

Stephens College Counseling Program

Practicum & Internship

Assessment Documents

(Fall 2026)

CMHC 601: CMHC Practicum

COUN 607: CMHC Internship I

COUN 608: Internship II

COUN 602: Practicum & Behavioral Strategies

COUN 603: SC Internship I

COUN 604: SC Internship II

ASSESSMENT CATEGORY

 Trainee

SUBMITTER ROLES

Supervisor, Faculty Supervisor — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Supervisor, Faculty Supervisor, Coordinator, Trainee

 Hide Preview

 This is a preview. Only a supervisor and faculty supervisor can submit this form.

CMHC - Site Supervisor & Course Instructor Assessment

Site Supervisor & Course Instructor Assessment Clinical Mental Health Counseling

Student's Name:

Evaluation Time Frame (e.g., FA 2024):

Evaluation Type:

- ☐ Mid-Semester
- ☐ End-of-Semester

Evaluator's First and Last Name:

Course Instructor

Enter Course Name and Number in Space Below:

Practicum Site Supervisor:

Internship Site Supervisor:

Directions: Please rate the CIT on a series of attributes comprising the following three categories: Counseling Skills and the Therapeutic Alliance; Professional Counseling and Personal Dispositions; and Case Conceptualization and Treatment Planning.

For every attribute, the rating scale ranges from "4" to "1." A rating of "4" indicates the CIT exceeds expectations, while a rating of "1" indicates the CIT does not meet expectations. The rating system also includes an option indicating the attribute does not apply to the CIT's work--or the evaluator did not observe the CIT demonstrate the attribute. Space for detailed, specific comments follows each set of rating-scale items,

4--Exceeds Expectations: The CIT displays the described counseling knowledge, skills(s), and/or professional/personal disposition(s) in a manner that is clearly and consistently above the expected CIT proficiency/developmental level.

3--Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that consistently meets the expected CIT proficiency/developmental level.

2--Minimally Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that minimally meets the expected CIT proficiency/developmental level.

1--Does Not Meet Expectations: The CIT displays insufficient ability relative to the described counseling knowledge, skill(s), and/or professional/personal disposition(s); ability does not meet the minimally expected CIT proficiency/developmental level.

0--Not Applicable/Observed: The evaluator did not observe the CIT demonstrating the described attribute; or, the attribute was not applicable.

Counseling Skills and the Therapeutic Alliance

The next 11 items ask you to rate and provide written feedback about the CIT's competencies pertaining to "Counseling Skills and the Therapeutic Alliance."

Nonverbal Skills: Use of body position/affect, eye contact, use of silence to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student that is clearly and consistently above expected CIT proficiency/developmental level
 - ☐ 3: Meets Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
 - ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
 - ☐ 1: Does Not Meet Expectations--Displays insufficient ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student outcomes consistent with minimally expected CIT proficiency/developmental level
 - ☐ 0: Not Applicable/Observed--Not applicable or no opportunity to observe and/or assess
-

Use of Minimal Encouragers: Use of minimal verbal/nonverbal encouragers to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
 - ☐ 3: Meets Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with expected CIT proficiency/developmental level
 - ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
 - ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use verbal and /or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with minimally expected CIT proficiency/developmental level
 - ☐ 0: Not applicable or no opportunity to observe and/or assess
-

Open- and Closed-Ended Questions: Use of open- and closed-ended questions

- ☐ 4: Exceeds Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Paraphrasing/Reflection of Content: Use of paraphrasing/reflection of content

- ☐ 4: Exceeds Expectations--Displays ability to accurately interpret and reflect content of a client's/student's statement/story that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately interpret and reflect content of client/student statement/story consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Reflection of Feeling: Use of reflection of feelings

- ☐ 4: Exceeds Expectations--Displays ability to accurately identify and reflect emotional content with a client/student that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately identify and reflect emotional content with a client/student consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Summarizing: Use of summarization to identify/clarify key themes

- ☐ 4: Exceeds Expectations--Displays ability to use summarization skill to clarify/identify key elements/themes in client/student narratives that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use summarization skill to clarify /identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations: Displays insufficient ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with minimally expected CIT proficiency developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Confrontation: Use of confrontation to challenge and assess discrepancies

- ☐ 4: Exceeds Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies that is clearly and consistently above expected CIT proficiency/developmental level

