Procedures for completing the Fitness to Practice Evaluation Forms and for engaging in the re-evaluation of a student in the review process.

Faculty in the Theories of Counseling, Counseling Techniques and Practicum classes complete the first part of this evaluation on every student in their classes prior to the end of the semester. Faculty may also use the first and second form to initiate the fitness to practice review process at any time they perceive the need for such a review of a student.

- If you are teaching the Theories of Counseling class, you will complete the first page of this 5-page form for each student in your class. You will place a printed copy of this form in the department file for each student in your class.
- If you are teaching the Counseling Techniques and/or Practicum class, you will complete the first and second page of this form.
- If the student will be entered into the reevaluation process (because they are assigned a 0 or 1 on any overall category) then the third sheet is used to establish criteria for the student’s subsequent reevaluation.

Here is how to use this form:
The anchors/ratings of 0 and 1 are used to indicate that the student has a deficiency. Unless you see clear evidence of competence or satisfactory demonstration of skills (or the absence of them), circle N instead of 2 or 3. You do not want to indicate that someone has a competence that you are not sure they really do have. Why? If a faculty member in a subsequent class finds the student lacking in that area but you have stated they clearly have the competence (rather than just noting N for insufficient evidence, which is recommended in most cases), it becomes harder to argue the student lacks that skill.

Any time you assign a 0 or 1 for a student, you need to meet with the student to share the form—it cannot go into their file without them seeing it if you have found evidence that they are lacking in any competency.

However, only if you rate the student 0 or 1 on the main category (bolded title above each set of competence indicators) does that enter the student into the process of being re-evaluated later in the semester or in a subsequent semester. And, only if the student is to be evaluated will you need to complete additional paperwork (page 3) with them to identify what standards of evidence you or a faculty member in a subsequent semester will use to judge their competence later.

Parameters for the meeting with the student to discuss the review.
If you plan to meet with a student to discuss a fitness issue, please consider including another faculty member at the meeting for your own safety. Any of the faculty can help you with this, but the first choice should always be the Program Coordinator. During the reevaluation meeting, if the person is entered into the evaluation and reevaluation process, the Program Coordinator or an authorized faculty member must be present.

If the student is to be reevaluated in the next semester that he or she is enrolled, make sure you explain to the student that it is the student’s responsibility to contact the Program Coordinator within the first two weeks of that semester or risk being dismissed from the program.

Always give a copy of the evaluation and the criteria for the students’ reevaluation, AND make sure the student signs the copy that goes into their file to indicate that the student has viewed the form and is aware of their responsibilities.

If you have any questions, please contact Suzanne Mudge, Associate Professor, Texas A&M University-San Antonio, Department of Leadership & Counseling (210) 932-7842
TAMU-SA Fitness to Practice Evaluation Form (FPEF: Initial Evaluation (Form A))

Student: ____________________________  Semester & Year ___________

N = Insufficient opportunity to observe
0 = Does not meet criteria for program level
1 = Meets criteria marginally and/or inconsistently for program level
2 = Meets criteria for program level adequately
3 = Exceeds criteria for program level

Class: Theories ___  Skills ___  Practicum ___  Other ___
Date of Evaluation: ______________
Faculty Member: ___________________
Faculty Signature: __________________
Program Coordinator: ______________

Overall Competence: N 0 1 2 3  (If rated “0 or 1” in this category, each of the following attributes also should be reassessed*)
N 0 1 2 3 Demonstrates cognitive and sensory capacities needed to effectively and professionally interact with clients, students, & faculty.
N 0 1 2 3 Demonstrates interpersonal skills** necessary to effectively, and professionally, interact with clients, students, faculty, and staff.
N 0 1 2 3 Demonstrates interpersonal skills** necessary to enhance professional relationships with peers, faculty and staff.
N 0 1 2 3 Demonstrates academic competence, achievement, or knowledge via examinations sufficient/satisfactory for status in program.

