**Texas A&M University-Commerce**

**Counseling Department**

**Professional Dispositional Skills Evaluation**

Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree/Course: M.S. 516  552

PhD 717 718

Student Degree/Track\_\_\_\_\_\_\_\_\_\_\_ Faculty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Standard | Does Not Meet Expectation  1 | Meets Expectation  2 | Exceeds Expectation  3 |
| Dependable in meeting obligations |  |  |  |
| Openness to new ideas |  |  |  |
| Flexibility |  |  |  |
| Cooperativeness with others |  |  |  |
| Willingness to accept and use feedback |  |  |  |
| Awareness of own impact on others |  |  |  |
| Ability to deal with conflict |  |  |  |
| Ability to accept personal responsibility |  |  |  |
| Ability to express feelings effectively and appropriately |  |  |  |
| Attention to ethical and legal considerations |  |  |  |
| Demonstrates multicultural awareness and sensitivity |  |  |  |

Competence achieved in each standard observed?: \_\_\_ yes \_\_\_ no

*If no, describe the specific behavior(s) observed indicating competence not achieved:*

What will happen next? *(describe responsibility of student and/or faculty)*

Signatures (acknowledges the student received this evaluation):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Evaluating Faculty

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Others in attendance

**Appendix A**

**Criteria for Professional Performance Evaluation**

**1 = Does Not Meet Expectation; 2 = Meets Expectation; 3 = Exceeds Expectation**

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| --- | --- | --- |
| **1. Dependable in meeting obligations** | | |
| 1 | 2 | 3 |
| - Often missed deadlines and classes.  - Rarely participated in class activities.  - Often failed to meet minimal expectations in assignments. | - Missed the maximum allowable classes and deadlines.  - Usually participated in class activities.  - Met only the minimal expectations in assigned work | - Met all attendance requirements and deadlines.  - Regularly participated in class activities.  - Met or exceeded expectations in assigned work. |
| **2. Openness to new ideas** | | |
| 1 | 2 | 3 |
| - Was dogmatic about own perspective and ideas.  - Ignored or was defensive about constructive feedback.  - Showed little or no evidence of incorporating constructive feedback received to change own behavior. | - Was amenable to discussion of perspectives other than own.  - Accepts constructive feedback without defensiveness.  - Some evidence of effort to incorporate relevant feedback received to change own behavior | - Solicited others' opinions and perspectives about own work.  - Invited constructive feedback, and demonstrated interest in others' perspectives.  - Showed strong evidence of incorporation of feedback received to change own behavior. |
|  |  |  |
| **3. Flexibility** | | |
| 1 | 2 | 3 |
| - Showed little or no effort to recognize changing demands in the professional & interpersonal environment.  - Showed little or no effort to flex own response to changing environmental demands.  - Refused to flex own response to changing environmental demands despite knowledge of the need for change.  - Was intolerant of unforeseeable or necessary changes in established schedule or protocol. | - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.  - Effort to flex own response to new environmental demands was evident was evident but sometimes inaccurate.  - Flexed own response to changing environmental demands when directed to do so.  - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. | - Showed accurate effort to recognize changing demands in the professional & interpersonal environment.  - Showed accurate effort to flex own response to changing environmental demands as needed.  - Independently monitored the environment for changing demands and flexed own response accordingly.  - Attempts to understand needs for change in established schedule or protocol to avoid resentment.  - Accepted necessary changes in established schedule and attempted to discover the reasons for them. |
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| **4. Cooperativeness with others** | | |
| 1 | 2 | 3 |
| - Showed little or no engagement in collaborative activities.  - Undermined goal achievement in collaborative activities.  - Was unwilling to compromise in collaborative activities. | - Engaged in collaborative activities but with minimum allowable input.  - Accepted but rarely initiated compromise in collaborative activities.  - Was concerned mainly with own part in collaborative activities | - Worked actively toward reaching consensus in collaborative activities.  - Was willing to initiate compromise in order to reach group consensus.  - Showed concern for group as well as individual goals in collaborative activities. |