- ☐ 3: Meets Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use of skill of confrontation to challenge and assess discrepancies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Focusing: Use of focusing skills to facilitate development or clarification of client/student issue(s)

- ☐ 4: Exceeds Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issues(s) that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Empathy, non-judgmental attitude, and unconditional positive regard: Use of empathy, non-judgmental attitude, and unconditional positive regard to foster positive alliance and counseling outcomes

- ☐ 4: Exceeds Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes that is clearly and consistently above the expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Therapeutic Working Alliance (Bordin, 1979): Development and maintenance of quality Therapeutic Working Alliance

- ☐ 4: Exceeds Expectations--Displays ability to develop and maintain a quality therapeutic alliance that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to develop and maintain a quality therapeutic alliance consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback about the CIT's abilities pertaining to "Counseling Skills and the Therapeutic Alliance."

Professional Counseling and Personal Dispositions

The next 13 items ask you to rate and provide written feedback about the CIT's abilities pertaining to "Professional Counseling and Personal Dispositions."

Ethical Behavior: Behavior and decision making that aligns with ACA, ASCA, and NBCC ethical guidelines

- ☐ 4: Exceeds Expectations--Displays ethical behavior and decision-making that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ethical behavior and decision-making consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professionalism/Behavior: Behavior toward instructors, supervisors, peers, and clients (and others)

- ☐ 4: Exceeds Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is clearly and consistently well-above the expected current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 3: Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is consistent with the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 2: Minimally Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that minimally meets the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 1: Does Not Meet Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that does not meet the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professional and Personal Boundaries

- ☐ 4: Exceeds Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that clearly and consistently exceed expected CIT behavior
- ☐ 3: Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are consistent with expected CIT behavior
- ☐ 2: Minimally Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are minimally consistent with expected CIT behavior
- ☐ 1: Does Not Meet Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are inconsistent with minimally expected CIT behavior

☐ 0: Not applicable or no opportunity observe and/or assess

Site and Course Policies: Knowledge and behaviors concerning course, program, and/or site policies

- ☐ 4: Exceeds Expectations--Always displays knowledge of course, program, and/or site policies; always behaves in manner consistent with course, program, and/or site policies
- ☐ 3: Meets Expectations--Displays knowledge of course, program, and/or site policies, and behaves in manner consistent with all course, program, and/or site policies.
- ☐ 2: Minimally Meets Expectations--Displays minimally appropriate knowledge of course, program, and/or site policies, and behaves in a manner consistent with some course, program, and/or site policies
- ☐ 1: Does Not Meet Expectations: Displays insufficient knowledge of course, program, and/or site policies, and behaves in a manner that is inconsistent with course, program, and/or site policies
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Documentation: Completes required course and/or site documentation on time and according to stated course and/or site guidelines

- ☐ 4: Exceeds Expectations--Always completes required course and/or site documentation on time and according to stated guidelines, above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Completes required course and/or site documentation on time and according to stated guidelines, consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Completes course and/or site documentation on time, according to stated guidelines, and is minimally consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Does not/insufficiently complete(s) required documentation on time and according to stated guidelines, in a manner that is inconsistent with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Multicultural Competence/Humility: Awareness and ability to show respect/humility with and across diverse client/student settings and populations

- ☐ 4: Exceeds Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays multicultural competence/humility with and across diverse client/school settings and populations that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Emotional Stability/Regulation: Emotional maturity and stability.

- ☐ 4: Exceeds Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal and Professional Growth: Engagement and initiative regarding personal growth and professional development.

- ☐ 4: Exceeds Expectations--Displays engagement and initiative toward personal growth and professional development above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays engagement and initiative toward personal growth and professional development consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays engagement and initiative toward personal growth and professional development that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays engagement and initiative toward personal growth and professional development that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Feedback: Willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner.

- ☐ 4: Exceeds Expectations--Displays ability to seek out, provide, receive and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Adaptableness: Ability to respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings.

- ☐ 4: Exceeds Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings in a manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Genuineness: Non-judgmental acceptance of self and others.

- ☐ 4: Exceeds Expectations--Displays ability to be accepting of self and others in personal and/or professional settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal Wellness: Openness to and engagement in advocating for the holistic wellness of self, clients, and others.

- ☐ 4: Exceeds Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback about the CIT's abilities pertaining to "Professional Counseling and Personal Dispositions."

Case Conceptualization and Treatment Planning

The next 10 items ask you to rate and provide written feedback about the CIT's abilities pertaining to "Case Conceptualization and Treatment Planning."

