**SUPERVISOR EVALUATION OF STUDENT FORM—CMHC INTERNSHIP**

**SUPPLEMENTAL GROUP EXPERIENCE**

**\*Please note this form is only used for group facilitation experiences that are supplemental to Internship. Students will be assigned these experiences if their primary Internship site does not offer group counseling.**

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| ***General Information:***   * The group supervisor completes this form both at the completion of the group counseling experience. The supervisor will provide ongoing feedback throughout the group experience. * This completed form is submitted by the student to the Internship course instructor, who reviews and then submits it to the CECP department office to become part of the student's record in the student’s practicum/internship file. * This supervisor evaluation is considered in assigning grades for the internship. * Your time and careful evaluation are very important and much appreciated. Thank you! |

**Student Name:**

**Date of Evaluation:**

**Supervisor:**

**Supplemental Group Counseling Site:**

**Please indicate the type of review done with the student, as well as specify the number of sessions you observed:**

\_\_\_I reviewed recordings of student’s sessions. \_\_\_Number of sessions reviewed.

\_\_\_I observed student’s sessions in person. \_\_\_Number of sessions observed.  
  
   
**Instructions for Completing the Student Counseling Skills and Competencies Sections:**

Supervisor feedback is a critical component of student development and evaluation. This form organizes student counseling performance into four general areas: Professional Work Requirements, Professional Ethics and Behaviors, Counseling Knowledge and Skills, and Learning Behaviors and Self-Care. Specific aspects of each area will have descriptions (rubric) of four levels of student performance: (a) the student has **not met**, (b) the student is still **developing**, (c) the student **meets expectations**, or (d) the student **exceeds expectations**. Developing skills and competencies in counseling takes time. In practicum we anticipate that students will progress from "not meeting expectations" to the "developing" and sometimes "meeting expectations" levels of performance. In internship the students should progress to levels of "meeting expectations" and "exceeding expectations."

**In Sections 1-4, please check which one of the four levels of performance detailed in the following boxes best describes your internship student’s abilities. There is also space for comments if needed.** Please think of these groupings as ‘skill sets,’ and indicate (by checking the box) which level of description best describes the student's current level of performance as a counselor. If you find that a student is consistently performing some skills but not others within the same level (e.g., ‘**developing**’), please still rate the student as ‘**developing**’ and then describe the skills that need to be improved in the comment section below the box.

**Section 1. Professional Work Requirements**

A. Professional Role Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **⧠ Not Met**  ***Any two or more of the following:***  Frequently arrives late. Does not use time effectively.  Fails to inform supervisor or make arrangements for absences.  Not responsive to professional norms about clothing, language, etc. | **⧠ Developing**  Most often arrives on time but does not use time effectively.  Usually informs supervisor but fails to make arrangements for absences.  When requested, responsive to professional norms about clothing and language, etc. | **⧠ Meets Expectations**  Arrives on time and uses time effectively.  Informs supervisor and makes arrangements for absences.  Follows professional norms about clothing, language, etc. | **⧠ Exceeds**  Usually arrives early to prepare and uses time effectively.  Is rarely, if ever, absent and always informs supervisor and makes arrangements for absence. Understands and complies with professional norms |

**Comments:**

1. Interactions with Co-Workers/Co-Leaders

|  |  |  |  |
| --- | --- | --- | --- |
| **⧠ Not Met**  Appears uncomfortable interacting with other staff members.  Does not initiate interactions or communicate effectively with staff. Unable to effectively convey information and/or express own opinions. | **⧠ Developing**  Usually appears comfortable interacting with other staff members. Sometimes initiates interactions and communicates effectively with staff.  Moderately effective in conveying information and expressing own opinions. | **⧠ Meets Expectations**  Appears comfortable interacting with other staff members.  Regularly initiates interactions and clearly and effectively communicates with staff.  Accurately conveys information and frequently expresses own opinions. | **⧠ Exceeds**  Consistently appears comfortable interacting with other staff members. Consistently initiates interactions and clearly and effectively communicates with staff.  Accurately conveys information and clearly expresses own opinions. |

