Counselor Trainee Character Evaluation

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| Student: | | | Date of Evaluation: | | | | |
| Instructor: | | | Course: | | | | |
| 1. Failure to Demonstrate | | 2. Inadequate Demonstration | 3. Adequate Demonstration | | | | 4. Superior Demonstration |
| *Wisdom: Demonstration of knowledge, understanding and prudence in thoughts and actions. Ability to utilize this perspective in counseling others.* | | | | Mid-semester | End of Semester | Comments | |
| Perspective Taking | Student actively examines own beliefs and values, and helps others examine their beliefs and values with appropriate respect. | | |  |  |  | |
| Critical Thinking | Student demonstrates an ability to evaluate the quality of the rational arguments and empirical evidence supporting conclusions of their own thinking and the thinking of others. | | |  |  |  | |
| Tolerance of Ambiguity | Student demonstrates an ability to explore complex circumstances without requiring immediate solutions or resolution. | | |  |  |  | |
| Prudence | Student demonstrates an awareness of the context, appropriateness, timeliness and consequences of his/her actions before taking action. | | |  |  |  | |
| Worldview  Integration | Student evidences an understanding of biblical integration in his/her personal and professional life reflected in an ability to explain this process for him/herself, as well as the demonstration of new emotive, behavioral and cognitive patterns. | | |  |  |  | |
| *Integrity: Consistency between inward experience of the self (beliefs, values, internal states) and outward representation of the self.* | | | | Mid-semester | End of Semester | Comments | |
| Authenticity | Student demonstrates continuity between his/her words and actions and internal experience. | | |  |  |  | |
| Perseverance | Student consistently puts forth maximum effort in achieving personal and professional goals when confronted by obstacles to goals. | | |  |  |  | |
| Responsibility Taking | Student takes personal responsibility for his/her words and actions without rationalizing, denying or blame shifting. Student responds to problems by viewing them as opportunities to change self and potentially change others. | | |  |  |  | |
| Humility | Student demonstrates a positive view of constructive critique by inviting and accepting feedback from others and incorporates this feedback into his/her own views and behaviors. Student demonstrates an appropriate comfort level with making errors when practicing skills and does not attach personal value to success or failure. | | |  |  |  | |
| Professional Conduct | Student comes prepared for lab and pursues opportunities in lab to expand his/her knowledge and understanding of counseling. Student demonstrates ethical conduct. | | |  |  |  | |

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| *Love: The presence of a genuine and appropriate level of care for others.* | | Mid-semester | End of Semester | Comments |
| Compassion | Student demonstrates kindness and gentle concern for others through his/her words and actions. |  |  |  |
| Relational Risktaking | Student takes vulnerable action that is designed to positively impact individuals or members of a group. |  |  |  |
| Commitment to Community | Student demonstrates a pattern of sustained focus on others in order to attend to their concerns/interests. Student demonstrates a pattern of wholehearted participation in the group process and makes consistent effort to connect with group members. |  |  |  |
| Forgiveness & Forbearance | Student demonstrates patient nonjudgmental interactions with others and a willingness to remain present and engaged with persons even when the process becomes difficult or uncomfortable. |  |  |  |
| *Social Intelligence: Ability to understand the meanings of emotions, behaviors, thoughts and motives of oneself (intrapersonal) and others*  *(interpersonal) and respond appropriately.* | | Mid-semester | End of Semester | Comments |
| Intrapersonal Intelligence | Student demonstrates an awareness of and ability to assess his/her emotions (E), behaviors (B), thoughts (T) and motives (M).  This includes: (1) the ability to perceive E, B, T & M in oneself; (2) the ability to generate, use, and feel E, B, T & M as necessary in communication; (3) and the ability to modulate one’s own E, B, T & M to promote personal understanding and growth in him/her self. (4) Student then makes appropriate changes to pursue greater health in each area. |  |  |  |
| Interpersonal Intelligence | Student demonstrates the ability to accurately understand emotional information, behaviors thoughts and motives of others.  Student demonstrates an accurate understanding of the impact of his/her emotions, behaviors and verbalized thoughts on others and integrates this understanding into new responses.  Student demonstrates cultural awareness when interacting with other students. |  |  |  |