Clinical Interview/Intake: Use of Clinical Interview/Intake to gather information necessary for a formulation of a diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Diagnostic Impression: Use of current DSM to formulate accurate diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

S.M.A.R.T. Goals: Collaborative design, use, and assessment of S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to engage in the collaborative design, use, and assessment S.M.A.R.T. goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T. goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to engage in the collaborative design, use, and assessment of S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Outcome Measures: Creation of collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Evidence-Based Strategies: Identification and use of evidence-based counseling in treatment planning and counseling sessions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Stages of Change: Accurate identification and application of Stages of Change Model to treatment planning, counseling, or other counseling interactions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Level of Care: Ability to identify client's appropriate level of care and then provide treatment- or to refer client for appropriate level of care

- ☐ 4: Exceeds Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--above expected CIT proficiency/development level
- ☐ 3: Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--consistent with expected CIT proficiency/development level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Theoretical Orientation: Ability to conceptualize and intentionally apply evidence-based counseling model(s) across diverse client populations

- ☐ 4: Exceeds Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Case Formulation: Ability to use clinical interview data and evidence-based counseling theory to formulate theoretically consistent case conceptualization

- ☐ 4: Exceeds Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback regarding the CIT's abilities pertaining to "Counseling Case Conceptualization Skills."

Summative Narrative Feedback: In the space below, please list your CIT's strengths.

Summative Narrative Feedback: In the space below, please list your CIT's areas for growth.

Signature

Date:



ASSESSMENT CATEGORY

 Self (Trainee)

SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Supervisor, Faculty Supervisor, Coordinator

 Hide Preview This is a preview. Only a trainee can submit this form.

CMHC - Student Self-Assessment

Student Self-Assessment (CMHC)

Your Name:

Your Course:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Current Clinical Placement Site(s):

Self-Assessment Time Frame (e.g., FA 2024):

Assessment Type:

- ☐ Mid-Semester
- ☐ End-of-Semester

Directions: Please rate "the CIT" (i.e., yourself) on a series of attributes comprising the following three categories: Counseling Skills and the Therapeutic Alliance; Professional Counseling and Personal Dispositions; and Case Conceptualization and Treatment Planning.

For every attribute, the rating scale ranges from "4" to "1." A rating of "4" indicates the CIT exceeds expectations, while a rating of "1" indicates the CIT does not meet expectations. The rating system also includes an option indicating the attribute does not apply to the CIT's work--or the evaluator did not observe the CIT demonstrate the attribute. Space for detailed, specific comments follows each set of rating-scale items,

4--Exceeds Expectations: The CIT displays the described counseling knowledge, skills(s), and/or professional/personal disposition(s) in a manner that is clearly and consistently above the expected CIT proficiency/developmental level.

3--Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that consistently meets the expected CIT proficiency/developmental level.

2--Minimally Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that minimally meets the expected CIT proficiency/developmental level.

1--Does Not Meet Expectations: The CIT displays insufficient ability relative to the described counseling knowledge, skill(s), and/or professional/personal disposition(s); ability does not meet the minimally expected CIT proficiency/developmental level.

0--Not Applicable/Observed: The evaluator did not observe the CIT demonstrating the described attribute; or, the attribute was not applicable.

Counseling Skills and the Therapeutic Alliance

The next 11 items ask you to rate and provide written feedback about your competencies pertaining to "Counseling Skills and the Therapeutic Alliance."

Nonverbal Skills: Use of body position/affect, eye contact, use of silence to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student that is clearly and consistently above expected CIT proficiency/developmental level
 - ☐ 3: Meets Expectations--Displays ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
 - ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue and create safe counseling setting for client/student consistent with expected CIT proficiency/developmental level
 - ☐ 1: Does Not Meet Expectations--Displays insufficient ability to utilize nonverbal skills to develop quality working alliance, facilitate dialogue, and create safe counseling setting for client/student outcomes consistent with minimally expected CIT proficiency/developmental level
 - ☐ 0: Not Applicable/Observed--Not applicable or no opportunity to observe and/or assess
-

Use of Minimal Encouragers: Use of minimal verbal/nonverbal encouragers to engage client/build the therapeutic alliance