**Comments:**

**Section 2. Professional Ethics and Behaviors**

|  |  |  |  |
| --- | --- | --- | --- |
| ⧠ **Not Met**  Is not aware of and/or frequently does not behave in accordance with professional ethical standards.  Fails to implement appropriate informed consent procedures on a regular basis. | ⧠ **Developing**  Is aware of and usually behaves in accordance with professional ethical standards.  Implements appropriate informed consent procedures some of the time. | ⧠ **Meets Expectations**  Is aware of and consistently behaves in accordance with professional ethical standards.  Routinely implements appropriate informed consent procedures. | ⧠ **Exceeds**  Consistently behaves in accordance with professional and ethical standards. Applies ethical reasoning to complex ethical dilemmas.  Always implements appropriate informed consent procedures. |

**Comments:**

**Section 3. Counseling Knowledge and Skills**

1. Knowledge and Application of Group Treatment Approaches

|  |  |  |  |
| --- | --- | --- | --- |
| **⧠ Not Met**  ***Any combination of the following:***  Limited ability to use and adapt group counseling approaches in order to initiate counseling with a variety of groups.  Very limited treatment planning prior to group counseling activities.  Does not use literature-based counseling treatment and prevention programs for client’s presenting concerns. Does not demonstrate ability to conceptualize cases from theory. Fails to evaluate own counseling behaviors and client and group outcomes.  Does not reassess group and client needs or modify treatment or group plans as clients’ needs change.  Fails to learn about relevant community resources. | **⧠ Developing**  More often than not uses and adapts group counseling approaches to counsel a variety of groups proficiently.  Sometimes identifies and implements literature-based counseling treatment programs. Demonstrates limited ability to conceptualize cases from theory. Attempts to use supervisor’s treatment suggestions but often is unable to implement as intended.  Evaluates own counseling behaviors and client and group outcomes but misses the complexity of behaviors and outcomes.  Frequently forgets to reassess client needs and/or modify treatment or group plans as needed.  Knows one or two relevant community resources for clients. | **⧠ Meets Expectations**  Is able to provide effective group counseling for typical group and client problems with a variety of groups. Identifies and implements literature-based counseling treatment programs.  Demonstrates the ability to conceptualize cases from theory. Considers supervisor’s treatment suggestions and successfully adapts them to the specific client(s) and groups. Evaluates own counseling behaviors and client and group outcomes.  Usually reassesses clients’ and group needs and modifies treatments plans as needs change.  Knows a variety of community resources for clients. | **⧠ Exceeds**  Is able to provide effective group counseling for most client problems with a variety of groups. Consistently identifies and implements literature-based counseling treatment programs. Consistently demonstrates ability to conceptualize cases from theory.  Consistently considers supervisor’s treatment suggestions and successfully adapts them to the specific client(s) and groups. Accurately evaluates own counseling behaviors and client and group outcomes.  Consistently reassesses client’s needs and modifies treatments plans as client’s needs change.  Applies and integrates knowledge of community resources into counseling and treatment plans. |

**Comments:**

B. Interactions with Clients

|  |  |  |  |
| --- | --- | --- | --- |
| **⧠ Not Met**  **Any combination of the following:**  Frequently fails to introduce self as a counselor and explain professional counseling.  Does not appear comfortable interacting with diverse clients (e.g., discomfort with varying ages, ethnic origin, etc.).  During counseling sessions mostly listens to clients and does not respond effectively. Usually unable to build rapport and gain the client's trust.  Is not sensitive or responsive to client’s needs.  Cannot describe to clients the mission and scope of services for this setting. | **⧠ Developing**  Introduces self as a counselor but limited in ability to explain professional counseling to others.  More often than not appears comfortable interacting with diverse clients but counseling and treatment plans do not reflect this. Inconsistent effectiveness in using basic counseling skills with clients.  Generally able to build rapport, and gain the client's trust.  Respectful and most often sensitive and responsive to client’s needs.  Can describe to clients the purpose of the agency at a superficial level. | **⧠ Meets Expectations**  Introduces self as a counselor and can explain professional counseling to others.  Appears comfortable interacting with diverse clients and notes aspects of client special needs in the counseling and treatment plans.  Most often uses effective basic counseling skills in interactions with clients. Builds rapport and generates trust, with nearly all clients  Is respectful, sensitive and responsive to client’s needs.  Can describe the purpose and services of the setting to others. | **⧠ Exceeds**  Consistently introduces self as counselor and can confidently explain professional counseling to professionals and lay persons.  Appears comfortable interacting with a wide variety of diverse clients. Effectively applies and integrates knowledge of client diversity into counseling and treatment plans.  Regularly uses effective basic counseling skills to initiate and maintain interactions with clients. Able to build rapport and generate trust with all but the most interpersonally difficult clients.  Is consistently respectful sensitive and responsive to client’s needs. |

