

Skill Evaluation Form
CES 69792 Internship
in Clinical Rehabilitation Counseling

Student Name: _____ Date: _____

Site Supervisor Name: _____ Internship I or Internship II

Instructor Name: _____ Evaluation: Midterm Final

The Skill Evaluation Forms (SEF) has four primary purposes:

- 1) To evaluate if students have met the expectations (set by the CES program faculty) for specific courses
- 2) To developmentally evaluate and track students across time throughout their program. In other words, expectations in a course taken early in the program will be developmentally different compared to the expectations in a course taken later in the program (i.e., different expectations in Counseling Skills and Techniques, practicum, and internship).
- 3) To provide valuable feedback to the CES program to help continually evaluate and modify courses and program practices.
- 4) To assist in the evaluation of Key Performance Indicators / learning outcomes.

- **The site supervisor is to complete this Skill Evaluation Form.**
- **“Expectations” on this SEF reflect what is expected at the end of this course. All scores on this SEF are considered in the student’s final grade.**

Area 1 – 3 Instructions: Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Does Not Consistently Meet Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations. If any items are scored as “0” or “1”, the site supervisor should discuss specific concerns with the student and instructor and include ways the student can improve.

AREA 1: Essential / Fundamental Counseling Expectations			
#	Construct / Concept	Expectation	Score 0-3
1	Empathy	Conveys empathy that allows clients to deepen self-exploration.	
2	Unconditional Positive Regard	Suspends judgmental thinking and holds clients in positive regard.	
3	Congruence	Demonstrates congruence of self, thoughts, and actions.	
4	Attending Skills	Attending skills are accurate and thorough.	
5	Questioning	Appropriate balance between open and closed-ended questions used as needed.	
6	Observation Skills	Appropriately observes client’s non-verbals and addresses non-verbals in session so that it contributes to the client’s growth, insight or awareness	
7	Focusing / Confrontation	Focuses client to stay on topic and confront client appropriately to stay on track.	
8	Immediacy	Conveys techniques in the moment and keep client in the here and now.	
9	Encouraging	Uses a wide range of verbal and non-verbal encouragers.	
10	Paraphrasing	Thoroughly paraphrases to enhance the counseling process.	
11	Summarizing	Summarizes accurately and thoroughly.	
12	Reflection of Feeling	Accurately and thoroughly reflects feelings that is additive to the counseling process.	
13	Reflection of Meaning	Accurately and thoroughly reflects meaning that is additive to the counseling process.	
14	Initiate Counseling	Initiates the counseling relationship (i.e., ethics, informed consent, etc.) thoroughly.	

AREA 1: Essential / Fundamental Counseling Expectations (continued)			
15	Use of Multicultural Competencies	Uses multicultural competencies so that it is additive to the counseling process.	
16	Integration of multiple microskills	Integrates multiple microskills fluidly.	
17	Ability to Structure Session	Structures the entire session intentionally and does not go over or under allotted time.	
18	Respect for Client Autonomy	As appropriate, avoids advice or solutions, and questions which suggest a plan of action.	
19	Appropriate talk time	Talk-time and length of responses are appropriate (e.g., concise).	
20	Ability to Self-Evaluate	Accurately identifies counseling skills used and reflect on their efficacy.	

AREA 2: Clinical Mental Health Counseling			
#	Construct / Concept	Expectation	Score 0-3
1	Treatment Plan Collaboration	Works with client collaboratively to develop the entire Tx Plan.	
2	Development of Tx Plan Goals	Develops appropriate short-term and long-term goals with the client that are obtainable and measurable.	
3	Development of Tx Plan Objectives	Develops appropriate objectives with the client that are obtainable and measurable.	
4	Development of Tx Plan Interventions	Appropriately develops Tx Plan interventions that are theoretically sound.	
5	Integration of Treatment Plan	Makes progress on goals and objectives and modifies Tx Plan when necessary.	
6	Lethality Assessment	Thoroughly uses the SIMPLE STEPS model of suicide assessment or another comparable comprehensive suicide assessment.	
7	Client Advocacy	Appropriately advocates for clients.	
8	Conducting an Intake	Thoroughly conducts an intake (i.e., bio-psychosocial assessment) in a timely manner.	
9	Use of Psychological Assessments	Administers, scores, and interprets specific assessments and appropriately conveys the results to the client.	
10	Awareness of Referrals	Is aware of referral sources (beyond crisis situations) on and off campus.	
11	Use of Referrals	Appropriately makes referrals, explains them to clients, and follows up when necessary.	
12	Use of Diagnosis	Conceptualizes clients from a diagnostic perspective.	
13	Accurately conveys session contents in records	Accurately conveys session contents in records.	
14	Thoroughly conveys session contents in records	Thoroughly conveys session contents in records.	
15	Concisely conveys session contents in records	Concisely conveys session contents in records.	

