Keeping & Task Completion** | **Completes *all* weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans,).** | Completes *all* required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion. | Completes *all* required record keeping, documentation, and tasks in a competent and 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. | Record keeping and task completion not observed. |
|  | **Multicultural Competence in Counseling Relationship** | **Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.** | Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. | Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. | Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. | Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients. | Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship. | Multicultural competencies in counseling relationship not observed. |
|  | **Emotional Stability & Self-Control** | **Demonstrates self-awareness and emotional stability (e.g., congruence between mood and affect), & self-control (i.e., impulse control) in relationship with clients.** | Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients. | Demonstrates emotional stability & appropriateness in interpersonal interactions with clients. | Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients. | Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients. | Demonstrates poor emotional stability & appropriateness in interpersonal interactions with clients, such as having high levels of emotional reactions with clients. | Emotional stability and self control not observed. |
|  | **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. | Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning. | Motivation to learn and grow / initiative not observed. |
|  | **Openness to Feedback** | **Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.** | Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes. | Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes. | Demonstrates openness to supervisory &/or instructor feedback; however, does *not* implement suggested changes. | Demonstrates a lack of openness to supervisory &/or instructor feedback & does *not* implement suggested changes. | Demonstrates *no* openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback | Openness to feedback not observed. |
|  | **Flexibility & Adaptability** | **Demonstrates ability to adapt to changing circumstance, unexpected events, & 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 and flex to his or her clients’ diverse changing needs. | Demonstrates a limited ability to adapt & flex to his or her clients’ diverse changing needs. | Demonstrates a poor ability to adapt to his or her clients’ diverse changing needs, such as being rigid in work. | Flexibility and adaptability not observed. |
|  | **Congruence & Genuineness** | **Demonstrates ability to be present and “be true to oneself”** | Demonstrates consistent and strong ability to be genuine & accepting of self and others. | Demonstrates consistent ability to be genuine & accepting of self and others. | Demonstrates an inconsistent ability to be genuine & accepting of self and others. | Demonstrates a limited ability to be genuine & accepting of self and others. | Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous. | Congruence and Genuineness not observed |
|  | **Group Counseling Skills** | **Demonstrates ability to facilitate or co-facilitate a group (e.g., uses skills such as linking, drawing out, and cutting off along with other counseling skills; focuses on group content and process effectively relative to the type, purpose, and stage of the group).** | Demonstrates consistent and strong ability to facilitate and/or co-facilitate a group. | Demonstrates consistent ability to facilitate and/or co-facilitate a group. | Demonstrates inconsistent ability to facilitate and/or co-facilitate a group. This may manifest in focusing too much on content or process relative to the purpose and/or developmental stage of the group. | Demonstrates a limited ability to facilitate and/or co-facilitate a group. | Demonstrates a poor ability to facilitate and/or co-facilitate a group | Group skills not observed. |
|  | **Assessment Skills** | **Demonstrates ability to administer and interpret assessment instruments for diagnostic and intervention-planning purposes.** | Demonstrates consistent and strong ability to administer and interpret assessment instruments for diagnostic and/or intervention-planning purposes. | Demonstrates consistent ability to administer and interpret assessment instruments for diagnostic and/or intervention-planning purposes. | Demonstrates inconsistent ability to administer and interpret assessment instruments for diagnostic and/or intervention-planning purposes. | Demonstrates limited ability to administer and interpret assessment instruments for diagnostic and/or intervention-planning purposes | Demonstrates poor ability to administer and interpret assessment instruments for diagnostic and/or intervention-planning purposes. | Assessment skills not observed. |

**COMMENTS:**

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**Site Supervisor Signature Date**

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**University Supervisor Signature Date**

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**Student Signature Date**