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*Masters of Arts in Counseling*

**Critical Competencies Evaluation – End of Course**

**By Course Instructor**

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

Course Name/Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*The Messiah College Counseling Program is committed to ensuring that students from our program are well-suited for the professional demands, roles, and responsibilities of the counseling profession. In order to help assess the four critical competencies of our program (Quality of Work; Interpersonal and Professional Competence; Self Awareness, Self-Reflection, and Self-Evaluation; and Written and Oral Communication) students will be evaluated by the course instructor with this form at the end of each online or intensive course. Only students who receive a rating of some concern or significant concern on one or more items will receive a copy of the Critical Competency Evaluation. For Practica and Internship courses, students will be evaluated through the Faculty and Site Supervisor evaluations rather than this Critical Competency Evaluation form. Copies of the completed forms (Critical Competency Evaluation forms and the Faculty and Site Supervisor forms) will then be provided to the student, placed in the student’s file and provided to the student’s academic advisor, Director of the Counseling Program, and the Graduate Counseling Department.*

**Every instructor of an online or intensive course will assess students in each of the four competency areas and assign one of the following four assessments:**

1. Meets expectations
2. An area of some concern, but the student has made adequate improvement during the course
3. An area of significant concern and further intervention is recommended
4. Not applicable

**The Counseling Department will meet three times a year to discuss the progress of all students in the Counseling Program based on course grades, Critical Competency Evaluations, and faculty and site supervisor evaluations. After reviewing the information gathered, the Counseling Department will create remediation plans for students who are not achieving at the expected level. The goal of the remediation plan will be to help the student work toward meeting the stated goals of the program. Remediation plans will be included in student files and will be reviewed with the student in a live meeting on campus or through Skype. Remediation plans could include: utilization of the Writing Center at Messiah College; having papers reviewed before submission; completing particular assignments a second time to insure adequate level of competence; retaking a course; reducing the number of courses taken at one time; taking a break from the Program; checking in periodically with his or her advisor; additional assignments; delay of field experiences; or other requirements as determined by the Counseling Department. If the student does not successfully complete the remediation plan outlined by the Department, the student may be given a second remediation plan, or may be removed from the program.**

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| **Four Critical Competencies: 1. Quality of Work** | |
|  | Completed all assignments on time |
|  | Completed the course at a satisfactory level (B or better) |
|  | Actively participated in discussion boards, synchronous experiences, and other class-related activities |
|  | Worked collaboratively and cooperatively with others |
|  | Consistently demonstrated an understanding of the content of the course through completion of the course assignments at a satisfactory level (B or better) |
|  | Demonstrated the ability to apply the skills taught in the course (including counseling skills, research skills, diagnosis skills or others as relevant to the course) |
|  | Comments: |

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| **Four Critical Competencies: 2. Interpersonal and Professional Competence** | |
|  | Demonstrated respect for others’ opinions. |
|  | Demonstrated a willingness to understand and respect diversity (including but not limited to race, gender, age, religion, ethnicity, disability, sexual orientation or any other area of diversity. |
|  | Demonstrated interpersonal and professional competence (e.g. the ways in which the student related to peers, faculty, professionals, the public, and individuals from diverse backgrounds or histories). |
|  | Resolved problems or issues that interfere with professional development or functioning in a satisfactory manner by responding constructively to feedback from supervisors or program faculty. |
|  | Comments: |
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| **Four Critical Competencies: 3. Self-Awareness, Self-Reflection, and Self-Evaluation** | |
|  | Demonstrated use of critical thinking skills in the areas of self-awareness, self-reflection, and self-evaluation |
|  | Demonstrated personal and professional discretion in disclosing information about herself or himself |
|  | Demonstrated self-awareness, self-reflection, and self-evaluation (e.g. knowledge of the content and potential impact of one’s own beliefs and values on peers, faculty, professionals, the public, and individuals from diverse backgrounds or histories). |
|  | Demonstrated openness to and application of feedback from the course instructor during the course |
|  | Demonstrated appropriate interaction with others in the course (e.g., no inappropriate conflicts, confrontations or disagreements) |
|  | Comments: |
| **Four Critical Competencies: 4. Written and Oral Communication** | |
|  | Demonstrated professional level standards for written communication. |
|  | Demonstrated professional level standards for oral communication. |
|  | Clearly articulated ideas, thoughts, and concepts effectively through written communication |
|  | Clearly articulated ideas, thoughts, and concepts effectively through oral communication |
|  | Comments: |