**Counseling Program Student Evaluation Form**

University of Wyoming – School of Counseling, Leadership, Advocacy, and Design: Counseling Program

Revised 25 March, 2019

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Name:** | | |  | **MS - □** | | **Ph.D. - □** | | | | |
|  | | | | | | | | | | |
| **Faculty Advisor:** | | |  | **Date:** |  | | | | | |
|  | | | | | | | | | | |
| **N =** No opportunity to observe; **1 =** Does not meet criteria 🞸; **2 =** Inconsistently meets criteria 🞸; **3 =** Meets criteria | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | | | | | | | | |
| **Academic Performance** | | | | | | | | | | |
|  | **Coursework** | | | | | | | | | |
|  | | * The student maintains a minimum 3.0 GPA (“A” or “B” in all Program of Study courses). | | | | | N | 1 | 2 | 3 |
|  | | * The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments and activities. | | | | | N | 1 | 2 | 3 |
|  | | * The student’s performance in all individual and group assignments reflects graduate level work. | | | | | N | 1 | 2 | 3 |
|  | | Notes: | | | | | | | | |
|  | **Clinical Skill Development** | | | | | | | | | |
|  | | * The student demonstrates developmentally appropriate clinical / supervisory skills in work with clients/supervisees. | | | | | N | 1 | 2 | 3 |
|  | | * The student demonstrates basic cognitive skills and appropriate affect in response to clients, supervisors, and/or supervisees. | | | | | N | 1 | 2 | 3 |
|  | | Notes: | | | | | | | | |
|  | **Progress Toward Program Completion** | | | | | | | | | |
|  | | * Student is making appropriate progress in terms of credit hours and other program requirements toward degree completion. | | | | | N | 1 | 2 | 3 |
|  | | Notes: | | | | | | | | |
|  | | | | | | | | | | |
| **Non-Academic Performance** | | | | | | | | | | |
|  | **Professionalism** | | | | | | | | | |
|  | | * The student relates to peers, faculty, supervisors/ees, instructors, administrators, clients and others in a timely, respectful and appropriately professional manner. | | | | | N | 1 | 2 | 3 |
|  | | * The student’s behavior, dress, and language reflect appropriate professionalism. | | | | | N | 1 | 2 | 3 |
|  | | Notes: | | | | | | | | |
|  | **Ethical Behavior** | | | | | | | | | |
|  | | * The student applies legal and ethical standards throughout all program areas. | | | | | N | 1 | 2 | 3 |
|  | | * The student respects the fundamental rights, dignity, and worth of all people. | | | | | N | 1 | 2 | 3 |
|  | | Notes: | | | | | | | | |
|  | **Self-Regulation** | | | | | | | | | |
|  | | * The student demonstrates awareness of her/his own emotions, belief systems, values, coping styles, and limitations, and manages these in healthy and appropriate ways. | | | | | N | 1 | 2 | 3 |
|  | | * The student takes responsibility for her/his ongoing growth, compensating for deficiencies and demonstrating responsibility for his/her personal wellness. | | | | | N | 1 | 2 | 3 |
|  | | * The student demonstrates the ability to give, receive, integrate, and utilize feedback from peers, faculty, supervisors, instructors, clients and others. | | | | | N | 1 | 2 | 3 |
|  | | Notes: | | | | | | | | |

🞸 A rating of “1” or “2” on any criteria will require a meeting with the advisor and possible remediation plan to address the concerns.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Signature: |  |  | Date: |  |
|  | | | | |
| Advisor Signature: |  |  | Date: |  |