AREA 3: Expectations of Theory and Case Conceptualization			
#	Construct / Concept	Expectation	Score 0-3
1	Personal Theoretical Counseling Orientation	Identifies a personal theoretical counseling orientation.	
2	Application of a Counseling Theory	Applies a personal theoretical counseling orientation in a thorough manner.	
3	Case Conceptualization	Thoroughly conceptualizes clients from a holistic perspective.	
4	Integration of Interventions	Intentionally applies and integrate theoretically sound techniques and interventions into treatment.	
5	Contextualization of Dx into Tx	Conceptualizes clients from a diagnostic perspective and utilizes such information to build treatment plans.	
6	Integration of SIMPLE STEPS into Tx	Consistently conceptualizes treatment with the SIMPLE STEPS model and integrate the SIMPLE STEPS model into treatment (or another comparable comprehensive suicide assessment)	
7	Justification of approach and techniques	Articulates why specific approaches and techniques are being used.	
8	Multifaceted theoretical understanding	Conceptualizes clients from career, group, multicultural, developmental, and crisis theoretical frameworks.	

AREA 4: Group Counseling Expectations			
#	Construct / Concept	Expectation	Score 0-3 or NA
1	Facilitating Group	Opens up communication among group members and help increase members responsibility.	
2	Protecting Members	Safeguards members from unnecessary risk.	
3	Blocking Behaviors	Intervenes to stop counterproductive behaviors of group member(s).	
4	Linking	Connects what one member of the group says to what another member says.	
5	Diagnosing	Identifies behaviors of group members.	
6	Reality Testing	Has members discuss their perceptions of the realities of life changes.	
7	Modification	Helps members reframe negative feedback from other members.	
8	Delegating	Assigns a task to a group member.	
9	Creativity	Makes new meaning for group members.	
10	Emotion Regulation	Influences the type, timing, intensity, and expression of emotion of group members.	
11	Integrating Conflicting Ideas to Form New Solutions	Manages conflict in group to create new alternatives, open new lines of communication, and build group unity.	
12	Flexibility	Is flexible in the role of group leader or co-leader.	
13	Monitoring	Observes and keeps track of all group members to ensure appropriate / equal participation.	
14	Scanning	Observes facial expression and body language of all group members.	
15	Continually Monitor & Uphold Rules	Helps group develop, maintain, and alter (if needed) group rules.	

Area 5 Instructions: Write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Corrected after One or Two Corrections; 2 = Always. If any items are scored as “0” or “1”, the instructor should discuss specific concerns with the student and ways the student can improve. Performance throughout the term is considered in the final evaluation.

AREA 5: Expectations of Professional Behavior and Supervision		
#	Expectation	Score 0-2
1	Utilizes self-care strategies appropriately	
2	Self regulates own emotions while with clients (i.e., not become overwhelmed with emotion so that it interferes with counseling sessions).	
3	Is respectful and professional to clients, staff, supervisors, peers, etc.	
4	Is on time to all responsibilities (i.e., supervision, meetings, client sessions, etc.). If not, the student informs appropriate parties professionally prior to the meeting time.	
5	Follows site guidelines / policies	
6	Dresses appropriately and has proper hygiene	
7	Completes records in a timely fashion (i.e., within 24 hours)	
8	Does not accumulate a back-log of records (i.e., more than 3 records)	
9	Is prepared for individual supervision (i.e., prepared to discuss all clients and has reviewed case notes in preparation for supervision).	
10	Is open to feedback and incorporates feedback from supervisors	
11	Is active and thoughtful in individual supervision	
12	Can justify approach and techniques used during individual supervision	
13	Implements supervisor directives	

Area 6 Instructions: Please check one of the following regarding the student’s adherence to ethical standards. If you select, “The student did not uphold all ethical standards,” please discuss this with the student, course instructor, and practicum and internship coordinator. Performance throughout the internship is considered in the final evaluation.

_____ The student upheld and followed all ethical standards. A score of “2” is earned.

_____ The student did not uphold all ethical standards. A score of “0” is earned. Please include a written statement of the concerns below.

Area 7 Instructions: Key Performance Indicators (KPIs) are considered to be critical student outcomes that are collected by the program throughout a student’s graduate education. Please write or type your score in the “score” column using the following scale: 0 = Does Not Meet Expectations; 1 = Meets Expectations; 2 = Exceeds Expectations. If any items are scored as “0”, the site supervisor should discuss specific concerns with the student and instructor and include ways the student can improve.

AREA 7: Key Performance Indicators		
#	KPI	Score 0-2
KPI 1	Student was able to practice in a legal and ethical professional manner.	
KPI 2	Student was able to understand theories and models of multicultural counseling and practice with multicultural competence.	
KPI 4	Student was able to understand and apply case conceptualization and treatment planning skills.	
KPI 5	Student was able to understand and apply theories and models of counseling.	
KPI 6	Student was able to understand and apply counseling skills and techniques.	
KPI 7	Student was able to understand and apply group process and how therapeutic factors contribute to group effectiveness.	
KPI 8	Student was able to understand diagnoses and multiple factors that affect human development and behavior.	
KPI 10	Student was able to work with crisis, trauma, suicide and at-risk clients/students.	
CLRC 1	Graduates will be able to understand and apply assessments related to Clinical Rehabilitation Counseling.	

Area 8 Instructions: This area is only completed at the end of the term. The site supervisor must check one of the following:

_____ Based on the above expectations, this student has met expectations for this site.

_____ Based on the above expectations, this student has NOT met expectations for this site.

Additional Comments: _____

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

Instructor Signature: _____ Date: _____