- ☐ 4: Exceeds Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
 - ☐ 3: Meets Expectations--Displays ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with expected CIT proficiency/developmental level
 - ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use verbal and/or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
 - ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use verbal and /or nonverbal encouragers to facilitate dialogue, clarify content, and facilitate positive counseling /student outcomes consistent with minimally expected CIT proficiency/developmental level
 - ☐ 0: Not applicable or no opportunity to observe and/or assess
-

Open- and Closed-Ended Questions: Use of open- and closed-ended questions

- ☐ 4: Exceeds Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use open- and closed-ended questions to facilitate dialogue, clarify content, and facilitate positive counseling/student outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Paraphrasing/Reflection of Content: Use of paraphrasing/reflection of content

- ☐ 4: Exceeds Expectations--Displays ability to accurately interpret and reflect content of a client's/student's statement/story that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately interpret and reflect content of client/student statement/story consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately interpret and reflect content of client/student statement/story consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Reflection of Feeling: Use of reflection of feelings

- ☐ 4: Exceeds Expectations--Displays ability to accurately identify and reflect emotional content with a client/student that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to accurately identify and reflect emotional content with a client/student consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to accurately identify and reflect emotional content with a client/student consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Summarizing: Use of summarization to identify/clarify key themes

- ☐ 4: Exceeds Expectations--Displays ability to use summarization skill to clarify/identify key elements/themes in client/student narratives that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use summarization skill to clarify /identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations: Displays insufficient ability to use summarization skill to clarify/identify key elements/themes in client/student narratives consistent with minimally expected CIT proficiency developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Confrontation: Use of confrontation to challenge and assess discrepancies

- ☐ 4: Exceeds Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies that is clearly and consistently above expected CIT proficiency/developmental level

- ☐ 3: Meets Expectations--Displays ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use skill of confrontation to challenge and assess discrepancies consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use of skill of confrontation to challenge and assess discrepancies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Focusing: Use of focusing skills to facilitate development or clarification of client/student issue(s)

- ☐ 4: Exceeds Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issues(s) that are clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use focusing skills to facilitate development or clarification of client/student issue(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Empathy, non-judgmental attitude, and unconditional positive regard: Use of empathy, non-judgmental attitude, and unconditional positive regard to foster positive alliance and counseling outcomes

- ☐ 4: Exceeds Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes that is clearly and consistently above the expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable use of empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use empathy, non-judgmental attitude and unconditional positive regard to foster positive alliance and counseling outcomes consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Therapeutic Working Alliance (Bordin, 1979): Development and maintenance of quality Therapeutic Working Alliance

- ☐ 4: Exceeds Expectations--Displays ability to develop and maintain a quality therapeutic alliance that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to develop and maintain a quality therapeutic alliance consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to develop and maintain a quality therapeutic alliance consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback about your abilities pertaining to "Counseling Skills and the Therapeutic Alliance."

Professional Counseling and Personal Dispositions

The next 13 items ask you to rate and provide written feedback about your abilities pertaining to "Professional Counseling and Personal Dispositions."

Ethical Behavior: Behavior and decision making that aligns with ACA, ASCA, and NBCC ethical guidelines

- ☐ 4: Exceeds Expectations--Displays ethical behavior and decision-making that is clearly and consistently above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ethical behavior and decision-making consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ethical behavior and decision-making consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professionalism/Behavior: Behavior toward instructors, supervisors, peers, and clients (and others)

- ☐ 4: Exceeds Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is clearly and consistently well-above the expected current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 3: Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that is consistent with the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 2: Minimally Meets Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that minimally meets the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 1: Does Not Meet Expectations--Displays behavior toward instructors, supervisors, peers, clients, and others that does not meet the current ethical standards and professional expectations of the Counseling Program, the site, and the profession
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Professional and Personal Boundaries

- ☐ 4: Exceeds Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that clearly and consistently exceed expected CIT behavior
- ☐ 3: Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are consistent with expected CIT behavior
- ☐ 2: Minimally Meets Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are minimally consistent with expected CIT behavior
- ☐ 1: Does Not Meet Expectations--Displays personal and professional boundaries with instructors, supervisors, peers, clients/students, and all others that are inconsistent with minimally expected CIT behavior

☐ 0: Not applicable or no opportunity observe and/or assess

Site and Course Policies: Knowledge and behaviors concerning course, program, and/or site policies

