## SUPERVISOR EVALUATION OF THE COUNSELING INTERN

**Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Supervisor & License:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_

**Clinical Setting:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level of Training Description:** (check all that apply)

Course: □ Practicum (100hrs) □ Internship 1 (300hrs) □ Internship 2 (300hrs)

Semester: □ Summer □ Fall □ Spring

The Supervisor used Intern’s Audio or Video Recordings as a part of the supervisory process? □ Yes □ No

The Supervisor conducted Live Observations of the Intern’s sessions in the supervisory process? □ Yes □ No

**Instructions:**

* This formal written evaluation will become part of the student’s record for the 3-credit field experience course and will be considered when the Marist faculty supervisor assigns the course grade.
* Please rate the student on each item taking into consideration the student’s level of training (e.g., initial practicum, first internship, second internship) and progress towards skill development. Share comments where indicated.
* Review the evaluation with the student in a face-to-face meeting.
* Give the evaluation to the student, who will submit it to the Marist faculty supervisor.

**3 = Exceeds** – Consistently exceeds performance expectations, given student’s level of training.

**2 = Meets** – Consistently and clearly meets performance expectations, given student’s level of progress in training.

**1 = Progressing** – Progressing/Inconsistent with performance expectations, given student’s level of development.

**0 = Unacceptable** – Does not meet minimum progress towards performance expectations, given training level.

**NA = Not applicable** – No information; Cannot score; or Student did not engage in activity; etc.

**COUNSELING, ASSESSMENT, AND TREATMENT**

|  |  |
| --- | --- |
| 1. Ability to establish rapport with clients
 | **NA 0 1 2 3** |
| 1. Uses basic listening skills effectively (reflect feelings, paraphrase, summary, etc.)
 | **NA 0 1 2 3** |
| 1. Uses advanced skills effectively (confrontation, interpretation, questions, reframing, etc.)
 | **NA 0 1 2 3** |
| 1. Ability to conduct a clinical intake/diagnostic interview and mental status exam
 | **NA 0 1 2 3** |
| 1. Ability to assess and manage suicide risk, violence risk, and trauma and abuse for reporting abuse
 | **NA 0 1 2 3** |
| 1. Demonstrates awareness of one’s own cultural/racial background, and awareness of multicultural counseling conceptual frameworks.
 | **NA 0 1 2 3** |
| 1. Recognizes own personal values and cultural background, and their impact on counseling relationships
 | **NA 0 1 2 3** |
| 1. Demonstrates knowledge and conceptualization skills of the theories, models, and multicultural considerations related to clinical mental health counseling
 | **NA 0 1 2 3** |
| 1. Demonstrates knowledge and skills of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
 | **NA 0 1 2 3** |
| 1. Applies knowledge of the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
 | **NA 0 1 2 3** |
| 1. Understands mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 | **NA 0 1 2 3** |
| 1. Knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the *International Classification of Diseases* (*ICD*)
 | **NA 0 1 2 3** |
| 1. Demonstrates understanding of the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
 | **NA 0 1 2 3** |
| 1. Demonstrates knowledge of the impact of crisis and trauma on individuals with mental health diagnoses
 | **NA 0 1 2 3** |
| 1. Demonstrates knowledge of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
 | **NA 0 1 2 3** |
| 1. Applies multicultural competencies to counseling work regarding relationship-building, assessment, diagnosis, conceptualization, treatment, referrals, and prevention
 | **NA 0 1 2 3** |
| 1. Adheres to professional ethical and legal standards, and uses ethical decision-making models
 | **NA 0 1 2 3** |
| 1. Demonstrates skills with practice and management issues, such as record keeping, third party reimbursement, or other issues
 | **NA 0 1 2 3** |
| 1. Demonstrates skills with the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
 | **NA 0 1 2 3** |
| 1. Demonstrates skills with techniques and interventions for prevention and treatment of a broad range of mental health issues
 | **NA 0 1 2 3** |
| 1. Familiarity with and use of evidenced–based counseling practices
 | **NA 0 1 2 3** |
| 1. Demonstrates awareness of the roles and responsibilities of the counselor, the supervisor, and allied mental health professionals.
 | **NA 0 1 2 3** |
| 1. Demonstrates effectiveness with interfacing with other integrated behavioral health care professionals
 | **NA 0 1 2 3** |
| 1. Demonstrates advocacy skills for one’s self, for clients, and on behalf of the profession.
 | **NA 0 1 2 3** |
| 1. Knowledge of community referral resources
 | **NA 0 1 2 3** |

