



**THE DEPARTMENT OF COUNSELOR EDUCATION & FAMILY THERAPY**

**SITE SUPERVISOR EVALUATION OF CLINICAL PROFESSIONAL COUNSELING STUDENT  
(The Practicum and Internship Field Experience)**

Counselor-in-Training/Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum or Internship:       CNSL 503 (practicum)                       CNSL 594 (internship)

Site Supervisor's Name & Credentials: \_\_\_\_\_

Field Site Name & Location: \_\_\_\_\_

**PROCESS:** The counselor-in-training/graduate student is expected to coordinate the successful completion of this evaluation with their assigned site supervisor, which includes providing a hyperlink that will be used by the site supervisor to electronically complete and submit this evaluation at (a) **midterm** and (b) **end** of every semester.

RATING SCALE		
SCORE	IDENTIFIER	DESCRIPTION
4	<b>Exemplary</b>	The student consistently demonstrates an <b>advanced ability</b> to meet this standard, skill and/or disposition expected of a counselor-in-training.
3	<b>Proficient</b>	The student consistently demonstrates a <b>competent ability</b> to meet this standard, skill and/or disposition expected of a counselor-in-training.
2	<b>Developing</b>	The student demonstrates a <b>restricted but emerging ability</b> to meet this standard, skill and/or disposition expected of a counselor-in-training.
1	<b>Unsatisfactory</b>	The student demonstrates an <b>inadequate ability (and possibly harmful)</b> to meet this standard, skill and/or disposition expected of a counselor-in-training.
N/A	<b>Not Applicable</b>	<b>Does not apply/unable to evaluate/not observed.</b>

**KEY PERFORMANCE INDICATORS/EVALUATION CRITERIA**

**INSTRUCTIONS:** Although various key performance descriptors are listed under a primary (larger) skill, attribute, or behavior, site supervisors only need to enter one aggregate rating (score) for each main performance category.

<b>PERSONAL BEHAVIOR</b> (CACREP 2.F.5.f.; Obj. 9)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Shows openness to learning and is able to manage conflicts and challenges; articulates personal convictions and expresses feelings effectively and appropriately; demonstrates self-awareness/insight and emotional stability; flexible and adaptable; recognizes own personal strengths, limitations, beliefs, and biases and how they impact others; demonstrates self-care strategies appropriate to the counselor role</li> </ul>					

