

APPENDIX J

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Counseling Practicum/Internship Evaluation

Form with checkboxes for Practicum I, Practicum II, Internship I, Internship II, and Semester (Fall, Spring, Summer).

Form with fields for Student name, Internship Site, Supervisor, Supervisor's Counseling Orientation, Supervisor's Theoretical Orientation to Supervision, Direct Hours summary, Indirect Hours summary, and Practicum/Internship Instructor.

I have reviewed the evaluation and discussed it with my supervisor.

Signature lines for Student\*, Supervisor, and Practicum/Internship Instructor with corresponding Date fields.

\*Note: Your signature does not necessarily indicate agreement with the appraisal, only that it has been discussed. You are obligated to acknowledge the appraisal if your supervisor has discussed it with you.

For Clinical Mental Health Counseling student evaluations: Complete Sections I through X.
For Rehabilitation Counseling student evaluations: Complete Sections I through XI.
For School Counseling student evaluations: Complete Sections I through X and section XII.

**Evaluation Directions**

The purpose of this evaluation is threefold. First, it allows Counseling Intern (CI) practicum/internship students to reflect upon their counselor identity development process during the practicum and internship experience to foster a deeper self-awareness of strengths and areas for growth. Second, it provides a structured format for supervisors to give feedback to their trainees on progress towards the development of clinical skills. Third, the university practicum instructor, who has the responsibility for assigning a course grade, will use it as part of an overall evaluation of the successful completion of practicum requirements.

Listed below are a number of statements pertinent to counselor trainee development and performance. This evaluation takes into consideration the developmental nature of the emergence of clinical skills; thus, counseling interns' skills will be rated based on an expected level of development for each time point in the semester at which they are being evaluated (at mid-term and at the end of each of the semesters of internship). During the first semester of practicum, CIs will receive scores from 0-3, as is developmentally appropriate. Over the course of the 700-hour practicum/internship experience, students usually demonstrate increasingly higher scores across evaluation items.

Discussion of this feedback should occur in an atmosphere of open, two-way communication between both supervisor and supervisee. The aim of the evaluation process is to promote meaningful reflection and discussion concerning specific areas of a trainee's training, progress, and the means by which skills can be further acquired and refined.

**RATING SCALE**

- N - No Opportunity to observe
- 0 - Deficient. Does not meet criteria for program level
- 1 - Meets criteria minimally or inconsistently for program level
- 2 - Meets criteria consistently at this program level
- 3 - Exceeds criteria at this program level

<b>I. INTAKE APPOINTMENT SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. CI prepares adequately for intake appointment (e.g., reviews site policies and procedures, discusses client's presentation with supervisor, reviews phone screening, schedules appointments correctly in calendar)					
2. CI accurately performs and conveys all elements of the Informed Consent with the client in both written and verbal form (including limits to confidentiality).					
3. CI completes a risk assessment, if appropriate, with client during the first session and whenever clinical necessary in future sessions including asking about past and current risk history topics (e.g., suicidal ideation, abuse, substance use).					
4. CI thoroughly explores client's presenting problems bringing them to seek services, including consumer's physical and mental functioning.					
5. CI addresses all questions on the intake forms to obtain a comprehensive client's case history.					

<b>I. INTAKE APPOINTMENT SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
6. CI demonstrates basic interviewing skills (e.g., active listening, reflection, restatements, paraphrasing, summarizing, reinforcers).					
7. CI establishes rapport and facilitates client's disclosure.					
8. CI expresses genuine concern and empathy for the client while retaining perspective and objectivity.					
9. CI identifies collateral sources that need to be collaborated with for continuity of care of the client and accurately completes a Release of Information with the client for this purpose.					
10. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
11. CI contacts collateral sources in a timely fashion and releases/obtains important information for client's care and well-being.					
12. The CI consults with the on-call supervisor at a minimum for situations involving risk.					

**Comments:**

<b>II. ASSESSMENT SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI introduces the purposes behind the use of assessments and how to complete the assessments accurately to clients before they complete them.					
2. The CI utilizes the results from the assessments to aid in service to client's and complete progress notes.					
3. The CI discusses the assessments with their supervisor to determine if additional assessments are needed.					

