

**DEPAUL UNIVERSITY  
HSC 553 – COMMUNITY COUNSELING**

**SUPERVISOR EVALUATION & SELF-EVALUATION**

Candidate's name \_\_\_\_\_ Quarter/Year \_\_\_\_\_

Agency Site \_\_\_\_\_ Grade Level \_\_\_\_\_

Site Supervisor \_\_\_\_\_ DePaul Supervisor \_\_\_\_\_

Person completing this evaluation:

\_\_\_\_\_ Self-Evaluation      \_\_\_\_\_ Site Supervisor      \_\_\_\_\_ DePaul Supervisor

*Please use the content of this form during the quarter for completing the evaluation.*

*Please submit this form at the end of the quarter.*

**Rate the counselor trainee using the following scale:**

- 4 = Evident at an exemplary level**
- 3 = Consistently evident**
- 2 = Sometimes evident**
- 1 = Not evident**
- NA = not applicable/no opportunity to observe**

**\*Student ratings should reflect their level of experience and training. In the comments section, please note areas of strength and areas that need attention.\***

<b>RATING</b>	<b>NOTES FOR CONSIDERATION</b>
4: Evident at an exemplary level <b>(Internship II Level)</b>	Reserved for the truly 'outstanding' performance of an indicator. This designation is for the candidate who is at the <b>Internship II Level</b> and goes well beyond any expectations of an intern.
3: Consistently evident <b>(Internship I Level)</b>	This is a <i>fine</i> rating—and one to be expected and desired at the <b>Internship I Level</b> . Use to indicate that the desired behavior is always seen when it's called for in the candidate's internship situation.
2: Sometimes evident <b>(Practicum Level)</b>	Use to indicate that the desired behavior expressed in the indicator is emerging at the <b>Practicum Level</b> . Use to indicate that the candidate has met the requirements for a beginning level counselor trainee.
1: Not evident <b>(Failed to Meet Standards)</b>	Use to indicate that the desired behavior of the indicator, while expected in the particular situation observed, was not seen. Use to indicate that the candidate <b>failed to meet standards</b> for the level of training.
NA: Not applicable/no Opportunity to observe	The indicator doesn't apply to the particular internship situation OR the indicator could not be seen in use when the evaluator was present.

### **Multicultural Competencies**

- |   |   |   |   |    |   |
|---|---|---|---|----|---|
| 4 | 3 | 2 | 1 | NA | Develops an awareness of personal beliefs related to ethnicity, gender, race, age, national origin, sexual orientation, disability, language, and socioeconomic status, and develop personal strategies for eliminating or avoiding any prejudice with clients. |
| 4 | 3 | 2 | 1 | NA | Avoids prejudicial attitudes and stereotypical thinking regarding clients and never imposes personal values on a client.  |
| 4 | 3 | 2 | 1 | NA | Mutually creates culturally appropriate interventions consistent with the trainee's theoretical orientation and the needs of the client.  |
| 4 | 3 | 2 | 1 | NA | Formulates and alters counseling strategies to bridge cultural differences that may exist between counselor and client.   |
| 4 | 3 | 2 | 1 | NA | Helps clients understand and affirm their home and community cultures.  |
| 4 | 3 | 2 | 1 | NA | Helps clients understand and value the unique ways in which they develop.   |
| 4 | 3 | 2 | 1 | NA | Helps clients move beyond cultural boundaries in order to be successful in their communities.   |

*Any comments on Multicultural Competencies:* \_\_\_\_\_

\_\_\_\_\_

### **Counseling Skills and Process**

- |   |   |   |   |    |  |
|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | Uses a consistent theoretical framework to offer effective counseling to clients   |
| 4 | 3 | 2 | 1 | NA | Evidence that, when needed, the trainee has done extra research and work to understand appropriate interventions.  |
| 4 | 3 | 2 | 1 | NA | Understands of the dynamics of counseling sessions.  |
| 4 | 3 | 2 | 1 | NA | Ability and effort to identify client strengths, as well as limitations  |
| 4 | 3 | 2 | 1 | NA | Uses appropriate attending behavior and nonverbal communication (such as effective use of hands, feet, posture, voice, laughter, smile, attire, and so forth). |
| 4 | 3 | 2 | 1 | NA | Uses brief verbal and nonverbal responses that constitute minimal encouragement for the client to continue   |
| 4 | 3 | 2 | 1 | NA | Adapts terminology to the development level of the client.   |

*Any comments on Counseling Skills and Process:* \_\_\_\_\_

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### **Responsive Service – Individual Counseling**

