

UNIVERSITY SUPERVISOR EVALUATION OF STUDENT

Purposes

1. To provide the student counselor with an opportunity to review levels of competency in the performance skill areas of basic helping skills and procedural skills.
2. To provide the student counselor with a basis for identifying areas of emphasis within supervision.

Directions

Circle a number next to each item to indicate your perceived level of competence.

Basic Helping Skills	Poor	Adequate	Good
1. Ability to demonstrate active attending behavior	1 2	3 4	5 6
2. Ability to listen to and understand nonverbal behavior	1 2	3 4	5 6
3. Ability to listen to what client says verbally, noticing mix of experiences, behaviors, and feelings	1 2	3 4	5 6
4. Ability to understand accurately the client's point of view	1 2	3 4	5 6
5. Ability to identify themes in client's story	1 2	3 4	5 6
6. Ability to identify inconsistencies between client's story and reality	1 2	3 4	5 6
7. Ability to respond with accurate empathy	1 2	3 4	5 6
8. Ability to ask open-minded questions	1 2	3 4	5 6
9. Ability to help clients clarify and focus	1 2	3 4	5 6
10. Ability to balance empathic response, clarification, and probing	1 2	3 4	5 6
11. Ability to assess accurately severity of client's problems	1 2	3 4	5 6
12. Ability to establish a collaborative working relationship with client	1 2	3 4	5 6
13. Ability to assess and activate client's strengths and resources in problem solving	1 2	3 4	5 6
14. Ability to identify and challenge unhealthy or distorted thinking or behaving	1 2	3 4	5 6
15. Ability to use advanced empathy to deepen client's understanding of problems and solutions	1 2	3 4	5 6

Basic Helping Skills	Poor	Adequate	Good
16. Ability to explore the counselor-client relationship	1 2	3 4	5 6
17. Ability to share constructively some of own experiences, behaviors, and feelings with client	1 2	3 4	5 6
18. Ability to summarize	1 2	3 4	5 6
19. Ability to share information appropriately	1 2	3 4	5 6
20. Ability to understand and facilitate decision making	1 2	3 4	5 6
21. Ability to help clients set goals and move toward action in problem solving	1 2	3 4	5 6
22. Ability to recognize and manage client reluctance and resistance	1 2	3 4	5 6
23. Ability to help client's explore consequences of the goals they set	1 2	3 4	5 6
24. Ability to help clients sustain actions in direction of goals	1 2	3 4	5 6
25. Ability to help clients review and revise or recommit to goals based on new experiences	1 2	3 4	5 6
Procedural Skills			
26. Ability to open the session smoothly	1 2	3 4	5 6
27. Ability to collaborate with client to identify important concerns for the session	1 2	3 4	5 6
28. Ability to establish continuity from session to session	1 2	3 4	5 6
29. Knowledge of policy and procedures of educational or agency setting regarding harm to self and others, substance abuse, and child abuse	1 2	3 4	5 6
30. Ability to keep appropriate records related to counseling process	1 2	3 4	5 6
31. Ability to end the session smoothly	1 2	3 4	5 6

 Date

 Signature of Student Counselor

 Date

 Signature of University Supervisor

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.