

# Internship Counselor Evaluation Form – Mental Health

University of Wyoming, School of Counseling, Leadership, Advocacy & Design

Student: \_\_\_\_\_ Phone: \_\_\_\_\_

e-mail: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

e-mail: \_\_\_\_\_

Internship Site: \_\_\_\_\_ Semester / Year \_\_\_\_\_

**Instructions:** Rate yourself / the trainee on each item by circling *only one* number or letter completely (nothing in-between). Please remember to take into account the trainee’s developmental level in considering expectations (these expectations shift over the course of training). Circle “no-information” only when there really is *no* information at all. Both the trainee and supervisors should also list strengths and growth areas, plus specific plans for addressing growth areas.

Use the following scale to rate yourself / the trainee according to expectations for his/her developmental level.  
**N** = No Information; **0** = Unsatisfactory; **1** = Minimally Acceptable; **2** = Proficient; **3** = Exceptional Performance

**Professionalism:**

Professional dress; punctuality (on-time to internship, meetings, supervision, etc., start/end sessions on time); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the agency environment through appropriate interactions with all agency personnel; makes thoughtful use of supervision and other feedback; communicates respect for the perspectives of others through actions; other professional expectations.

		<b>Mid-Term</b>		<b>Final</b>	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

**Basic Counselor Skills**

Employs basic counseling skills (paraphrasing, reflecting feeling & meaning, pacing challenging, use of silence, etc.), in the development of a therapeutic relationship with clients, colleagues, and other professionals as needed.

		<b>Mid-Term</b>		<b>Final</b>	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

**Case Conceptualization**

Ability to make sense of client material. Can generate a variety of theory grounded hypotheses about the etiology and possible resolution of clients’ concerns. Can develop and articulate a plan for addressing client concerns based on sound counseling principles, and which is consistent with the client’s worldview and the counselor’s theoretical orientation.

		<b>Mid-Term</b>		<b>Final</b>	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

**Self-Awareness & Growth**

Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on session dynamics and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.

		<b>Mid-Term</b>		<b>Final</b>	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

**Foundations**

Demonstrates willingness and ability to apply and adhere to ethical and legal standards in clinical mental health counseling.

		<b>Mid-Term</b>		<b>Final</b>	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

		<b>Mid-Term</b>		<b>Final</b>	
Student		N 0 1 2 3		N 0 1 2 3	
Supervisor		N 0 1 2 3		N 0 1 2 3	

## Counseling, Prevention, & Intervention

		Mid-Term	Final
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies effective strategies to promote client understanding of and access to a variety of community resources.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates the ability to use procedures for assessing and managing suicide risk.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies current record-keeping standards related to clinical mental health counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

## Diversity & Advocacy

		Mid-Term	Final
Maintains information regarding community resources to make appropriate referrals.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

## Assessment

		<b>Mid-Term</b>	<b>Final</b>
Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

## Diagnosis

		<b>Mid-Term</b>	<b>Final</b>
Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

## Research & Evaluation

		<b>Mid-Term</b>	<b>Final</b>
Applies relevant research findings to inform the practice of clinical mental health counseling.	Student	N 0 1 2 3	N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3
Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Student	<b>Mid-Term</b> N 0 1 2 3	<b>Final</b> N 0 1 2 3
	Supervisor	N 0 1 2 3	N 0 1 2 3

## Mid-Term Comments

Student:

Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Growth Areas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor:

Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Growth Areas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## End-of-Term Comments

Student:

Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Growth Areas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor:

Strengths: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Growth Areas: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

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