

**Naropa University**

Graduate School of Counseling & Psychology - Master of Arts in Clinical Mental Health Counseling

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**Naropa University- MA in Clinical Mental Health Counseling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ program**

**Professional Counselor Competency Evaluation (PCCE)\* with rubric for Internship**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty /Staff completing PCCE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rating Scale:**

**O** **- Does not meet** Expectations for Program **1**- **Below** Expectations for Program Level

**2** - **Meets** Expectations for Program Level **3** **- Exceeds** Expectations for Program Level

**N** - Not Applicable or Not Observable/Observed (Note: The entirety of Sections C, D, E, and F can be checked as "N" in the header row if no items are applicable/observed).

**A. PROFESSIONAL DISPOSITION**

1. Self-Awareness -Awareness of own communication style, social identities, social statuses, worldview, beliefs, values, needs and limitations, and how they influence one's relationship to others and the training and therapeutic environment.  **0 1 2 3 N**

2. Present Moment Awareness -Able to track the here-and-now experience of self, other, content, and dynamics, including thoughts, emotions, body language and somatic experience.  **0 1 2 3 N**

3. Emotional Maturity -Works with stress and demonstrates emotional stability (i.e., congruence between mood & affect) and self-control (i.e., impulse control) in relationships with peers, staff, faculty, and supervisor/s. **0 1 2 3 N**

4. Self-Evaluation -Ability to observe and evaluate oneself with a realistic and working knowledge of strengths and areas of development.  **0 1 2 3 N**

5. Self-Driven Learner- Takes responsibility for own learning, growth, and professional development, including attention to self-care. **0 1 2 3 N**

6.Ethical Practice - Demonstrates ethical behavior and decision-making and is able to identify and work effectively with ethical issues. **0 1 2 3 N**

**Any combination of three scores of zero (0) and one (1) above will prompt a contact sheet (or other means) alerting the student about the concerns.**

**Any combination of four scores of zero (0) and one (1) above will prompt a notice of concern meeting with the student to explore how the areas of concern can be remedied.**

**B. ATTENDANCE, PUNCTUALITY, PRESENCE IN THE CLASSROOM**

7. Lateness- student has more than excused absences allowed N Y

8. Difficulty with verbal communication or interpersonal relationships N Y

9. Difficulty observing healthy boundaries in relationship N Y

10. Seems to be experiencing constant crisis N Y

11. Seems dissociated, angry, isolated, or upset more that 50% of the time N Y

**C. ACADEMIC PERFORMANCE**

12. Frequently asks for exceptions (aside from accommodation exceptions) to policies or deadlines. N Y

13. Inadequate academic performance N Y

**D. GROUP DYNAMICS**

14. At least two students have asked not to be in a group with this person N Y

15. May be having cultural competency issues or difference/inclusivity issues. N Y

16. Controls the level of sharing in class by own explosive, angry, or tearful reactivity N Y

17. Unable to receive feedback or make constructive use of it. N Y

**Three “Yes” answers to questions 7-18 will prompt a contact sheet (or other means) alerting the student about the concerns.**

**Four “Yes” answers to questions 7-18 will prompt a notice of concern meeting with the student to explore how the areas of concern can be remedied.**

**Five or more Yes” answers to questions 7-18 will result in student’s placement in probation.**

**If the student’s performance evaluation indicates low scores in both sections resulting in two contact sheets, this will automatically prompt a notice of concern meeting.**

**E. ETHICAL & LEGAL CONSIDERATIONS**

18. Ethical Practice - Demonstrates ethical behavior and decision-making and is able to identify and work effectively with ethical issues. **0 1 2 3 N**

**F. ASSESSMENT, CASE CONCEPTUALIZATION & TREATMENT PLANNING**

19. Presenting Issues – Gathers sufficient information and history in most relevant areas, and is able to understand and articulate client’s presenting issue/s. **0 1 2 3 N**

20. Case Conceptualization (Systems) – Able to conceptualize and articulate social system, family system, cultural background, spiritual orientation, social identities, multicultural influences and impacts, and social statuses.**0 1 2 3 N**