- ☐ 4: Exceeds Expectations--Always displays knowledge of course, program, and/or site policies; always behaves in manner consistent with course, program, and/or site policies
- ☐ 3: Meets Expectations--Displays knowledge of course, program, and/or site policies, and behaves in manner consistent with all course, program, and/or site policies.
- ☐ 2: Minimally Meets Expectations--Displays minimally appropriate knowledge of course, program, and/or site policies, and behaves in a manner consistent with some course, program, and/or site policies
- ☐ 1: Does Not Meet Expectations: Displays insufficient knowledge of course, program, and/or site policies, and behaves in a manner that is inconsistent with course, program, and/or site policies
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Documentation: Completes required course and/or site documentation on time and according to stated course and/or site guidelines

- ☐ 4: Exceeds Expectations--Always completes required course and/or site documentation on time and according to stated guidelines, above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Completes required course and/or site documentation on time and according to stated guidelines, consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Completes course and/or site documentation on time, according to stated guidelines, and is minimally consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Does not/insufficiently complete(s) required documentation on time and according to stated guidelines, in a manner that is inconsistent with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Multicultural Competence/Humility: Awareness and ability to show respect/humility with and across diverse client/student settings and populations

- ☐ 4: Exceeds Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays multicultural competence/humility with and across diverse client/student settings and populations consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays multicultural competence/humility with and across diverse client/school settings and populations that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Emotional Stability/Regulation: Emotional maturity and stability.

- ☐ 4: Exceeds Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal and Professional Growth: Engagement and initiative regarding personal growth and professional development.

- ☐ 4: Exceeds Expectations--Displays engagement and initiative toward personal growth and professional development above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays engagement and initiative toward personal growth and professional development consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays engagement and initiative toward personal growth and professional development that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays engagement and initiative toward personal growth and professional development that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Feedback: Willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner.

- ☐ 4: Exceeds Expectations--Displays ability to seek out, provide, receive and integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and/or clients in a strength-based, professional manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays ability to seek out, provide, receive and/or integrate feedback from peers, instructors, supervisors, and clients in a strength-based, professional manner that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Adaptableness: Ability to respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings.

- ☐ 4: Exceeds Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to effectively respond/adapt to relational, environmental, and/or procedural changes in classroom and/or clinical/school settings in a manner that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Genuineness: Non-judgmental acceptance of self and others.

- ☐ 4: Exceeds Expectations--Displays ability to be accepting of self and others in personal and/or professional settings above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to be accepting of self and others in personal and/or professional settings consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Personal Wellness: Openness to and engagement in advocating for the holistic wellness of self, clients, and others.

- ☐ 4: Exceeds Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays openness to and engagement in advocating for the holistic wellness of self, clients, and others that is inconsistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback about your abilities pertaining to "Professional Counseling and Personal Dispositions."

Case Conceptualization and Treatment Planning

The next 10 items ask you to rate and provide written feedback about your abilities pertaining to "Case Conceptualization and Treatment Planning."

Clinical Interview/Intake: Use of Clinical Interview/Intake to gather information necessary for a formulation of a diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conduct an effective clinical intake/interview necessary to formulate a diagnostic impression consistent with minimally expected CIT proficiency/developmental level

☐ 0: Not applicable or no opportunity to observe and/or assess

Diagnostic Impression: Use of current DSM to formulate accurate diagnostic impression.

- ☐ 4: Exceeds Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use current DSM to formulate clinically accurate diagnostic impression consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

S.M.A.R.T. Goals: Collaborative design, use, and assessment of S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to engage in the collaborative design, use, and assessment S.M.A.R.T goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to engage in the collaborative design, use, and assessment of S.M.A.R.T goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to engage in the collaborative design, use, and assessment of S.M.A.R.T goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Outcome Measures: Creation of collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals.

- ☐ 4: Exceeds Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to create collaborative and measurable treatment goals/objectives that align with established S.M.A.R.T. goals consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Evidence-Based Strategies: Identification and use of evidence-based counseling in treatment planning and counseling sessions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and use evidence-based counseling strategies in treatment planning and direct client care consistent with expected CIT proficiency/developmental level

- ☐ 2: Minimally Meets Expectations--Displays ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and use evidence-based counseling strategies consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Stages of Change: Accurate identification and application of Stages of Change Model to treatment planning, counseling, or other counseling interactions.