(*examples of such interpersonal skills include, but are not limited to, mood control, appropriate boundaries, & clear communication skills)

Overall Interpersonal Fitness: N 0 1 2 3  (If rated “0 or 1” in this category, each of the following attributes also should be assessed):
N 0 1 2 3 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
N 0 1 2 3 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Overall Integrity: N 0 1 2 3  (If rated “0 or 1” in this category, each of the following attribute also should be assessed):
N 0 1 2 3 Refrains from making statements that are false, misleading or deceptive:
N 0 1 2 3 Avoids improper and potentially harmful dual relationships:
N 0 1 2 3 Respects the fundamental rights, dignity and worth of all people:
N 0 1 2 3 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status:

Overall Maturity: N 0 1 2 3  (If rated “0 or 1” in this category, each of the following attributes also should be assessed):
N 0 1 2 3 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
N 0 1 2 3 Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervisors to enhance skills or performance.
N 0 1 2 3 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
N 0 1 2 3 Exhibits awareness of own belief systems, values, needs and limitations and of the potential effects of these on her or his work.
N 0 1 2 3 Follows professionally recognized problem solving processes, such as seeking to informally solve problems first with the individual(s) with whom problems may exist before using appropriate grievance procedures if necessary.

Overall Professional Responsibility/Fitness (summative assessment):
N 0 1 2 3 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors and others in a manner consistent with recognized professional standards.
N 0 1 2 3 Demonstrates satisfactory performance in assistantships and appropriate relationships with supervisors and faculty.

Faculty Recommendations:

Student Response/Suggestions:

Notes: (e.g., Summarize any actions/plans required to rectify problems and criteria for follow-up reevaluation; may use PPF1 on p.3)
“I have been provided the opportunity to review this evaluation” Student Signature: _______________________ Date: _________

Note: A score of 0 or 1 in any overall category rating will enter that student into the process of review and re-review of fitness to practice. Violations of ACA ethical principles or other professional standards may result in dismissal from the program and recommendation to the University Disciplinary Committee for review. * Reevaluations to assess fitness to practice will be conducted in the following semester the student is enrolled by one of the student’s current instructors (or other faculty member if student is not enrolled in a departmental class) and the Program Coordinator. It is the student’s responsibility to contact the Program Coordinator within 2 weeks of the start of the semester, following the initial fitness review in which the student is enrolled to coordinate the reevaluation. Failure to initiate contact with the Program Coordinator within 2 weeks of the start of that semester may result in the student’s dismissal from the program.

(Continue ratings on Form B for evaluations of students in experiential courses)
Fitness to Practice Evaluation Form: Initial Evaluation Addendum for Experiential Class (Form B)
(This should be completed for students in experiential courses such as Counseling Skills, Group Counseling & Practicum)

Counseling Skills and Abilities: Overall Rating

Demonstrates the ability to establish relationships in which a therapeutic working alliance can be established:

Demonstrates therapeutic communication skills with clients including:
- Creating appropriate structure: Setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc.
- Understanding content: Understanding the primary elements of the client’s story.
- Understanding context: Understanding the uniqueness of the story elements and their underlying meanings.
- Responding to feelings: Identifying and addressing feelings therapeutically.
- Congruence: Genuineness, external behavior consistent with internal affect.
- Establishing and communicating empathy: Taking the perspective of the client without over identifying, and communicating this experience to the client.
- Non-verbal communication: Effective use of head, eyes, hands, feet, posture, voice, attire, etc.
- Immediacy: Staying in the here-and-now.
- Timing: Responding at the optimal moment.
- Intentionality: Responding with a clear understanding of therapeutic intention.
- Self-disclosure: Skillful and carefully-considered for a specific therapeutic purpose.

Demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically.

Collaborates with the client to establish clear therapeutic goals.

Facilitates movement toward client goals or facilitates effective discussion in the classroom.

Demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically consistent manner.

Creates a safe clinical/classroom environment.

Demonstrates analysis and resolution of ethical dilemmas.

Faculty Recommendations/Notes:

Student Proposed Changes to Remediate Problem(s):

Notes: (e.g., summarize any actions required to rectify problems, plans for follow-up evaluation; may use FPEF on p.3)

“I have been provided the opportunity to review this evaluation” Student Signature: ____________________________ Date: __________

Note: A score of 0 or 1 in any overall category rating will enter that student into the process of review and re-review of fitness to practice. Violations of ACA ethical principles or other professional standards may result in dismissal from the program and recommendation to the University Disciplinary Committee for review. * Reevaluations to assess fitness to practice will be conducted in the following semester the student is enrolled by one of the student’s current instructors (or other faculty member if student is not enrolled in a departmental class) and the Program Coordinator. It is the student’s responsibility to contact the Program Coordinator within 2 weeks of the start of the semester following the initial fitness review in which the student is enrolled to coordinate the reevaluation. Failure to initiate contact with the Program Coordinator within 2 weeks of the start of that semester may result in the student’s dismissal from the program.
Fitness to Practice Evaluation Form (FPEF): Initial Evaluation Plan for Remediation (Form C)
Planning form for Student’s Efforts to Demonstrate Fitness upon Reevaluation:

This form is designed to be completed by both the initial referring faculty member (left side) and the reevaluating faculty member (right side). The purpose of the form is to detail what exactly the student needs to do to demonstrate fitness to practice in an identified competence (identified on pages 1 and/or 2 of FPEF).

