



**SITE SUPERVISOR EVALUATION OF CLINICAL PROFESSIONAL COUNSELING STUDENT
(Practicum and Internship Fieldwork 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	Exemplary	The student consistently demonstrates an advanced ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
3	Proficient	The student consistently demonstrates a competent ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
2	Developing	The student demonstrates a restricted but emerging ability to meet this standard, skill and/or disposition expected of a counselor-in-training.
1	Unsatisfactory	The student demonstrates an inadequate ability (and possibly harmful) to meet this standard, skill and/or disposition expected of a counselor-in-training.
N/A	Not Applicable	Does not apply/unable to evaluate/not observed.

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.

PERSONAL BEHAVIOR [Counselor Education Program Objectives 8 & 9]	4	3	2	1	N/A
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.					

PROFESSIONAL BEHAVIOR [Counselor Education Program Objectives 6, 7, 8, & 9]	4	3	2	1	N/A
Able to communicate effectively; understands and demonstrates ability to work cooperatively with other professionals; 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; proactively seeks out needed experiences, feedback, and guidance; does not impose beliefs on others; presents in professional attire.					
PROFESSIONAL ETHICS [Counselor Education Program Objective 6]	4	3	2	1	N/A
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.					
ADMINISTRATION/SITE OPERATIONS [Counselor Education Program Objectives 6, 7, 8, 9]	4	3	2	1	N/A
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.					
ASSESSMENT [Counselor Education Program Objectives 1 & 4]	4	3	2	1	N/A
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; effectively uses assessments relevant to educational, career, personal and social development.					
DIAGNOSTIC SKILLS [Counselor Education Program Objectives 1 & 4]	4	3	2	1	N/A
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.					
FOUNDATIONAL COUNSELING SKILLS [Counselor Education Program Objectives 1 & 4]	4	3	2	1	N/A
Demonstrates essential interviewing, counseling, case conceptualization skills 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).					

CLINICAL MENTAL HEALTH SKILLS [Counselor Education Program Objectives 1, 2, 4, & 5] [Clinical Mental Health Counseling Specialized Practice Area Objectives 1, 2, 3, & 4]	4	3	2	1	N/A
Applies principles, models, and documentation formats of biopsychosocial case conceptualization/treatment planning; conducts intake interviews, mental status assessments, comprehensive biopsychosocial histories involving information such as past/present mental health/substance use issues, traumatic experiences, multicultural factors; 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> ; uses psychological assessments specific to mental health treatment planning/caseload management; understands mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare.					
CLINICAL REHABILITATION COUNSELING SKILLS [Counselor Education Program Objectives 1, 2, 4, & 5] [Clinical Rehabilitation Counseling Specialized Practice Area Objectives 1, 2, 3, 4, & 5]	4	3	2	1	N/A
Understands etiology/effects of disabilities and terminology relevant to clinical rehabilitation counseling; understands effects of the onset, progression, expected duration of disability on clients' holistic functioning; utilizes transferable skills, functional assessments, and work-related supports for achieving/maintaining meaningful employment for people with disabilities; understands environmental, attitudinal, and individual barriers for people with disabilities; conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, psychological assessments for treatment planning/caseload management, including assistive technology needs; utilizes strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence.					
ADDICTION COUNSELING SKILLS [Counselor Education Program Objectives 1 & 4] [Addiction Counseling Specialized Practice Area Objectives 1, 2, 3, 4, & 5]	4	3	2	1	N/A
Understands neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others; utilizes strategies for enhancing client motivation to change, managing cravings, and preventing relapse; evaluates and identifies individualized strategies and treatment modalities relative to substance use disorder severity, stages of change, or recovery; recognizes substance use recovery service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare; understands recovery support tools and systems, to include vocation, family, social networks, and community systems in the addiction treatment and recovery process.					
GROUP COUNSELING SKILLS [Counselor Education Program Objectives 1 & 4]	4	3	2	1	N/A
Demonstrates an understanding of dynamics associated with group process and development.					
TRAUMA AND CRISIS COUNSELING SKILLS [Counselor Education Program Objectives 4 & 5]	4	3	2	1	N/A
Demonstrates an understanding of impact of crisis and trauma on individuals with mental health diagnoses; 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; demonstrates an understanding of employing self-care strategies to minimize the risk of experiencing vicarious trauma as well as strategies to minimize/prevent the re-traumatization of clients.					
ADVOCACY AND REFERRAL [Counselor Education Program Objectives 1, 3, 4, 7, & 9]	4	3	2	1	N/A
Makes appropriate community referrals, including health-related needs; uses psychoeducation and empowerment strategies with clients; advocates for clients and services that are equitable and responsive; demonstrates an understanding of environmental, attitudinal, and individual barriers for people with disabilities; effectively uses strategies to advocate for persons with disabilities.					
MULTICULTURAL COMPETENCY [Counselor Education Program Objectives 1, 2, & 4]	4	3	2	1	N/A
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; understands the impact race, ethnicity, culture, sexual affiliation, gender identification, social class, disability status, religion, etc. have on people; identifies/addresses personal biases, judgments, systemic barriers, social injustices; understands effects of discrimination such as handicapism, ableism, power, privilege, oppression on clients' life/career development.					
CASE CONCEPTUALIZATION AND TREATMENT PLANNING [Counselor Education Program Objective 4]	4	3	2	1	N/A
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; 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.					

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COUNSELOR DISPOSITIONS

[Counselor Education Program Objectives 3, 7, 8, & 9]

Adapted from the CASEL Framework: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

DISPOSITION	DESCRIPTION	4	3	2	1	N/A
SELF AWARENESS	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.”					
SELF MANAGEMENT	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.					
SOCIAL AWARENESS	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.					
RELATIONSHIP SKILLS	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.					
RESPONSIBLE DECISION MAKING	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.					
CONCLUDING FEEDBACK REGARDING STUDENT PERFORMANCE						
STRENGTHS						
AREAS OF IMPROVEMENT						

By 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

Date