- |   |   |   |   |    |  |
|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | Applies human development and counseling skills to understand clients, promote enhanced client self understanding, and help clients interpret concerns, opportunities, and problems. |
| 4 | 3 | 2 | 1 | NA | Helps client identify courses of action, including near-term and long-term plans and objectives.   |

- 4 3 2 1 NA Conceptualizes client cases, including client concerns, opportunities, and problems and client and counselor courses of action.
- 4 3 2 1 NA Applies the principles and practices of etiology, diagnosis, and treatment of mental and emotional disorders and dysfunction.
- 4 3 2 1 NA Chooses and uses appropriate counseling techniques for individual clients.
- 4 3 2 1 NA Applies counseling skills in planning and helping clients collaborate in identifying and addressing client jurisdictions, priorities, and goals.
- 4 3 2 1 NA Works effectively in crisis and short term (brief) counseling situations.
- 4 3 2 1 NA Has knowledge of the population that is the focus of the trainee's caseload

*Any comments on Responsive Service-Individual Counseling:* \_\_\_\_\_

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**Responsive Service – Group Counseling**

- 4 3 2 1 NA Specifies types of problems that are particularly suited to group or group counseling.
- 4 3 2 1 NA Group work reflects understanding of group counseling theories.
- 4 3 2 1 NA Effectively uses principles of group dynamics and group process.
- 4 3 2 1 NA Observes and records verbal and nonverbal interaction in groups, following predetermined procedures for observation.
- 4 3 2 1 NA Demonstrates an ability to use some of the leadership skills including blocking, clarification, confrontation, cutting off, linking, holding focus, here-and-now activation, paraphrasing, imparting information, reframing, providing feedback, rounds, scanning, vertical self disclosure, shifting focus, use of voice, verbal tracking, and group processing.
- 4 3 2 1 NA Effectively uses principles and approaches of group leadership.
- 4 3 2 1 NA Uses group counseling methods appropriately.

*Any comments on Responsive Service-Group Counseling:* \_\_\_\_\_

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**Family System Support**

- 4 3 2 1 NA Is sensitive to different family constellations.
- 4 3 2 1 NA Is sensitive to multicultural, diversity and values of families.
- 4 3 2 1 NA Interactions reflect understanding of family systems.
- 4 3 2 1 NA Communicates effectively with families.
- 4 3 2 1 NA Knows community resources to assist families and clients.
- 4 3 2 1 NA Conducts effective parent/family interviews.

*Any comments on Family System Support:* \_\_\_\_\_

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### **Program Development and Evaluation**

- |   |   |   |   |    |  |
|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | Explains general principles and theories of prevention programs within mental health counseling. |
| 4 | 3 | 2 | 1 | NA | Implements specific strategies to achieve counseling program goals.                              |
| 4 | 3 | 2 | 1 | NA | Makes effective short- and long range plans.   |
| 4 | 3 | 2 | 1 | NA | Carries out appropriate needs assessment programs.   |
| 4 | 3 | 2 | 1 | NA | Develops and coordinates prevention programs.  |
| 4 | 3 | 2 | 1 | NA | Evaluates results of prevention programs.  |

*Any comments on Program Development and Evaluation:* \_\_\_\_\_

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### **Advocacy and Consultation**

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|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | Explains general principles of advocacy within mental health counseling.   |
| 4 | 3 | 2 | 1 | NA | Advocates a team approach to service delivery using core providers.  |
| 4 | 3 | 2 | 1 | NA | Establishes and maintains positive working relationships with the medical community.   |
| 4 | 3 | 2 | 1 | NA | Makes appropriate client referrals, when necessary, on the basis of an awareness of the specialties, skills, and services of other helping professionals in the community. |
| 4 | 3 | 2 | 1 | NA | Develops and coordinates quality prevention or mental health programs for the poor and disenfranchised.  |

*Any comments on Advocacy and Consultation:* \_\_\_\_\_

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### **Assessment.**

- |   |   |   |   |    |  |
|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | Uses appropriate technology in assessment  |
| 4 | 3 | 2 | 1 | NA | Considers the implications of age, gender, culture, spirituality, sexual identity, disability, etc. when conducting assessments  |
| 4 | 3 | 2 | 1 | NA | Selects and administers test instruments appropriately and including sensitivity to multicultural contexts.  |
| 4 | 3 | 2 | 1 | NA | Applies theories, models, and methods of assessment of mental status identification of psychopathological behavior.  |
| 4 | 3 | 2 | 1 | NA | Demonstrates knowledge of the current <i>Diagnostic and Statistic Manual of Mental Disorders</i> and concepts, theories, and applications for recommending clients to either time-limited or long-term counseling. |
| 4 | 3 | 2 | 1 | NA | Incorporates and uses social histories and diagnostic data in the assessment, intervention, and prevention process.  |
| 4 | 3 | 2 | 1 | NA | Interprets and analyzes the results of assessment instruments within a meaningful context.   |

