

Supervisor Evaluation of Student’s Practicum Performance 2023-2024

MSED in Mental Health Counseling

STUDENT INSTRUCTIONS:

Please complete the following information about your outplacement and your hours completed this semester. You will need to print out the Time-2-Track detailed log for your outplacement and have your supervisor sign these forms. Please attach the Detailed Time-2-Track forms, SIGNED by yourself and your supervisor, to this document and submit this to the Practicum Director to complete your evaluation and receive your semester grade. If you do not submit the evaluation in time, you will receive an Incomplete for the semester grade. This Incomplete will be replaced with the appropriate grade once you submit your finalized evaluation and signed Time-2-Track logs. If you do not submit your signed evaluation and detailed Time-2-Track logs within the following semester, you may receive an Unsatisfactory grade in the practicum.

Student Name

Date

Outplacement Site

Supervisor:

Supervisor email:

Supervisor Phone Number:

***Both Student and Supervisor must keep signed copies of all evaluations**

STUDENTS: Hours Documentation/Verified via Time-2-Track

	Direct Client Contact Hours	Indirect Hours	Individual Supervision Hours	Group Supervision Hours
Fall Semester				
Spring Semester				
Summer Semester				
Total (for final evaluation)				

SUPERVISOR INSTRUCTIONS:

Please describe the nature of the direct observation you conducted this semester. Direct observation includes in-person observation, live video streaming, or video recording.

In-Person: Live video streaming: Video recording:

Please complete this assessment of your supervisee's clinical competencies based upon what you would expect from a master student at this level of training. The assessment categories are:

- BE - 1** Below Expectation (functioning below what you would typically expect). (If you indicate BE in any of the ratings, please provide specific objectives needed to achieve an Expected level in the comments section.)
- E - 2** Expected (functioning at a level consistent with what you would expect)
- EE - 3** Exceeds Expectation (functioning at a level well above typical expectation)
- N/A - 0** Competency Not Assessed

According to this evaluation system, students who are performing well in practicum should be receiving primarily "E's" on their evaluation. Please provide additional information for all ratings above or below expectation in the comments section.

Drawn From MPCAC 2017 Curriculum Standards and Operational Definitions

A. Professional identity, and ethical and professional standards

Ethical/Legal Standards and Policy: Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with individuals, groups, and organizations

1. Demonstrates knowledge and understanding of relevant ethical/professional codes (i.e., ACA, APA) standards and guidelines, laws, statutes, rules, and regulations
 Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
2. Recognizes situations that challenge adherence to professional values and applies an ethical decision-making model to ethical dilemmas (e.g. child abuse reporting, multiple relationships, and competence)
 Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
3. Integrates ethical values into professional conduct (i.e., demonstrates honesty, integrity, maintains appropriate professional boundaries, articulates own moral values and ethical principles).
 Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
4. Demonstrates adherence to professional values throughout professional work (i.e., commitment to community standards and science-based practice relating to client care).
 Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
5. Maintains professionally appropriate communication and conduct across different settings (i.e., demonstrates responsibility, commitment, adherence to institutional policies and procedures).
 Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
6. Demonstrates commitment to the welfare of others (i.e., showing initiative in assisting others, commitment to developing professional competencies, and practicing within areas of demonstrated competence).
 Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

B. Evidence-based theories and practice of counseling and psychotherapy

7. Demonstrates appropriate knowledge of empirically supported models of counseling and psychotherapy in case conceptualization, intervention planning, and treatment delivery
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
8. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from within and across disciplines
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
9. Negotiates differences and handles conflict satisfactorily with clients, co-workers, and supervisors
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
10. Provides effective feedback to others, receives feedback non defensively, and integrates feedback appropriately
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
11. Communicates clearly using verbal, non-verbal, and written skills in a professional context; demonstrates clear understanding and use of professional language
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
12. Effectively applies evidence-based intervention and prevention strategies designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations (e.g., career, group, family, and/or systems-level interventions)
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
13. Demonstrates the ability to select and implement evidence-based interventions for different problems and diverse populations related to the practice setting.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

C. Multiculturalism and diversity

14. Demonstrates knowledge, self-awareness, and skills in working with individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
15. Uses knowledge and awareness of self and others as cultural beings to monitor one's effectiveness as a professional (i.e., recognizes and appropriately handles one's own biases; demonstrates awareness of systemic oppression and privilege).
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
16. Knows when to initiate supervision about diversity issues as they pertain to oneself and one's clients.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
17. Able to work effectively with diverse individuals and groups in assessment, treatment, and consultation.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

