Site Supervisor

Final Evaluation Of Practicum Student

Student Name: _____________________________________________________________

Site Supervisor: __________________________________________________________

Instructions: Use the following scale to rate the students according to their expected skill level

N = No Information;     B = Below Expectations;    M = Meets Expectations;    E = Exceeds Expectations

Directions: Please evaluate students based on any of the following: Direct observation, individual or group supervision, review of case notes, and/or recordings.

Executive Skills

**Session Management:** Puts clients at ease; New client—establish rapport; introduce the process of counseling; explain/obtain informed consent; set up the counseling contract; All clients—ability to flow into/out of clinical material at the beginning/end of the session; maintain appropriate focus during the session. Makes appropriate referrals as necessary.

Comments:

**Therapeutic Relationship:** Ability to communicate to the client unconditional positive regard; genuineness and congruence; accurately communicates empathic emotional response; ability to establish and maintain a relationship of trust which will facilitate counseling progress.

Comments:

**Communication Skills:** Ability to reflect content (paraphrasing, linking together client material); reflect client feelings; reflect meaning underlying client statements/patterns; use of verbal and non-verbal encouragers; effective use of questions (open-ended)

Comments:
**Assessment:** Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and psychological assessment for treatment planning and caseload management. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with awareness of cultural bias in the implication and interpretation of assessment protocols; ability to understand ecosystemic factors that may impact the client’s presenting problem and ability to resolve it; ability to elicit client strengths and resources. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Applies appropriate research to understanding, assessing, and counseling clients (CACREP CMHC D.1., CACREP H.1., CACREP H.2., CACREP J.3).

Comments:

**Assessment and Managing Suicide Risk:** Demonstrates the ability to use procedures for assessing and managing suicide risk. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events (CACREP L.3., CACREP H.3., CACREP D.6).

Comments:

**Diagnosis:** Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. Differentiates between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events (CACREP L.1., CACREP L.3).

Comments:

**Process Skills:** Appropriate pacing, and tracking; ability to recognize themes and patterns in clients’ statements, behaviors, and experiences; ability to set realistic, objective therapeutic goals consistent with client’s wishes and worldview; ability to plan and execute interventions consistent with client goals and worldview; ability to reflect on client progress, make appropriate adjustments; ability to plan for and effectively terminate with clients.

Comments:
<table>
<thead>
<tr>
<th>Appropriate Use of Self:</th>
<th>Appropriate and effective use of immediacy (process therapeutic relationship); appropriately balanced self-disclosure; willingness to address difficult issues in session; appropriate and effective use of confrontation.</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
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<tr>
<td>Interventions:</td>
<td>Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders; Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care; Analyzes and uses data to increase the effectiveness of interventions (CG 2; CACREP J.3.), CACREP H.4.; CACREP D.8.).</td>
</tr>
<tr>
<td>Comments:</td>
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<tr>
<td>Advocacy:</td>
<td>Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients (CACREP F.2., CACREP B.2).</td>
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<td>Comments:</td>
<td></td>
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<tr>
<td>Culture/Gender Appreciation:</td>
<td>Demonstrates consistent sensitivity to diversity and an understanding of own cultural identity. Understands role of counselor as one who seeks understanding of own cultural identity, displays cultural sensitivity others and fulfills an advocacy role for marginalized clients. Makes appropriate use of culturally responsive individual, couple, family, group, and system modalities for initiating, maintaining, and terminating counseling (CACREP D.5., CACREP F.3.).</td>
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<tr>
<td>Comments:</td>
<td></td>
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<tr>
<td>Multicultural Assessment:</td>
<td>Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (CACREP D.2.).</td>
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<td>Comments:</td>
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</table>
Conceptual Skills

**Knowledge Base:** Has adequate understanding of counseling techniques, general client dynamics, information related to a variety of presenting problems, diagnostic criteria, potential interventions.