Student Name: ____________________________  Faculty Name: ____________________________  Other Faculty Present: ____________________________

Planning:
(1) Write the target/identified competency:
(2) Write the general objectives to be accomplished to demonstrate competency:
(3) Identify activities/behaviors to be achieved or demonstrated consistently;
(4) Establish timeframe in which student is to demonstrate activities/behavior.
(5) Student and faculty member sign agreement
(6) Student and faculty keep a copy, and student uses copy to record evidence of accomplishment of activities/behaviors.

Use a separate sheet for each competence to be remediated

<table>
<thead>
<tr>
<th>Faculty Completes Description and Timeframe</th>
<th>Student completes</th>
<th>Faculty Completes Completion Date, Verification, &amp; Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Activities/Behaviors to be Demonstrated by Student</td>
<td>Timeframe in which change will occur</td>
<td>Student’s assessment of evidence of accomplishment</td>
</tr>
</tbody>
</table>

Signature at Time of Planning:  
Faculty member: ____________________________  Date: ____________________________  
Student member: ____________________________  Date: ____________________________  

Signature at Time of Reevaluation:  
Faculty member: ____________________________  Date: ____________________________  
Student member: ____________________________  Date: ____________________________
## Fitness to Practice Evaluation Form (FPEF): Reevaluation of Student Fitness (Form D)

<table>
<thead>
<tr>
<th>Student: _____________________________</th>
<th>Semester &amp; Year: _____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = Insufficient opportunity to observe.</td>
<td>Class: Theories ___ Skills ___ Other _________</td>
</tr>
<tr>
<td>0 = Still does not meet criteria for program level in this domain.</td>
<td>Date of Reevaluation: ___________________</td>
</tr>
<tr>
<td>1 = Now meets criteria marginally and/or inconsistently for program level.</td>
<td>Faculty member: ____________________________</td>
</tr>
<tr>
<td>2 = Now meets criteria for program level adequately.</td>
<td>Faculty Signature: _________________________</td>
</tr>
<tr>
<td>3 = Exceeds criteria for program level.</td>
<td>Program Coordinator: ______________________</td>
</tr>
</tbody>
</table>

### Overall Competence: N 0 1 2 3 (If rated “0 or 1” in this category, each of the following attributes also should be reassessed*):

| N 0 1 2 3 Demonstrates cognitive and sensory capacities needed to effectively and professionally interact with clients, students, & faculty. |
| N 0 1 2 3 Demonstrates interpersonal skills** necessary to effectively, and professionally, interact with clients, students, faculty, and staff: |
| N 0 1 2 3 Demonstrates interpersonal skills** necessary to enhance professional relationships with peers, faculty and staff: |
| N 0 1 2 3 Demonstrates academic competence, achievement, or knowledge via examinations sufficient/satisfactory for status in program. |

(*examples of such interpersonal skills include, but are not limited to, mood control, appropriate boundaries, & clear communication skills)

### Overall Interpersonal Fitness: N 0 1 2 3 (If rated “0 or 1” in this category, each of the following attributes also should be assessed):

| N 0 1 2 3 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students. |
| N 0 1 2 3 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others. |

### Overall Integrity: N 0 1 2 3 (If rated “0 or 1” in this category, each of the following attribute also should be assessed):

| N 0 1 2 3 Refrains from making statements that are false, misleading or deceptive: |
| N 0 1 2 3 Avoids improper and potentially harmful dual relationships: |
| N 0 1 2 3 Respects the fundamental rights, dignity and worth of all people: |
| N 0 1 2 3 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status: |