D. Theories of psychopathology and relevant classification systems

18. Understands contemporary models of psychopathology and articulates biological, cognitive, behavioral, emotional, and sociocultural features relating to specific diagnostic conditions.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
19. Understands the evolving nature of contemporary categorical (i.e., DSM & ICD) and dimensional diagnostic systems (i.e., HiTOP) and appreciates the advantages and disadvantages of each.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
20. Appreciates issues relating to diagnostic complexity and transdiagnostic issues in evaluation and treatment.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
21. Demonstrates ability to assess cultural factors and biases in the context of psychopathology, and refine both diagnosis and conceptualization accordingly.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

E. Tests, measurements, and other assessments of behavior

22. Understands the strengths and limitations of commonly used assessment procedures in practice settings. This includes understanding of assessment procedure development, reliability, validity, cultural appropriateness, and utility in client evaluation, treatment planning, and progress monitoring.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
23. Demonstrates understanding of procedures to collect and evaluate assessment data (e.g., observational procedures, structured and semi-structured interviews, psychodiagnostic tests, scoring procedures, appropriate use of norms, evaluation of cultural biases, and validity issues in adaptation for use in diverse populations).
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

G. Career development and/or the role of work in peoples' lives

24. Demonstrates the importance of exploring clients' current work situations, past employment history, and vocational aspirations, and how those contribute to behavioral health (and ways behavioral health contributes to work outcomes).
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
25. Demonstrates awareness of role of work as a source of social support and ways to bolster resilience.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed
26. Demonstrates understanding of how an individual's multiple roles (including worker role) intersect and influence well-being.
- Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

27. Demonstrates a developmental perspective in helping clients develop career decision-making skills and the ability to appropriately navigate work transitions through the life span.

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

K. Understanding and use of supervision during applied experiences

28. Demonstrates understanding of the importance of openly exploring clinical material and receiving feedback

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

29. Demonstrates understanding that supervision is in the service of maximizing treatment effectiveness and clients' well-being

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

30. Seeks supervisor's perspective in a timely manner

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

31. Presents clinical information in effective ways

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

32. Able to articulate attitudes, values, and beliefs toward diverse others

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

33. Demonstrates the ability to openly explore clinical material and accept feedback

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

34. Uses supervision to improve performance by applying feedback

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

35. Engages in discussion with supervisor about one's own reaction to clients

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

36. Understands multiple individual and cultural identities as they impact clinical work

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

37. Generalizes supervision feedback to new clinical situations

Below Expectation Expected Exceeds Expectation N/A- Competency Not Assessed

38. Ability to critique one's own performance (e.g., on video, audiotape)

Below Expectation **Expected** **Exceeds Expectation** **N/A- Competency Not Assessed**

39. Displays ability to adjust performance as situations require

Below Expectation **Expected** **Exceeds Expectation** **N/A- Competency Not Assessed**

40. Uses supervision to improve performance

Below Expectation **Expected** **Exceeds Expectation** **N/A- Competency Not Assessed**

41. Takes actions recommended by supervisor for self-care

Below Expectation **Expected** **Exceeds Expectation** **N/A- Competency Not Assessed**

42. Builds self-care into daily and weekly routines

Below Expectation **Expected** **Exceeds Expectation** **N/A- Competency Not Assessed**

AVERAGE SCORE: (total sum) / (number of items evaluated) =

Comments: (Please remember to provide specific objectives needed to achieve an Expected level, if you indicated Below Expected Level in any of the above ratings.)

Student's personal behavior, level of maturity, and motivation as they relate to therapeutic work

[Empty box for student's personal behavior, level of maturity, and motivation as they relate to therapeutic work]

Student's strengths

[Empty box for student's strengths]

Areas where improvement is needed

[Empty box for areas where improvement is needed]

Is this the student's final evaluation? Yes No

If "yes", did the student complete all required outplacement practicum hours? Yes No

Overall Rating of Student's Performance

- The student is performing above a satisfactory level in this practicum experience. The student will receive a passing grade for the semester.

- The student is performing at a satisfactory level in this practicum experience. The student will receive a passing grade for the semester.

- The student is performing at below a satisfactory level and needs to make adjustments (if another semester of practicum is available). The student will not receive a passing grade for the semester.

Recommendations:

Signature of supervisor

Date

Signature of student

Date

(Indication that s/he has reviewed this evaluation)