- ☐ 4: Exceeds Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify and apply Stages of Change Model to treatment planning, counseling, or other counseling interactions consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Level of Care: Ability to identify client's appropriate level of care and then provide treatment-- or to refer client for appropriate level of care

- ☐ 4: Exceeds Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--above expected CIT proficiency/development level
- ☐ 3: Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care--consistent with expected CIT proficiency/development level
- ☐ 2: Minimally Meets Expectations--Displays ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to identify client's appropriate level of care and to then provide treatment--or to refer client to appropriate level of care-- consistent with minimally expected CIT proficiency/development level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Theoretical Orientation: Ability to conceptualize and intentionally apply evidence-based counseling model(s) across diverse client populations

- ☐ 4: Exceeds Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to conceptualize and intentionally apply evidence-based counseling model(s) consistent with minimally expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

Case Formulation: Ability to use clinical interview data and evidence-based counseling theory to formulate theoretically consistent case conceptualization

- ☐ 4: Exceeds Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization above expected CIT proficiency/developmental level
- ☐ 3: Meets Expectations--Displays ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 2: Minimally Meets Expectations--Displays minimally acceptable ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 1: Does Not Meet Expectations--Displays insufficient ability to use clinical interview data and evidence-based counseling theory to formulate a theoretically consistent case conceptualization aligned with expected CIT proficiency/developmental level
- ☐ 0: Not applicable or no opportunity to observe and/or assess

In the space below, please provide specific feedback regarding your abilities pertaining to "Counseling Case Conceptualization Skills."

Summative Narrative Feedback: In the space below, please list your strengths.

Summative Narrative Feedback: In the space below, please list your areas for growth.

Signature

Date:



ASSESSMENT CATEGORY

 Supervisor

SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Coordinator, Faculty Supervisor

 Hide Preview This is a preview. Only a trainee can submit this form.

CMHC - Student Evaluation of Practicum-Internship Site Supervisor

Student Evaluation of Practicum/Internship Site Supervisor

Please complete the "Student Evaluation of Practicum/Internship Site Supervisor." Your input will be used by Counseling Program faculty as they consider appropriate placements for Practicum/Internship students.

First Name, Last Name, and Middle Initial:

Current Semester (e.g., FA 2024):

Course Number:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 602: SC Practicum & Behavioral Strategies
- ☐ COUN 603: SC Internship I
- ☐ COUN 604: SC Internship II
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Practicum/Internship Site:

Practicum/Internship Site Supervisor's First and Last Name:

Evaluation

Please respond to each of the following 13 statements using this scale: 4--Exceeds Expectations: The CIT displays the described counseling knowledge, skills(s), and/or professional/personal disposition(s) in a manner that is clearly and consistently above the expected CIT proficiency/developmental level. 3--Meets Expectations: The CIT displays the

described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that consistently meets the expected CIT proficiency/developmental level. 2--Minimally Meets Expectations: The CIT displays the described counseling knowledge, skill(s), and/or professional/personal disposition(s) in a manner that minimally meets the expected CIT proficiency/developmental level. 1--Does Not Meet Expectations: The CIT displays insufficient ability relative to the described counseling knowledge, skill(s), and/or professional/personal disposition(s); ability does not meet the minimally expected CIT proficiency/developmental level. 0--Not Applicable/Observed: The evaluator did not observe the CIT demonstrating the described attribute; or, the attribute was not applicable.

	EXCEED EXPECTATIONS	MEETS EXPECTATIONS	MINIMALLY MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	UNABLE TO ASSESS/NOT APPLICABLE
My site supervisor oriented me well and was responsive to questions about site policies, expected behaviors, documentation, and crisis intervention policies.	☐	☐	☐	☐	☐
My site supervisor collaborated with me on a supervision plan for this semester.	☐	☐	☐	☐	☐
My site supervisor provided consistent formative evaluation that facilitated my personal and professional development.	☐	☐	☐	☐	☐
My site supervisor provided a mid-term and final evaluation of my work/development that was helpful to my personal and professional development.	☐	☐	☐	☐	☐
My site supervisor met with me face-to-face to process my mid-term and final evaluations.	☐	☐	☐	☐	☐
My site supervisor met and/or otherwise communicated with me in a timely manner when I requested it.	☐	☐	☐	☐	☐
My site supervisor provided one-hour of weekly face-to face individual/triadic supervision	☐	☐	☐	☐	☐
My site supervisor assisted me in clarifying and developing/applying my own core theoretical orientation.	☐	☐	☐	☐	☐
My site supervisor was helpful in expanding my case conceptualization abilities (e.g., theory, alliance, interventions, stages of change, diversity, ethics, etc.).	☐	☐	☐	☐	☐
My site supervisor modeled professionalism.	☐	☐	☐	☐	☐
My site supervisor provided a supportive and challenging environment where I felt safe to address my strengths and challenges.	☐	☐	☐	☐	☐
My site supervisor facilitated my development as an ethical, reflective practitioner.	☐	☐	☐	☐	☐
I felt confident in my site supervisor's professional knowledge and clinical skills.	☐	☐	☐	☐	☐