Comments:

**Theoretical Orientation:** Has a sense of their own approach to counseling, based on a sound rationale (rather than a hunt and peck approach); has sufficient understanding of other counseling theories to see how own approach interacts with them; demonstrates consistency between theoretical orientation and counseling style.

Comments:

**Case Conceptualization:** Ability to make sense of client material, generate a variety of hypotheses about clients' concerns; can develop and articulate a plan for addressing client concerns based on sound counseling principles, and consistent with client's worldview.

Comments:

**Faith Appreciation and Sensitivity:** Displays appropriate understanding of the importance of faith in understanding clients holistically. Respects the differing values of others. Understands when to discuss spiritual issues and how not to enforce spiritual issues on clients who do not desire a relationship with God.

Comments:
Professional Skills

**Professional Conduct:** Professional dress; punctual with clients (start and end sessions on time) punctual with other meetings (supervision, block, class); follows policies and procedures; presents self as a professional to others; contributes to the clinical team (regularly observes others’ sessions, provides constructive, respectful feedback).

Comments:

**Ethical Practice:** Understands ethical codes and principles; identifies and addresses legal and ethical dilemmas; respects and maintains confidentiality; demonstrates basic respect for clients in session, while observing, and in other settings.

Comments:

**Supervision:** Makes good use of individual supervision (arrives on-time, prepared); appropriately seeks supervision with difficult issues and risk situations; maintains regular contact with supervisors; is open to feedback and trying new things; provides appropriate feedback to supervisors.

Comments:

**Documentation:** Applies current record keeping standards related to clinical mental health counseling. All client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style; makes appropriate recommendations (CACREP D.7).

Comments:

**Tolerance and Openness:** Respects the values, perspectives and opinions of others (both clients and colleagues); demonstrates understanding, awareness, and sensitivity related to cultural differences.

Comments:
### Personal Management

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Appropriate Boundaries</strong></td>
<td>Maintains appropriate personal and professional boundaries with clients and colleagues; does not use time with clients to meet own needs.</td>
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<tr>
<td><strong>Self Awareness &amp; Growth</strong></td>
<td>Recognizes own strengths and limitations seek supervision or refer clients when appropriate; understands impact of own values, experiences and biases on session dynamics and case conceptualization; willing to continue exploring how self impacts clinical work; willing to self-confront and grow; not defensive about feedback; willing to seek help for personal growth when appropriate (CACREP D.9.).</td>
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<tr>
<td><strong>Tolerance For Vulnerability and Risk</strong></td>
<td>Able to be appropriately vulnerable with clients and colleagues; able to take risks with clients and colleagues; aware of and able to appropriately manage own affect in session, in class, in supervision.</td>
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<tr>
<td><strong>Appropriate Self Care</strong></td>
<td>Recognizes own limits and needs; seeks healthy means for meeting own personal needs; makes self-care a reasonable priority; seeks help from others when appropriate.</td>
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Final

N B M E
Narrative Comments:

Final

• Student Strengths

• Student Growth Areas

Remediation Work (if necessary):

__________________________________________  
Student Signature                      Date

__________________________________________  
Supervisor Signature                   Date
Section II
In an effort to train potential future students to excel at your site, please give us brief feedback regarding the client needs at your site:

1. What current ethical issue(s) do you believe students in counselor education programs should be trained in order to most effectively serve clients?

2. What type of diversity concern(s) do you see as essential to competent training in mental health counseling programs?

Based on the level of mental health counseling training that you observed this student or other Grace College Graduate Counseling students have exhibited:

3. Discuss the level of mental health knowledge this student exhibited with regard to your required site responsibilities:

4. Please discuss the professional strengths you have observed in our students:

5. Based on your experience, how would you summarize our program’s effectiveness to prepare our students? (Please provide examples to support your feedback):

6. Please identify one or two areas that our program needs to improve upon. What suggestions might you offer?

7. List specific recommendations for additional coursework to enhance our student’s ability to make an effective contribution to your organization upon graduation:

Thank you so much for supervising this student and for your valuable feedback.