

Indiana University
Department of Counseling and Educational Psychology
G524 Evaluation by Doctoral Supervisor

Student Name _____ Semester/Year _____

Site _____ Doctoral Supervisor _____

Instructor's Name _____

Doctoral Supervisor: Please rate the student's performance in each of the areas listed on the attached sheets circling the appropriate level using the following scale:

U = Unsatisfactory	The student is deficient in the competency or skill and the student needs significant further training and effort in order to bring the competency/skill up to an acceptable standard.
NI = Needs Improvement	The student has shown some evidence of the competency or skill, but performance is inconsistent. It is anticipated that the rating will improve with further training, supervision, and student effort.
S = Successful	The student has shown basic mastery of the competency or skill.
E = Exemplary	The student has exceeded basic mastery of the competency or skill and is performing at an advanced level.
NA = Not applicable	The student did not have the opportunity to demonstrate this competency or skill. The supervisor did not have the opportunity to observe this competency or skill.

Please note that beginning practicum students are expected to perform in the "Needs Improvement" and "Successful" range on most items. Scores in the "Unsatisfactory" range may indicate the need for a remedial plan to complete the practicum training requirements.

Space is also provided at the end of this form for open-ended comments.

BASIC WORK HABITS/PROFESSIONAL BEHAVIORS					
1. Arrives on time consistently	U	NI	S	E	NA
2. Informs supervisor and makes arrangements for absences or delays	U	NI	S	E	NA
3. Reliably completes requested or assigned tasks on time	U	NI	S	E	NA
4. Communicates accurately and effectively in both oral and written forms	U	NI	S	E	NA
<i>Additional Comments</i>					
ETHICAL AWARENESS AND CONDUCT					
5. Is knowledgeable about general ethical guidelines (ACA, ASCA)	U	NI	S	E	NA
6. Is aware of ethical issues specific to site	U	NI	S	E	NA
7. Demonstrates awareness and sensitivity to ethical issues	U	NI	S	E	NA
8. Behaves consistently with ethical guidelines	U	NI	S	E	NA
9. Recognizes personal competency limits and seeks appropriate consultation	U	NI	S	E	NA
10. Displays an understanding of ethical and legal rights to privacy and limits to confidentiality (e.g. HIPAA, FERPA)	U	NI	S	E	NA
<i>Additional Comments</i>					
KNOWLEDGE AND OPENNESS TO LEARNING					
11. Works to gain knowledge of client population and concerns	U	NI	S	E	NA
12. Works to gain knowledge of treatment approaches	U	NI	S	E	NA
13. Works to gain knowledge of treatment context	U	NI	S	E	NA
14. Receptive to learning when new information is offered	U	NI	S	E	NA
15. Actively seeks new information from supervisor	U	NI	S	E	NA
16. Understands concepts, theories and information provided	U	NI	S	E	NA
17. Integrates and applies new information appropriately	U	NI	S	E	NA
<i>Additional Comments</i>					

CLINICAL SKILLS AND CASE CONCEPTUALIZATION					
18. Can identify crisis situations and knows the site protocol for emergencies	U	NI	S	E	NA
19. Demonstrates ability to use rapport building skills such as expression of empathy and validation of client emotion to facilitate trust and client disclosures	U	NI	S	E	NA
20. Demonstrates ability to attend to and respond to client emotions	U	NI	S	E	NA
21. Demonstrates intentionality in choosing interventions to use with clients	U	NI	S	E	NA
22. Is able to conceptualize cases beyond “fixing” the stated problem	U	NI	S	E	NA
23. Provides rationale for conceptualization that links theoretical foundation to interventions	U	NI	S	E	NA
24. Demonstrates basic understanding of the need to tailor goals and interventions to the individual differences of clients (e.g. learning style, cultural background, developmental level, etc.)	U	NI	S	E	NA
25. Is able to reserve judgment and generate tentative clinical hypotheses using multiple data sources to inform case conceptualization	U	NI	S	E	NA
26. Displays ability to explore how the client’s stated problem manifests across contexts (e.g. emotionally, behaviorally, cognitively, interpersonally, at work, at home, etc.)	U	NI	S	E	NA
27. Maintains appropriate clinical boundaries especially regarding judicious use of counselor self-disclosure	U	NI	S	E	NA
<i>Additional comments</i>					
MULTICULTURAL AWARENESS AND SKILL DEVELOPMENT					
28. Demonstrates knowledge and self-awareness in the context of diversity (one’s own attitudes and related strengths/limitations)	U	NI	S	E	NA
29. Demonstrates basic knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations, issues of gender, sexual orientation disability, vulnerable populations, etc.)	U	NI	S	E	NA
30. Ability to work effectively with diverse others in assessment, treatment, and consultation	U	NI	S	E	NA
<i>Additional comments</i>					

RESPONSE TO SUPERVISION					
31. Actively seeks supervision as required and when necessary	U	NI	S	E	NA
32. Is receptive to supervisory feedback and suggestions	U	NI	S	E	NA
33. Understands information communicated by supervisor	U	NI	S	E	NA
34. Implements suggestions from supervisor	U	NI	S	E	NA
35. Demonstrates awareness and acceptance of areas that need improvement	U	NI	S	E	NA
36. Is willing to explore personal and professional strengths and developmental issues	U	NI	S	E	NA
<i>Additional Comments</i>					

Open ended questions

1. Please identify characteristics which facilitate this student’s effectiveness as a developing counselor.

2. Please identify areas of growth which may improve the student’s effectiveness as a developing counselor.

 Doctoral Supervisor Signature Date

 Student Signature Date