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| **5. Willingness to accept and use feedback** | | |
| 1 | 2 | 3 |
| - Discouraged feedback from others through defensiveness and anger.  - Showed little or no evidence of incorporation of feedback of supervisory feedback received.  - Took feedback contrary to own position as a personal affront.  - Demonstrated greater willingness to give feedback than receive it | - Was generally receptive to supervisory feedback.  - Showed some evidence of incorporating supervisory feedback into own views and behaviors.  - Showed some defensiveness to critique through "overexplanation of own actions--but without anger.  - Demonstrated greater willingness to receive feedback than to give it. | - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.  - Demonstrated a balanced willingness to give and receive supervisory feedback. |
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| **6. Awareness of own impact on others** | | |
| 1 | 2 | 3 |
| - Words and actions reflected little or no concern for how others were impacted by them.  - Ignored supervisory feedback about how words and actions were negatively impacting others. | - Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.  - Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. | - Effort toward recognition of how own words and actions impacted others  - Initiates feedback from others regarding impact of own words and behaviors  - Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. |
|  |  |  |
| **7. Ability to deal with conflict** | | |
| 1 | 2 | 3 |
| -Was unable or unwilling to consider others' points of view.  - Showed no willingness to examine own role in a conflict.  - Ignored supervisory advisement if not in agreement with own position.  - Showed no effort at problem solving.  - Displayed hostility when conflicts were addressed. | - Attempted but sometimes had difficulty grasping conflicting points of view.  - Would examine own role in a conflict when directed to do so.  - Was responsive to supervision in a conflict if it was offered.  - Participated in problem solving when directed. | - Always willing and able to consider others' points of view.  - Almost always willing to examine own role in a conflict.  - Was consistently open to supervisory critique about own role in a conflict.  - Initiated problem solving efforts in conflicts.  - Actively participated in problem solving efforts. |

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| **8. Ability to accept personal responsibility** | | |
| 1 | 2 | 3 |
| - Discouraged feedback from others through defensiveness and anger.  - Showed little or no evidence of incorporation of feedback of supervisory feedback received.  - Took feedback contrary to own position as a personal affront.  - Demonstrated greater willingness to give feedback than receive it | - Was generally receptive to supervisory feedback.  - Showed some evidence of incorporating supervisory feedback into own views and behaviors.  - Showed some defensiveness to critique through "overexplanation of own actions--but without anger.  - Demonstrated greater willingness to receive feedback than to give it. | - Invited feedback by direct request and positive acknowledgement when received. - Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.  - Demonstrated a balanced willingness to give and receive supervisory feedback. |
|  |  |  |
| **9. Ability to express feelings effectively and appropriately** | | |
| 1 | 2 | 3 |
| - Showed no evidence of willingness and ability to articulate own feelings.  - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.  - Acted out negative feelings (through negative behaviors) rather than articulating them.  - Expressions of feeling were inappropriate to the setting  - Was resistant to discussion of feelings in supervision. | - Showed some evidence of willingness and ability to articulate own feelings, but with limited range.  - Showed some evidence of willingness and ability to acknowledge others' feelings-- sometimes inaccurate.  - Expressions of feeling usually appropriate to the setting-- responsive to supervision when not.  - Willing to discuss own feelings in supervision when directed. | - Was consistently willing and able to articulate the full range of own feelings.  - Showed evidence of willingness and accurate ability to acknowledge others' feelings.  - Expression of own feelings was consistently appropriate to the setting.  - Initiated discussion of own feeling in supervision. |
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| **10. Attention to ethical and legal considerations** | | |
| 1 | 2 | 3 |
| - Engaged in dual relationships with clients.  - Endangered the safety and the well-being of clients.  - Breached established rules for protecting client confidentiality. | - Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.  - Used judgment that could have put client safety and well-being at risk.  - Used judgment that could have put client confidentiality at risk. | - Maintained clear personal-professional boundaries with clients.  - Satisfactorily ensured client safety and well-being;  - Appropriately safeguarded the confidentiality of clients. |

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| **11. Demonstrates multicultural awareness and sensitivity** | | |
| 1 | 2 | 3 |
| - Acted with prejudice toward those of different race, culture, gender, gender identity, or sexual orientation than self.  - Showed no evidence of willingness and ability to recognize and acknowledge sensitivity to diversity.  - Was resistant to discussion of diversity in supervision. | - Was responsive to supervision for occasional insensitivity to diversity in professional interactions  - Showed some evidence of willingness and ability to acknowledge sensitivity to diversity. | - Demonstrated consistent sensitivity to diversity.  - Showed evidence of willingness and accurate ability to acknowledge sensitivity to diversity.  - Initiated discussion of diversity in supervision. |