I believe it is important for the Stephens College Counseling Program faculty to know about the following positive aspects and challenges associated with this site supervisor.

Signature

Date:



ASSESSMENT CATEGORY



Faculty Supervisor

SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Coordinator

 Hide Preview

 This is a preview. Only a trainee can submit this form.

CMHC - Student Evaluation of Practicum-Internship Instructor

Student Evaluation of Practicum/Internship Course Instructor

Please complete the "Student Evaluation of Practicum/Internship Course Instructor." Your input will be used by Counseling Program faculty as they consider appropriate placements for Practicum/Internship students.

First Name, Last Name, and Middle Initial:

Current Semester (e.g., FA 2024):

Course Number:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 602: SC Practicum & Behavioral Strategies
- ☐ COUN 603: SC Internship I
- ☐ COUN 604: SC Internship II
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Practicum/Internship Site:

Course Instructor's First and Last Name:

Evaluation

Please respond to each of the following 8 statements using this scale: 4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Minimally Meets Expectations; 1 - Does Not Meet Expectations; 0 - Unable to Assess/Not Applicable.

	EXCEED EXPECTATIONS	MEETS EXPECTATIONS	MINIMALLY MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	UNABLE TO ASSESS/NOT APPLICABLE
My instructor met and/or communicated with me in a timely manner when I requested it.	☐	☐	☐	☐	☐
My instructor helped me identify and work on appropriate learning goals.	☐	☐	☐	☐	☐
My instructor was prompt and prepared for weekly classes.	☐	☐	☐	☐	☐
My instructor assisted me in clarifying and developing/applying my own theoretical orientation.	☐	☐	☐	☐	☐
My instructor helped facilitate my case conceptualization skills/development (e.g., theory, alliance, interventions, stages of change, diversity, ethics, etc.).	☐	☐	☐	☐	☐
My instructor created and maintained a safe/ethical/challenging learning environment.	☐	☐	☐	☐	☐
My instructor was open to feedback from students.	☐	☐	☐	☐	☐
My instructor's content knowledge and clinical skills facilitated my personal and professional development.	☐	☐	☐	☐	☐
I believe it is important for the Stephens College Counseling Program faculty to know about the following positive aspects and challenges associated with this course instructor. Signature _____ Date: _____					



ASSESSMENT CATEGORY



Supervision Site

SUBMITTER ROLE

Trainee — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Trainee, Supervisor, Faculty Supervisor, Coordinator

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CMHC - Student Evaluation of Practicum-Internship Site

Student Evaluation of Practicum/Internship Site

Please complete the "Student Evaluation of Practicum/Internship Site." Your input will be used by Counseling Program faculty as they consider appropriate placements for Practicum/Internship students.

First Name, Last Name, and Middle Initial:

Current Semester (e.g., FA 2024):

Course Number:

- ☐ COUN 601: CMHC Practicum
- ☐ COUN 602: SC Practicum & Behavioral Strategies
- ☐ COUN 603: SC Internship I
- ☐ COUN 604: SC Internship II
- ☐ COUN 607: CMHC Internship I
- ☐ COUN 608: CMHC Internship II

Practicum/Internship Site:

Practicum/Internship Site Supervisor's First and Last Name:

Evaluation

Please respond to each of the following 15 statements using this scale: 4 - Exceeds Expectations; 3 - Meets Expectations; 2 - Minimally Meets Expectations; 1 - Does Not Meet Expectations; 0 - Unable to Assess/Not Applicable.