<b>PROFESSIONAL BEHAVIOR</b> (CACREP 2.F.1.l.; Obj. 5, 8 & 10)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Able to communicate effectively (Obj. 10); understands and demonstrates ability to work cooperatively with other professionals (Obj. 8); effectively manages time; regularly attends scheduled sessions /meetings; observes rules/policies and procedures of university, agency/ organization; willing to listen and learn to promote professional and personal growth; maintains appropriate boundaries with faculty, clients, supervisors, staff, and peers (2.F.1.l.; Obj. 5); proactively seeks out needed experiences, feedback, and guidance; does not impose beliefs on others; presents in professional attire.</li> </ul>					
<b>PROFESSIONAL ETHICS</b> (CACREP 2.F.3.i.; Obj. 6)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates understanding and adherence to the ethical guidelines of the American Counseling Association (ACA); obtains informed consent, maintains confidentiality, follows limits of confidentiality and duty to warn requirements; demonstrates ability to recognize their own limitations as a counselor and seek supervision or refer clients when appropriate.</li> </ul>					
<b>ADMINISTRATION/SITE OPERATIONS</b>	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates knowledge of and compliance with organization’s standards of care/policies and procedures; applies knowledge of public mental health policy, financing (i.e., third party reimbursement), and regulatory processes; applies current record-keeping standards related to clinical mental health counseling; accurately submits clinical documentation and counseling notes in a timely manner.</li> </ul>					
<b>ASSESSMENT</b> (CACREP 2.F.7.e., & 2.F.7.i.; Obj. 4)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates the ability to use, and knowledge of, appropriate assessments required for diagnosis and intervention planning for client dangerousness (i.e., suicide, abuse, violence, homicide); screening/assessing for substance use and/or co-occurring substance use disorders (2.F.7.e.; Obj. 4); effectively uses assessments relevant to educational, career, personal and social development (2.F.7.i.; Obj. 4).</li> </ul>					
<b>DIAGNOSTIC SKILLS</b> (CACREP 2.F.7.i.; Obj. 4)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates appropriate use of diagnostic tools, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>, to describe the symptoms and clinical presentation of clients with mental, emotional, and cognitive impairments. (2.F.7.i.; Obj. 4).</li> </ul>					
<b>FOUNDATIONAL COUNSELING SKILLS</b> (CACREP 2.F.5.g.; Obj. 4)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates essential interviewing, counseling, case conceptualization skills (2.F.5.g.; Obj. 4); establishes therapeutic working alliance; maintains focus, structure, boundaries; effectively uses active listening, non-verbal attending, communication, and questioning skills; accurately paraphrases verbal/non-verbal content; accurately/succinctly reflects and summarizes content/meaning, feelings, behaviors, patterns/themes, beliefs/values; responses are well-timed, therapeutic, intentional; provides appropriate self-disclosure; empathically manages client incongruities, discrepancies, defenses/resistance; avoids overuse of direct advice; offers valuable feedback/accurate interpretations; checks perceptions/assumptions; therapeutically ends each session/concludes overall counseling relationship (when applicable).</li> </ul>					
<b>CLINICAL MENTAL HEALTH SKILLS</b> (CACREP 5.C.1.c., 5.C.1.e., 5.C.2.d., & 5.C.3.a.; Obj. 11, 12, 13, & 15)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Applies principles, models, and documentation formats of biopsychosocial case conceptualization/treatment planning (5.C.1.c.; Obj. 11); conducts intake interviews, mental status assessments, comprehensive biopsychosocial histories involving information such as past/present mental health/substance use issues, traumatic experiences, multicultural factors (5.C.3.a.; Obj. 15); uses differential diagnosis/current diagnostic classification systems including the <i>Diagnostic and Statistical Manual of Mental Disorders</i> and <i>International Classification of Diseases</i> (5.C.2.d.; Obj. 13); uses psychological assessments specific to mental health treatment planning/caseload management (5.C.1.e.; Obj. 12).</li> </ul>					

<b>CLINICAL REHABILITATION COUNSELING SKILLS</b> (CACREP 5.D.1.f., 5.D.2.m., 5.D.2.n., & 5.D.3.a.; Obj. 11, 13, 14, & 16)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Understands etiology/effects of disabilities and terminology relevant to clinical rehabilitation counseling (5.D.1.f.; Obj. 11); understands effects of the onset, progression, expected duration of disability on clients' holistic functioning (5.D.2.m.; Obj. 13); utilizes transferable skills, functional assessments, and work-related supports for achieving/maintaining meaningful employment for people with disabilities (5.D.2.n.; Obj. 14); conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, psychological assessments for treatment planning/caseload management, including assistive technology needs (5.D.3.a.; Obj. 16).</li> </ul>					
<b>GROUP COUNSELING SKILLS</b> (CACREP 2.F.6.b.; Obj. 2)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates an understanding of dynamics associated with group process and development.</li> </ul>					
<b>TRAUMA AND CRISIS COUNSELING SKILLS</b> (CACREP 2.F.1.i., 2.F.2.h. & 5.C.2.f.; Obj. 5 & 14)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Demonstrates an understanding of impact of crisis and trauma on individuals with mental health diagnoses (5.C.2.f.; Obj.14); effectively identifies and utilizes strategies for minimizing/eliminating barriers, prejudices, un/intentional oppression, and discrimination which can contribute, lead, and/or cause crisis and trauma (2.F.1.i.; Obj. 5); demonstrates an understanding of employing self-care strategies to minimize the risk of experiencing vicarious trauma (2.F.2.h.; Obj.5) as well as strategies to minimize/prevent the re-traumatization of clients.</li> </ul>					
<b>REFERRAL AND ADVOCACY</b> (CACREP 2.F.1.e., 5.D.2.p. & 5.D.3.c.; Obj. 3, 10, 15 & 17)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Makes appropriate community referrals, including health-related needs; uses psychoeducation and empowerment strategies with clients (Obj. 10); advocates for clients and services that are equitable and responsive (2.F.1.e.; Obj. 3); demonstrates an understanding of environmental, attitudinal, and individual barriers for people with disabilities (5.D.2.p.; Obj. 15); effectively uses strategies to advocate for persons with disabilities (5.D.3.c.; Obj. 17).</li> </ul>					
<b>MULTICULTURAL COMPETENCY</b> (CACREP 2.F.2.d., 2.F.2.h., 2.F.3.i., 5.D.2.k.; Obj. 6, 7 & 12)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Exhibits culturally appropriate verbal/nonverbal counseling skills; appreciates diversity/demonstrates respect; uses ethical/culturally relevant strategies to promote resilience, optimum development, and wellness across the lifespan (2.F.3.i.; Obj. 6); understands the impact race, ethnicity, culture, sexual affiliation, gender identification, social class, disability status, religion, etc. have on people (2.F.2.d.; Obj. 7); identifies/addresses personal biases, judgments, systemic barriers, social injustices (2.F.2.h.); understands effects of discrimination such as handicapism, ableism, power, privilege, oppression on clients' life/career development (5.D.2.k.; Obj. 12).</li> </ul>					
<b>CASE CONCEPTUALIZATION AND TREATMENT PLANNING</b> (CACREP 2.F.4.b; Obj. 4 & 8)	4	3	2	1	N/A
<ul style="list-style-type: none"> <li>Uses evidence-based/best practice techniques with the clients; has a fundamental understanding of the various theories, techniques, and interventions in counseling; develops appropriate, measurable outcomes for counseling treatment plans; effectively uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b.; Obj. 4); works collaboratively with client to establish realistic and manageable goals and objectives; helps to develop a plan of action to address client's problems and promote health/wellness (Obj. 8).</li> </ul>					