**Comments:**

<b>III. COUNSELING SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
<i>Session Structure</i>					
1. CI demonstrates ability to open a session including completing a check-in, setting an agenda for session, and providing a brief summary of previous session for/with the consumer.					

<b>III. COUNSELING SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
2. CI demonstrates ability to close a session including informing the consumer the session is coming to a close, avoiding discussion of new material/redirecting the consumer if they bring up new material, and initiates the end of the session through summarization or discussion of homework for the following session.					
<b><i>Utilization of Counseling Micro-skills</i></b>					
3. CI responds to the client by appropriately matching the tone and affect of the client in session.					
4. CI intermittently uses verbal and non-verbal encouragers (e.g., head nods, mm-hmm, yes) to reinforce client's communication regarding issues being addressed.					
5. CI listens carefully to what the consumer is saying and hears the client, as is reflected in the progress notes.					
6. CI attempts to redirect consumer from prolonged tangential discussions.					
7. CI responds appropriately to cognitive content of sessions.					
8. CI responds appropriately to client's feelings in session.					
9. CI communicates understanding of client's nonverbal behaviors.					
10. CI uses silence effectively in the session.					
11. CI uses confrontation appropriately with clients.					
<b><i>Relationship Building Skills</i></b>					
12. CI conveys an empathic understanding of the client's world.					
13. CI approaches consumers in a therapeutically genuine manner.					
14. CI is able to convey feelings of warmth and acceptance to client s.					
15. CI utilizes self-involving statements and self-disclosure in an appropriate manner in sessions.					
16. CI fosters a deepening of the relationship in subsequent sessions by building an environment of trust.					
<b><i>Awareness of Counseling Process</i></b>					
17. CI is aware of their own reactions within sessions.					
18. CI deals constructively with own reactions (e.g., positive, negative, ambivalent) about clients when they occur in session and brings them to supervision independently.					
19. CI is aware of his/her own impact on the client.					
20. CI is able to deal appropriately with positive and negative emotions the client may express toward the counselor.					

**Comments:**

III. COUNSELING SKILLS					
	0	1	2	3	N

IV. CASE CONCEPTUALIZATION SKILLS					
	0	1	2	3	N
1. The CI is able to make and modify hypotheses about client s and their current functioning as sessions proceed.					
2. The CI is able to complete an accurate case conceptualization of the client's case based on consumer services provided.					
3. The CI discusses with the client the priorities for treatment /service plans and reviews these with the supervisor.					
4. The CI uses the consumer's priorities to formulate goals for treatment/service plans.					
5. The CI is able to articulate goals, short-term objectives, and interventions on a plan that will facilitate client progress in treatment/service plans.					
6. The CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client(s).					

**Comments:**

V. THEORY & INTERVENTION SKILLS					
	0	1	2	3	N
1. The CI provides a rationale for a client's case conceptualization based on sound counseling theory/theories.					
2. The CI articulates client issues from various theoretical perspectives.					
3. The CI develops intervention/service strategies based on case conceptualization.					
4. The CI shows willingness to be innovative and creative in intervention approaches.					

**Comments:**

VI. FILE DOCUMENTATION					
	0	1	2	3	N
1. The CI completes documentation for client sessions in a timely manner (i.e., the same day as the session or phone call is conducted).					

2. The CI updates case files with feedback and suggestions in a timely manner (i.e., one week).					
3. The CI is able to construct concise documentation that includes critical details in each section.					

**Comments:**

<b>VII. SUPERVISORY RELATIONSHIP</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI participates actively in supervision sessions (e.g., contributes to supervision agenda, sends clips for review to supervisor, reads outside of supervision and prepares comments).					
2. The CI demonstrates professional behaviors in interactions with supervisor (e.g., appropriate tone and demeanor, treating others with dignity and respect).					
3. The CI is open during supervision to self-examination about how the client r and session content affect the CI (countertransference, feelings).					
4. The CI is open to discussion of the development of the supervisor-supervisee relationship.					
5. The CI shows openness to supervisor's feedback and suggestions for client's sessions and documentation.					
6. The CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.					
7. The CI displays a developmentally appropriate balance between dependence and independence in relationship with supervisor.					
8. The CI is able to expose and express own weaknesses and share strengths accurately.					

