



Faculty Group Supervisor Evaluation of Clinical Skills: CE 625A & B Internship in Counseling (Clinical)

Instructions: Please complete the following evaluation for your supervisee based upon their case presentation during group supervision. You will then complete this evaluation on Taskstream.

Objective	Inadequate	Developing	Expected Target	Above Target
Advanced Skills Student is able to effectively use confrontation, interpretation, and conceptualization statements to move the client towards self-awareness and to promote insight	Student is unable to demonstrate use of confrontation and interpretation skills, and/or conceptualization statements. Student is hesitant to act on insight or point out client incongruence.	Student is able to identify some general discrepancies which may lead to client growth. Student struggles with interpretation potentially leading to client confusion or limited insight.	Student is able to identify incongruence in client and provides feedback in respectful manner that leads to client exploration of self. Student provides new perspectives that allow client to explore and gain insight.	Student is consistent in being able to utilize nonlinear skills to allow client to explore discrepancies. Student uses metaphor, analogy, or insight to impact client interpretation. Student effectively uses case conceptualization consistently to help understand client needs and concerns.
Score (Check one box):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Skills Comments:				
Therapeutic Relationship Student demonstrates the ability to develop a cooperative and respectful therapeutic alliance.	Students uses inappropriate humor, seems overly confident or lacks insight regarding failure to connect with client.	Student attends to client and attempts to understand their world. Student takes on an expert role or appears to be more of a friend than a counselor.	Student is able to develop a cooperative relationship with client. They effectively communicate understanding of client's world. They clearly delineate between being a friend and being a counselor.	Student communicates understanding of client's world and is aware of their biases and seeks guidance and feedback from supervisor regarding any potential biases or countertransference. Student uses theory to enhance the relationship.

Score (Check one box):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Therapeutic Relationship Comments:				
Self-Awareness & Receptivity Student understands how personal issues may impact counseling. Student seeks and utilizes feedback from supervisors in appropriate manner.	Student is resistant to feedback, provides justifications for their actions and is argumentative. Student does not use feedback to increase self-awareness. Student makes no attempts to incorporate feedback into sessions.	Student is not able to independently identify countertransference and biases. Student relies on supervisor for increase in self-awareness. Student attempts to incorporate feedback into practice.	Student is able to recognize obvious personal issues that may impact their objectivity. Student relies on peers and supervisors to increase self-awareness. Student actively listens to feedback and incorporates into practice.	Student is able to set aside personal concerns during counseling sessions to focus on client concerns. Student seeks consultation when needed and uses referrals appropriately. Student is able to recognize countertransference as it is happening. Student actively and regularly seeks feedback and regularly implements this into their sessions. Student is able to critically evaluate themselves.
Score (Check one box):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Awareness & Receptivity Comments:				

Additional Comments:	
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Supervisor Signature

Supervisor Printed Name

Date