### COUNSELOR DISPOSITIONS

(CACREP 2.F.5.f.; Obj. 9)

Adapted from *CASEL TOOL: Personal Assessment and Reflection-SEL Competencies for School Leaders, Staff, and Adults*

DISPOSITION	DESCRIPTION	4	3	2	1	N/A
<b>SELF AWARENESS</b> 2.F.2.d.; Obj. 7	The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior; the ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”					
<b>SELF MANAGEMENT</b> 2.F.1.1.; Obj. 5 2.F.3.i.; Obj. 6	The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations; effectively managing stress, controlling impulses, and motivating oneself; the ability to recognize the risk factors and signs associated with trauma as well as strategies for mitigating its risk in self (vicarious trauma) and client (re-traumatization); the ability to set and work toward personal and academic goals.					
<b>SOCIAL AWARENESS</b> 2.F.2.d.; Obj. 7 2.F.2.h.; Obj. 5 2.F.4.b.; Obj. 4 2.F.6.b.; Obj. 2	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports; the ability to recognize how marginalized groups are at risk for adverse childhood experiences and exposure to trauma.					
<b>RELATIONSHIP SKILLS</b> 2.F.2.d.; Obj. 7 2.F.3.i.; Obj. 6 2.F.6.b.; Obj. 2	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups; the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.					
<b>RESPONSIBLE DECISION MAKING</b> 2.F.2.h.; Obj. 5 2.F.3.i.; Obj. 6 2.F.6.b.; Obj. 2 2.F.7.e.; Obj. 4 2.F.7.i.; Obj. 4	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.					
SITE SUPERVISOR’S CONCLUDING FEEDBACK						
<b>STRENGTHS</b> observed in the counselor-in-training						
<b>AREAS OF IMPROVEMENT</b> observed in the counselor-in-training						

**ATTENTION:** Please remember to print the completed evaluation before submitting so you may review the content with the counselor-in-training; otherwise, you will not be able to retrieve the document once it is submitted (the “Print View” function is located in the upper right-hand corner on the first page of the evaluation).

**ACKNOWLEDGEMENT:** By electronically submitting this document, I, the site supervisor, agree to review the completed counselor-in-training performance evaluation with the clinical professional counseling student and provide the opportunity to discuss its content as well as any applicable developmental needs.

\_\_\_\_\_  
 Site Supervisor’s Signature (type first & last name if cannot add wet signature or sign electronically)

\_\_\_\_\_  
 Date