**PERSONAL CHARACTERISTICS AND PROFESSIONALISM**

|  |  |
| --- | --- |
| 1. Exhibits appropriate sense of self-confidence
 | **NA 0 1 2 3** |
| 1. Engages in self-reflection and self-exploration
 | **NA 0 1 2 3** |
| 1. Solicits, accepts, and considers constructive feedback from others
 | **NA 0 1 2 3** |
| 1. Ability to accept personal responsibility for actions/issues
 | **NA 0 1 2 3** |
| 1. Demonstrates awareness of own impact on others
 | **NA 0 1 2 3** |
| 1. Ability to recognize personal limitations
 | **NA 0 1 2 3** |
| 1. Exhibits constructive personal risk-taking and self-disclosure
 | **NA 0 1 2 3** |
| 1. Demonstrates awareness and respect for personal and professional boundaries
 | **NA 0 1 2 3** |
| 1. Exhibits congruence and genuineness with others
 | **NA 0 1 2 3** |
| 1. Demonstrates empathy for others
 | **NA 0 1 2 3** |
| 1. Demonstrates positive regard for others
 | **NA 0 1 2 3** |
| 1. Demonstrates emotional stability, self-control, and self-care
 | **NA 0 1 2 3** |
| 1. Exhibits adaptability/flexibility with changing circumstances
 | **NA 0 1 2 3** |
| 1. Ability to express thoughts and feelings effectively and truthfully
 | **NA 0 1 2 3** |
| 1. Works well as part of a team; Cooperative with others
 | **NA 0 1 2 3** |
| 1. Ability to be independent when needed
 | **NA 0 1 2 3** |
| 1. Establishes and maintains effective and functional relationships
 | **NA 0 1 2 3** |
| 1. Demonstrates thoughtful and sound judgment and decision-making
 | **NA 0 1 2 3** |
| 1. Maintains openness and respect for the diversity and cultural differences of others
 | **NA 0 1 2 3** |
| 1. Ability to be punctual and consistent with obligations (attendance, deadlines, etc.)
 | **NA 0 1 2 3** |
| 1. Comes prepared for meetings, supervision, class, etc.
 | **NA 0 1 2 3** |
| 1. Engages actively in learning, training and experiential processes (active participation)
 | **NA 0 1 2 3** |
| 1. Demonstrates openness to new ideas, learning, and change
 | **NA 0 1 2 3** |
| 1. Demonstrates positive impact on the learning and training environment
 | **NA 0 1 2 3** |
| 1. Maintains a professional appearance
 | **NA 0 1 2 3** |
| 1. Identifies personally and professionally as a counselor
 | **NA 0 1 2 3** |

Overall, what are the counselor-in-training’s strengths?

Overall, what are the areas that the counselor-in-training should improve?

Has this evaluation been discussed with the intern? □ Yes □ No

Based on the preceding information, I recommend a grade of (circle one): “P” (Pass) “NC” (No Credit)

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**Supervisor Signature and date Student’s Signature and date**

*Note: The student’s signature denotes that she/he has received the evaluation from the site supervisor. It does not necessarily indicate that the student is in agreement with the evaluation. The student is permitted to write a response to this evaluation, particularly if there is significant disagreement regarding the evaluation. The student’s response should be completed (typed) in a timely fashion on a separate sheet and signed. The response should be reviewed with the supervisor, and then submitted to become an addendum to this evaluation.*