21. Case Conceptualization (Concentration) – Able to conceptualize and articulate the client’s issues within relevant theoretical framework of concentration specialization (Transpersonal, Somatic, Contemplative Psychotherapy and Buddhist Psychology). **0 1 2 3 N**

22. Diagnosis – Makes appropriate recommendations for diagnosis and can demonstrate how diagnosis may impact the therapeutic relationship and process. **0 1 2 3 N**

23. Treatment Planning & Referral – Able to assess and subsequently recommend appropriate and holistic treatment plan and referral. **0 1 2 3 N**

**G. THE THERAPEUTIC RELATIONSHIP**

24. Therapeutic Frame & Boundaries – Communicates, creates and maintains appropriate boundaries of the therapeutic setting including use of consent, confidentiality, and release forms. **0 1 2 3 N**

25. Active Listening – Demonstrates appropriate use of counseling skills including minimal encouragers, open-ended and closed questions, reflection, paraphrasing, and summarizing. **0 1 2 3 N**

26. Nonverbal Skills – Demonstrates appropriate use of body posture and gestures in session to facilitate the counseling process. **0 1 2 3 N**

27. Therapeutic Presence – Expresses compassionate presence by demonstrating acceptance, empathy, genuineness, and unconditional positive regard. **0 1 2 3 N**

28. Self-Regulation – Able to work with own feelings and emotions in session without verbally or behaviorally impeding the session. **0 1 2 3 N**

29. Cultural Competency & Humility – Demonstrates awareness and sensitivity to cultural diversity and dynamics of power, privilege and oppression within themselves, their clients, and in the therapeutic relationship, and responds appropriately and effectively. **0 1 2 3 N**

30. Working with Feelings/ Emotions – Able to identify, experience and appropriately stay with the deep and/ or intense feelings and emotions of the client.  **0 1 2 3 N**

31. Content & Process – Able to track and distinguish client’s therapeutic process from content.

 **0 1 2 3 N**

32. Problem-Solving – Avoids problem solving, inappropriate advice giving, fixing behavior and/or rescuing the client. **0 1 2 3 N**

33. Confrontation – Is supportive and able to confront when necessary. **0 1 2 3 N**

34. Self-Disclosure – Self-discloses only for the benefit of the clients, and delivers this information in a skillful and carefully considered way. **0 1 2 3 N**

35. Interventions – Demonstrates selection and use of counseling modalities and interventions in relation to the client’s presenting issue/s and cultural background. **0 1 2 3 N**

36. Session Management – Demonstrates good session time management skills and establishes continuity between sessions (when applicable). **0 1 2 3 N**

**If applicable in first semester, otherwise 2nd semester only)**

37. Termination – Effectively engages and collaborates in the termination process. **0 1 2 3 N**

**H. GROUP COUNSELING SKILLS**

38. Therapeutic Frame & Boundaries – Communicates, creates and maintains appropriate boundaries for group safety and cohesiveness.  **0 1 2 3 N**

39. Planning – Able to create a plan/framework for group that is appropriate to the participants, nature and duration of the group. **0 1 2 3 N**

40. Facilitation & Interventions – Demonstrates culturally responsive selection and use of interventions; balances adhering to plan and working with here-and-now content, tending to group process and content, and supporting individual and the collective. **0 1 2 3 N**

41. Session Management – Demonstrates good group session time management skills and establishes continuity between sessions (where applicable). **0 1 2 3 N**

**Three “Yes” answers to questions 19-43 will prompt a contact sheet (or other means) alerting the student about the concerns.**

**Four “Yes” answers to questions 19-43 will prompt a notice of concern meeting with the student to explore how the areas of concern can be remedied.**

**Five or more Yes” answers to questions 19-43 will result in student’s failing the Internship/Contemplative Supervision class.**

**Additional Comments:**

**Additional feedback regarding concentration- specific professional competence and/ or skill development:**

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 **Student Signature Date Faculty/Staff Signature Date**