

McGill University
Counselling Psychology
Competencies Evaluation Form

Competencies Evaluation Form for: _____

Each Behavioural Indicator in the EDPC 625/626 AND 665: Practicum EVALUATION grid has **four possible ratings** – mastery/consistently (4), in progress/inconsistently [mostly acceptable] (3), in progress/inconsistently [mostly unacceptable] (2), unsatisfactory/below requirements (1). We recognize that some of these competencies may only be mastered in the second semester.

Some competencies will be observed in session, while others in supervision and in class. These are indicated in colour in the grid below. Each competency includes a number of more specific items. **Not all competencies can be assessed in each term (especially in the first term). *It is likely that you will received mid-term evaluations only if there are areas that require improvement.***

Students are required to have scores of 3 or 4 in the following competencies to pass the course: Interpersonal Relationships, Evaluation and Intervention, and Professional Development. For the Professional Conduct/Ethics competency, anything below a score of 4 (mastery/consistently) by the end of the course will constitute a *failure of the course*, regardless of other ratings.

<p>Interpersonal Relationships</p> <p>The trainee demonstrates an ability to understand and articulate the theoretical and empirical principles of interpersonal relationships relevant to her/his work with clients, peers, and supervisors. This is demonstrated through the use of effective communication skills and the adoption of a facilitative attitude (e.g., a sense of caring, openness, and sensitivity to others). In supervision (either as presenter or provider of feedback) the trainee solicits feedback openly from peers and supervisors, as well as provides insights to colleagues in a respectful manner. This heading is broken down into three areas : Therapeutic Alliance, Empathy, and Emotional Stability and Maturity</p>	
Therapeutic alliance	
Attention given to, and efforts to maintain the therapeutic alliance	
Deliberate/intentional use of listening skills	
Demonstrates a large behavioural repertoire that can be used to foster therapeutic alliance	
Appropriateness of communication language (when giving verbal comments or feedback)	

Actively elicits feedback from the client about the relationship, the goals for counselling and the methods used to achieve these goals	
Empathy	
Ability to empathize and understand the client's story	
Demonstrates empathy/respect for client (respectful tone, body language)	
Stability and maturity	
Emotional stability and maturity in the context of client work, supervision, and professional relationships	
Ability to effectively manage difficult communication and conflict	
Willingness to solicit and hear feedback from others regarding clinical work, interpersonal skills and overall professional development	
Ability to reflect and be aware of one's own personal motives, values, biases, and attitudes in discussions and in responses to readings	
Recognizes personal resources and limitations (i.e., accurately assesses competence)	
Alliance with peers	
Providing honest feedback and opinions in a collaborative way to peers	
Intentional efforts to support peers in their own learning	
Evaluation and Intervention	
This is the core of clinical work and includes the deliberate and intentional use of knowledge (e.g., theory), case conceptualization and facilitative skills and techniques for a specific purpose.	
Ability to discuss maintaining factors and theoretical models of change with clients (i.e., case conceptualization)	
Ability to collaboratively (with client) establish and work towards appropriate therapeutic goals	
Ability to use counselling techniques to facilitate client change	
Sensitivity to issues of diversity as seen by an openness to acknowledging and addressing cultural contexts and differences.	
Ability to evaluate client progress using appropriate tools.	
Demonstrates knowledge of theoretical models of change	
Ability to identify maintaining factors of client's problems	
Ability to integrate maintaining factors into a coherent case conceptualization and treatment plan	
Professional Conduct/Ethics	
Professional practice includes those activities that support effective intervention and that contribute to the on-going learning and development of the trainee. This is evident in the	

administrative aspects of practice as well as in how supervision and consultation are used for developing competence.	
Demonstrates understanding and use of ethical guidelines in professional practice (e.g., maintains client confidentiality, maintains appropriate boundaries).	
Respect of administrative clinic procedures	
Completes professional/administrative tasks (e.g., notes, reports) in a timely and organized fashion.	
Quality and facility of understanding of trainee's written notes	
Keeps written track of evaluation of client progress using appropriate tools.	
Professional Development	
Regularly attends and is prepared to actively participate in supervision sessions (morning and afternoon).	
Uses supervision, consultation, and other resources to improve and extend skills and overall professional development (including areas needing growth).	
Conveys a professional demeanor: appropriate dress, arriving promptly, professional behavior in the clinic.	
Demonstrates clear motivation to learn and shows interest in this field of work	
Independently finds appropriate readings to support interventions	
Special items related to judgement to act appropriately in situations of risk	
Conducts a risk assessment and takes appropriate action.	
Identifies indices which suggest referral to another resource	
Seeks out consultation immediately with the supervisor when faced with urgent ethical issues or situations that pose a risk for the client, the trainee, or others (should the supervisor not be available, the student should seek supervision from any instructor for this course or from the Clinic Director).	

Additional notes:

Date:

NAME OF PROFESSOR or INSTRUCTOR, PhD

Psychologist

Date:

Student signature