

Student Name: _____

Signature & Date: _____

Site Supervisor Name: _____

Signature & Date: _____

Site Name: _____

Check One: ☐ Practicum I ☐ Practicum II ☐ Internship I ☐ Internship II

Faculty Supervisor Name: _____

Signature & Date: _____

Please complete relevant sections of the following evaluations and add your comments to the right.

Comments

General and Adult Counseling Evaluation	<u>Low</u> 1	2	<u>Ave.</u> 3	4	<u>High</u> 5	<u>N/A</u>
Understands the mental health professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.						
Understands a variety of models and theories that account for mental health disorders.						
Understands the personality characteristics, knowledge and skills required of the helper.						
Communicates effectively with clients of different ages and developmental stages.						
Communicates genuine warmth by expressing an attitude of caring.						
Discriminates between the person and their maladaptive behaviors thus communicating respect.						
Respects the client's freedom of choice.						
Expresses belief in the client's potential thus communicating hope.						
Is open and receptive of ideas and behaviors other than those valued by the counselor.						
Uses effective communication skills: paraphrasing, open ended questions, reflecting, and attending behaviors.						

Addresses discrepancies in client communications.						
Is capable of being empathic and communicating it back to the client.						
Establishes goals and evaluates progress in relation to goals.						
Appropriately uses the DSM IV.						
Plans, develops and implements diagnostically relevant treatment plans.						
Keeps adequate and timely records.						
Recognizes and appropriately addresses personal mental health issues relevant to professional performance.						
Incorporates feedback and uses supervision wisely.						
Consults with other staff regarding client welfare.						
Is able to work as part of a team with professionals of varied disciplines.						
Is knowledgeable and able to discuss medications.						
Appropriately terminates and refers clients.						
Appreciates diverse cultural, ethnic, sexual, and social backgrounds and values.						
Identifies stages in the therapy process.						
Establishes appropriate therapeutic limits.						
Recognizes and addresses appropriate self-care strategies.						
Presents self professionally (adherence to ethical conduct, demeanor, dress, language, etc.)						

Comments

Child and Adolescent Counseling Evaluation	<u>Low</u> 1	2	<u>Ave.</u> 3	4	<u>High</u> 5	<u>N/A</u>
Demonstrates knowledge of theories of human development when counseling children and adolescents.						
Understands difficult child and adolescent relational problems.						
Is capable of establishing a relationship with a resistant child and adolescent.						
Understands issues and problems concerning children and adolescents.						
Helps the parent and child or adolescent accept developmental changes.						
Demonstrates knowledge and understanding of interpersonal strategies that are effective with children and adolescents.						
Demonstrates a breadth of knowledge regarding running types of groups for children and adolescents (social skills, boys/girls issues, etc.).						
Understands the use of consultation in working with parents and/or teachers.						
Understands the influence of the larger contexts of child and adolescence development (schools, communities, culture, etc.).						

Comments

Group Counseling Evaluation	<u>Low</u> 1	2	<u>Ave.</u> 3	4	<u>High</u> 5	<u>N/A</u>
Understands a variety of theories related to facilitating group work.						
Capable of determining whether group or individual counseling is most appropriate for treating the problem.						
Appropriately applies group dynamics and group therapeutic conditions to facilitate client behavior change.						
Demonstrates an understanding of the stage of group development.						
Personal behaviors indicate and appreciation of ethical practices in						

group work.						
Communicates familiarity with group interventions and applies them appropriately.						
Manages and understands the most frequent roles group members adopt.						

Comments

School Related Evaluation	<u>Low</u> 1	2	<u>Ave.</u> 3	4	<u>High</u> 5	<u>N/A</u>
Understands the school psychologist's obligations to adhere to ethical and behavioral standards of conduct.						
Presents self to students and/or staff in helpful and appropriate ways in the school setting.						
Consults with parents, teachers, and/or staff regarding behavioral issues in helpful and appropriate ways in the school setting.						
Consults with parents, teachers, and/or staff regarding academic issues in helpful and appropriate ways in the school setting.						
Appreciates the differing roles of teachers, counselors, psychologists and staff within the school setting.						
Demonstrates skills appropriate to both direct and indirect service in the school setting.						

Comments

Addictions Counseling Evaluation	<u>Low</u> 1	2	<u>Ave.</u> 3	4	<u>High</u> 5	<u>N/A</u>
Understands a variety of models and theories of addiction and other problems related to substance use.						
Understands the addiction professional's obligations to adhere to ethical and behavioral standards of conduct in the helping relationship.						
Has knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances on the user and significant others.						
Recognizes the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for						

medical and psychological disorders to co-exist with addiction and substance abuse.						
Recognizes the importance of family, social networks, and community systems in the treatment and recovery process.						
Understands the value of an interdisciplinary approach to addiction treatment.						
Understands the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care.						
Describes a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.						
Tailors helping strategies and treatment modalities to the client's stage of dependence, change, or recovery.						
Is familiar with medical and pharmacological resources in the treatment of substance use disorders.						
Understands the importance of screening for a wide range of client presenting problems.						
Applies accepted criteria for diagnosis of substance use disorders in making treatment recommendations.						
Understands the characteristics and dynamics of families, couples, and significant others affected by substance use.						