*Any comments on Assessment:* \_\_\_\_\_

\_\_\_\_\_

**The Helping Relationship**

- |  |   |   |   |    |  |
|--|---|---|---|----|--|
| 4  | 3 | 2 | 1 | NA | Explains the various theories of psychotherapy as they apply to initiating, maintaining, coordinating, and terminating therapy with mentally and emotionally impaired clients. |
| 4  | 3 | 2 | 1 | NA | Communicates hope by expressing belief in the client’s capacity and potential.   |
| 4  | 3 | 2 | 1 | NA | Communicates non-judgmental openness and receptivity to ideas and behaviors similar to and different from those valued by the counselor.                                       |
| 4  | 3 | 2 | 1 | NA | Creates appropriate structure by setting and maintaining the boundaries of the helping relationship.   |
| 4  | 3 | 2 | 1 | NA | Communicates genuine empathy for being able to see the client’s world.   |
| 4  | 3 | 2 | 1 | NA | Is committed to developing a helping relationship with all clients.  |
| Demonstrates the following skills effectively: |   |   |   |    |  |
| 4  | 3 | 2 | 1 | NA | • Therapeutic relationships  |
| 4  | 3 | 2 | 1 | NA | • Goal setting   |
| 4  | 3 | 2 | 1 | NA | • Intervention strategies  |
| 4  | 3 | 2 | 1 | NA | • Evaluation of counseling outcomes  |

*Any comments on The Helping Relationship:* \_\_\_\_\_  
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\_\_\_\_\_

**Professional Orientation and Identity**

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|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | Participates actively and demonstrates leadership appropriate for the clinical situation.  |
| 4 | 3 | 2 | 1 | NA | Recognizes personal limitations.   |
| 4 | 3 | 2 | 1 | NA | Demonstrates initiative in becoming knowledgeable about all aspects of agency functioning. |
| 4 | 3 | 2 | 1 | NA | Functions as a team member.  |
| 4 | 3 | 2 | 1 | NA | Promptly and accurately completes all paperwork.   |

*Any comments on Professional Orientation and Identity:* \_\_\_\_\_  
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\_\_\_\_\_

**Amenability to Supervision**

- |   |   |   |   |    |   |
|---|---|---|---|----|---|
| 4 | 3 | 2 | 1 | NA | Able to presenting one’s work for critique.   |
| 4 | 3 | 2 | 1 | NA | Able to hear and incorporate feedback.  |
| 4 | 3 | 2 | 1 | NA | Initiates pertinent discussion in supervision.  |
| 4 | 3 | 2 | 1 | NA | Willing to learn through active participation: individual, small group, and other supervisory situations. |

*Any comments on Amenability to Supervision Professionalism:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Legal and Ethical Knowledge**

- 4 3 2 1 NA Behaves in accordance with American Counseling Association and/or American Mental Health Counselors Association ethical guidelines and complies with state and national laws.
- 4 3 2 1 NA Sensitive to ethical issues as they emerge in counseling relationship.
- 4 3 2 1 NA Discriminates among and between ethical and legal issues in counseling.
- 4 3 2 1 NA Respects the confidentiality of the counseling relationship.

*Any comments on Legal and Ethical Knowledge:* \_\_\_\_\_

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**Narrative Evaluation for ON-SITE SUPERVISORS only**

Activities supervised:

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Counselor trainee's strengths in counseling skills, personal development, and professional development:

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Counselor trainee's needs for improvement in counseling skills, personal development, and professional development:

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Overall impression of counselor trainee's ability to function as a professional counselor:

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In your professional opinion, is the counselor trainee ready to continue on to Internship I in the Winter Quarter?

- YES, with no reservations
- YES, but with some reservations (please explain, if not stated in this evaluation)
- NO, please contact Director of Clinical Services and DePaul Supervisor immediately.

- I have reviewed this evaluation
- I have discussed this evaluation with my supervisor

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Thank you for providing supervision to this student. DePaul University, Human Services and Counseling Program is committed to graduating excellent counselors.\**