### Overall Maturity: N 0 1 2 3 (If rated “0 or 1” in this category, each of the following attributes also should be assessed):

| N 0 1 2 3 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients. |
| N 0 1 2 3 Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervisors to enhance skills or performance. |
| N 0 1 2 3 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities. |
| N 0 1 2 3 Exhibits awareness of own belief systems, values, needs and limitations and of the potential effects of these on her or his work. |
| N 0 1 2 3 Follows professionally recognized problem solving processes, such as seeking to informally solve problems first with the individual(s) with whom problems may exist before using appropriate grievance procedures if necessary. |

### Overall Professional Responsibility/Fitness (summative assessment):

| N 0 1 2 3 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors and others in a manner consistent with recognized professional standards. |
| N 0 1 2 3 Demonstrates satisfactory performance in assistantships and appropriate relationships with supervisors and faculty. |

### Notes: (e.g., any actions required, need/plans for follow-up evaluation, student comments)

**Note:** A score of 0 or 1 in any overall category rating will enter that student into the process of review and re-review of fitness to practice. Violations of ACA ethical principles or other professional standards may result in dismissal from the program and recommendation to the University Disciplinary Committee for review. * Reevaluations to assess fitness to practice will be conducted in the following semester the student is enrolled by one of the student’s current instructors (or other faculty member if student is not enrolled in a departmental class) and the Program Coordinator. It is the student’s responsibility to contact the Program Coordinator within 2 weeks of the start of the semester following the initial fitness review in which the student is enrolled to coordinate the reevaluation. Failure to initiate contact with the Program Coordinator within 2 weeks of the start of that semester may result in the student’s dismissal from the program.

(Continue ratings on Form E for evaluations of students in experiential courses)
Fitness to Practice Evaluation Form (FPEF): Reevaluation Addendum for Experiential Courses (Form E)

Counseling Skills and Abilities:

Demonstrates the ability to establish relationships in which a therapeutic working alliance can be established: N 0 1 2 3

Demonstrates therapeutic communication skills with clients including:

- Creating appropriate structure: Setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining time limits, etc. N 0 1 2 3
- Understanding content: Understanding the primary elements of the client's story. N 0 1 2 3
- Understanding context: Understanding the uniqueness of the story elements and their underlying meanings. N 0 1 2 3
- Responding to feelings: Identifying and addressing feelings therapeutically. N 0 1 2 3
- Congruence: Genuineness, external behavior consistent with internal affect. N 0 1 2 3
- Establishing and communicating empathy: Taking the perspective of the client without over identifying, and communicating this experience to the client. N 0 1 2 3
- Non-verbal communication: Effective use of head, eyes, hands, feet, posture, voice, attire, etc. N 0 1 2 3
- Immediacy: Staying in the here-and-now. N 0 1 2 3
- Timing: Responding at the optimal moment. N 0 1 2 3
- Intentionality: Responding with a clear understanding of therapeutic intention. N 0 1 2 3
- Self-disclosure: Skillful and carefully-considered for a specific therapeutic purpose. N 0 1 2 3

Demonstrates awareness of power differences in the therapeutic relationship & manages these differences therapeutically. N 0 1 2 3

Collaborates with the client to establish clear therapeutic goals. N 0 1 2 3

Facilitates movement toward client goals or facilitates effective discussion in the classroom. N 0 1 2 3

Demonstrates the capacity to match appropriate interventions to the presenting clinical profile in a theoretically. N 0 1 2 3

Creates a safe clinical/classroom environment. N 0 1 2 3

Demonstrates analysis and resolution of ethical dilemmas. N 0 1 2 3

Faculty Recommendations:

Student Response/Suggestions:

Notes: (e.g., any actions required, need/plans for follow-up evaluation, student comments)

“I have been provided the opportunity to review this evaluation” Student Signature: __________________________ Date: __________

Signatures of Faculty on Reevaluation Committee: __________________________

__________________________

Note: A score of 0 or 1 in any overall category rating will enter that student into the process of review and re-review of fitness to practice. Violations of ACA ethical principles or other professional standards may result in dismissal from the program and recommendation to the University Disciplinary Committee for review. * Reevaluations to assess fitness to practice will be conducted in the following semester the student is enrolled by one of the student’s current instructors (or other faculty member if student is not enrolled in a departmental class) and the Program Coordinator. It is the student’s responsibility to contact the Program Coordinator within 2 weeks of the start of the semester following the initial fitness review in which the student is enrolled to coordinate the reevaluation. Failure to initiate contact with the Program Coordinator within 2 weeks of the start of that semester may result in the student’s dismissal from the program.