**Comments:**

C. Counseling Records, Forms and Reports

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| --- | --- | --- | --- |
| **⧠ Not Met**  Inconsistently keeps appropriate records.  Written and verbal reports are unreliable and/or most often incomplete.  Reports do not provide sufficient clinical and/or administrative client and treatment information.  Written and/or verbal reports are presented in a colloquial and very causal manner. | **⧠ Developing**  Usually keeps necessary records.  Written and/or verbal reports are factually correct though sometimes incomplete. Reports have shown improvement over the semester.  Reports provide most of the necessary clinical and or administrative client and treatment information.  Many of the written and/or verbal reports are presented in a professional manner. | **⧠ Meets Expectations**  Reliably and accurately keeps records in a timely manner.  Written and/or verbal reports are accurate and most often complete.  Reports have improved across the semester.  Written and/or verbal reports are presented in an effective and professional manner. Reports provide all necessary clinical and/or administrative client and treatment information plus some additional helpful information. | **⧠ Exceeds**  Consistently keeps current, reliable and accurate records.  Written and/or verbal reports are accurate and complete in scope.  Written and/or verbal reports are presented in a confident, clear and professional manner.  Reports not only provide all necessary information but also anticipate emerging client or agency issues. |

**Comments:**

**Section 4. General Approach to Learning and Supervision**

A. Self- Awareness and Self-Care

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| --- | --- | --- | --- |
| **⧠ Not Met**  **Any combination of the following:**  Does not actively seek new information from staff or supervisor.  Infrequently applies new information in clinical setting.  Is unaware of or unable to describe own personal and professional strengths and limitations. Ineffective in managing personal assets in the professional environment.  Does not maintain own mental/physical health. | **⧠ Developing**  Seeks new information from staff or supervisor but unable to generalize to other situations in the clinical setting. Understands some of own personal and professional strengths and limitations. More often than not manages personal assets in the professional environment.  Sometimes may be ineffective at maintaining own physical/mental health. | **⧠ Meets Expectations**  Actively seeks new information from staff or supervisor and applies this new information in the clinical setting. Understands most of own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment. Most often attends to own physical/mental health. | **⧠ Exceeds**  Actively seeks new information from staff or supervisor and effectively applies new information in the clinical setting.  Understands with insight own personal and professional strengths and limitations. Effectively manages personal assets in the professional environment.  Assumes responsibility  for own physical/mental health. |

**Comments:**

B. Response to Supervision

|  |  |  |  |
| --- | --- | --- | --- |
| **⧠ Not Met**  Does not seek out supervision when necessary outside of the scheduled time.  Fails to respond to and/or defensive about feedback and suggestions from the supervisor.  Unable to successfully integrate or implement suggestions from supervisor.  Very limited awareness of areas that need improvement.  Unable to explore personal strengths and weaknesses. | **⧠ Developing**  Usually will seek supervision when necessary.  Usually receptive to feedback and suggestions from the supervisor but does not integrate these suggestions into clinical work.  Somewhat aware of areas that need improvement.  Limited openness to exploring personal strengths and weaknesses. | **⧠ Meets Expectations**  Actively seeks supervision when needed.  Receptive to feedback and suggestions from the supervisor and implements suggestions into clinical work.  Aware of most areas that need improvement.  Usually open and willing to explore personal strengths and weaknesses. | **⧠ Exceeds**  Knows when to seek supervision and does so promptly.  Is receptive to feedback from supervisor and effectively and accurately implements suggestions into clinical work.  Aware of areas that need improvement and seeks ways to improve. Consistently open and willing to explore personal strengths and weaknesses. |

**Comments:**

**Section 5. Additional Feedback about Student Behaviors**

**A. What would you identify as this intern student’s top areas of strength?**

**B. What do you think should be the primary focus for this intern student's growth and improvement?**

**C. If you have any other comments regarding this intern, please include below. If more space is needed, continue your comments on the back of this page.** ­­­­­­­­­­­­­­­­­

**If you would like to discuss this intern further please contact the supervising university course instructor, by email or phone. Thank you very much for your time in supervising this student and completing this evaluation.**

**Supervisor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:**

**Student’s Signature\*\*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:**

\*\*Student’s signature acknowledges that the student has reviewed the evaluation and does not necessarily indicate agreement with the evaluation.