**Comments:**

<b>VIII. ETHICAL DECISION-MAKING SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI demonstrates ethical decision-making and behaviors in counseling and case management (e.g., maintains confidentiality, avoids dual relationships, practices only within areas of competence).					
2. The CI only uses appropriate and approved assessments and interventions in counseling sessions (e.g., those discussed in supervision first).					
3. The CI discusses with supervisor when issues of an ethical nature present in the counseling or supervision relationships.					

<b>VIII. ETHICAL DECISION-MAKING SKILLS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
4. CI demonstrates personal commitment to developing professional competencies.					

**Comments:**

<b>IX. MULTICULTURAL IDENTITIES (e.g., gender, race, ethnicity, age, disability, sexual orientation/affectional orientation, socioeconomic status)</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI demonstrates awareness of client' cultural diversity and multicultural identities.					
2. The CI responds appropriately to client s' multicultural identities and explores their importance to the client and in shaping consumers' worldview.					
3. The CI demonstrates sensitivity to the impact of own cultural diversity in the counseling process.					
4. The CI demonstrates an appreciation for the value of cultural diversity in the overall counseling process.					

**Comments:**

<b>X. PROFESSIONAL DISPOSITIONS</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
<b><i>Professional Responsibility</i></b>					
1. The CI conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.					
2. The CI relates to peers, professors, and others in a manner consistent with program mission and standards.					
3. CI demonstrates a capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to those in supervisory or instructional positions.					
4. CI demonstrates the ability to engage in dialogue with others who have different perspectives in ways that show respect for the other persons and their points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.					

<b><i>Maturity and Attitude</i></b>					
5. The CI demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.					
6. The CI demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.					
7. The CI demonstrates a tolerance for ambiguity and is able to appropriately balance professional responsibilities with self-care practices.					
8. The CI maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.					
<b><i>Integrity</i></b>					
9. The CI refrains from making statements that are false, misleading or deceptive.					
10. Respects the fundamental rights, dignity and worth of all people.					
11. Respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.					
12. Considers the impact of her/his actions on the wellbeing of others and the group (cohort, program, and agency) as a whole, such as avoiding improper and potentially harmful relationships.					
<b><i>Social and Self Awareness</i></b>					
13. Demonstrates awareness and knowledge of their intersecting identities (gender, race, disability, socio-economic class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling.					
14. Demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards and/or client care.					
15. The CI demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.					
16. The CI demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.					
17. The CI maintains humility and uses privilege to promote social equity.					
<b><u>Comments:</u></b>					



<b>XI. SPECIFIC TO REHABILITATION COUNSELING</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. The CI demonstrates informal and formal assessment of the needs and adaptive, functional, and transferable skills of PWDs.					
2. The CI demonstrates evaluation and application of assistive technology with an emphasis on individualized assessment and planning					
3. The CI utilizes resources for research and evidence-based practices applicable to rehabilitation counseling.					
4. The CI demonstrates the use of strategies to enhance coping and adjustment to disability.					
5. The CI uses techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment.					
6. The CI promotes the self-advocacy of decision-making of individuals with disabilities throughout the rehabilitation process.					
7. The CI demonstrates the use of strategies to facilitate successful rehabilitation goals across the lifespan.					
8. The CI utilizes career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place.					
9. The CI uses strategies to analyze work activity and labor market data and trends in order to facilitate the match between an individual with a disability and targeted jobs.					
10. The CI advocates for the full integration and inclusion of individuals with disabilities to include strategies to reduce attitudinal and environmental barriers.					
11. The CI assists individuals with disabilities to obtain knowledge of and access to community and technology services and resources.					
12. The CI consults with medical/health professionals or other interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.					
13. The CI consults and collaborates with employers regarding the legal rights and benefits of hiring individuals with disabilities to include accommodations, universal design, and workplace disability prevention.					
14. The CI demonstrates the ability to consult and collaborate with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.					

**Comments:**

<b>XII. SPECIFIC TO SCHOOL COUNSELING</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>N</b>
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.					
2. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs					
3. Applies relevant research findings to inform the practice of school counseling.					
4. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.					
5. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).					
6. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.					
7. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.					
8. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.					
9. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.					
10. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.					
11. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.					
12. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.					

**Comments:**

**Primary Strengths:**

**Primary Areas for Improvement:**

**Other Comments:**