	4 - EXCEED EXPECTATIONS	3 - MEETS EXPECTATIONS	2 - MINIMALLY MEETS EXPECTATIONS	1 - DOES NOT MEET EXPECTATIONS	0 - UNABLE TO ASSESS/NOT APPLICABLE
I received formal orientation at my site regarding site policies and procedures.	☐	☐	☐	☐	☐
I was provided initial and ongoing assistance/training surrounding site policies and procedures and the expectations and parameters of my role, responsibilities, and opportunities on site.	☐	☐	☐	☐	☐
I was provided reasonable physical space to provide counseling with appropriate confidentiality.	☐	☐	☐	☐	☐
I was provided the technology necessary to provide effective telehealth when/if necessary	☐	☐	☐	☐	☐
I was regularly assigned clients (or allowed to recruit clients) at this site and allowed to develop an appropriate caseload.	☐	☐	☐	☐	☐
I had the opportunity to gain the direct hours necessary to complete my direct-hours requirements.	☐	☐	☐	☐	☐
I had opportunities to act as leader and/or co-leader for group counseling.	☐	☐	☐	☐	☐
This site supported and facilitated opportunities for me to video/audio record my session in accordance with my Internship course requirements.	☐	☐	☐	☐	☐
I was treated with professional respect by all staff members at this site.	☐	☐	☐	☐	☐
I was provided opportunities to develop my documentation/administrative skills.	☐	☐	☐	☐	☐
I received at least one hour of individual/triadic clinical supervision on-site, each week, from my approved site supervisor.	☐	☐	☐	☐	☐
I felt supported in my clinical decision-making.	☐	☐	☐	☐	☐
This site provided me with opportunities to work with and improve my knowledge and counseling skills with persons from diverse backgrounds.	☐	☐	☐	☐	☐
This site allowed me to grow personally and professionally.	☐	☐	☐	☐	☐
This is an appropriate site for future practicum/internship students.	☐	☐	☐	☐	☐
I believe it is important for the Stephens College Counseling Program faculty to know about the following positive aspects and challenges associated with this site.					
Signature _____					

Date:



ASSESSMENT CATEGORY



Trainee

SUBMITTER ROLES

Supervisor, Faculty Supervisor — YOUR CURRENT ROLE IS COORDINATOR

REVIEWER ROLES

Supervisor, Coordinator, Trainee, Faculty Supervisor



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Live Supervision Assessment (v1 Sp24)

Live Supervision Assessment

Student:

Site:

Client:

Session #:

Type of Service:

Please provide detailed feedback on the following areas:

Student's ability to create a safe therapeutic setting,

Student's ability to develop & sustain a quality therapeutic alliance.

Student's use of counseling skills (micro skills).

Student's knowledge/use of evidence-based theory in session.

Student's knowledge/use of evidence-based interventions in session.

Student's ability to conceptualize session.

Student's proficiency in conceptualizing an appropriate diagnostic impression (DSM-5) based on client presentation.
(Note: Required for CMHC students; Preferred for SC students)

Student's proficiency in goal/objective setting & overall treatment planning.

Student's use of self-disclosure.

Student Strengths:

Student Growth Areas:

Summary of Session:

I attest that I have reviewed the information contained in this document with the above signed student and have provided a hard copy of the document for the student to review, respond to, and provide to their course instructor.

Site Supervisor

Date:

Practicum & Internship Placement Process Survey

Practicum & Internship Process	Strongly Agree	Agree	Disagree	Strongly Disagree
The Practicum Orientation Meeting was helpful in understand the key policies, procedures, and expectations for my practicum/internship course experiences.				
The program provided helpful and accessible information regarding potential practicum/internship sites.				
The program provided clear expectations regarding my role as a student in identifying and securing a practicum/internship site.				
The program provided clear information about the process for accessing, completing, and submitting all practicum/internship related documentation.				
I am comfortable with the level of support and guidance I received from faculty during my practicum and internship experience.				
I was provided the opportunity to effectively evaluate my practicum/ internship site supervisor(s), practicum/internship site(s), and practicum/internship site course instructor/faculty supervisor each semester.				

In the space below, please provide additional information you feel could be helpful concerning the program's practicum/internship placement process.



Counseling Program

Supplemental Assessment

Name of Evaluator: _____
Date: _____
Evaluator's Organization: _____
Position of Evaluator: _____
Student Evaluated: _____
Time Period: _____

Please provide a detailed description of the reasons for this assessment below (e.g., disposition, performance, ethical/legal concerns).

Attestation

Site Supervisor

Date

Course Instructor

Date

Student*

Date

***Student has the right to submit a written response to this evaluation to the site supervisor, course instructor, and clinical coordinator.**