Department Companion Mark 
Text reads: Boise State University, College of Education, Department of Counselor Education

## Internship Evaluation of Student Performance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Counseling Intern:** |  | **Date:** |  | |
| **Internship Site:** |  | **Select One:** Midterm | |  |
| **Site Supervisor:** |  | Final | |  |

This form is to be completed by the Intern’s Site Supervisor prior to termination of the Internship. For each item, rate the skills or performance based on a five-point scale: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, and 5 = Excellent. If the particular skill was not observed or required, check NA. Open-ended comments on each item are encouraged and appreciated. C***omments are requested throughout this evaluation***. Thank you.

### A. Process and Skills:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | ***Comments***: |
|  | Demonstrates ability to establish and maintain a productive counseling relationship | 1 | 2 | 3 | 4 | 5 | NA |  |
|  | Exhibits expected level of skills | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates effective use of techniques and interventions | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates ability to identify and explore client concerns | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates skills to assist client goal setting/problem solving | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates skills to assist client decision-making | 1 | 2 | 3 | 4 | 5 | NA |
|  | Exhibits flexibility in meeting individual client needs | 1 | 2 | 3 | 4 | 5 | NA |
|  | Shows appropriate personal risk taking with clients | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates ability to productively lead or co-lead a group | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates effective classroom presentation skills | 1 | 2 | 3 | 4 | 5 | NA |
|  | Fosters productive interactions with staff | 1 | 2 | 3 | 4 | 5 | NA |
|  | Practices ethical decision-making and behaviors | 1 | 2 | 3 | 4 | 5 | NA |
|  | Creates and maintains adequate client records | 1 | 2 | 3 | 4 | 5 | NA |
|  | Creates and maintains expected documentation | 1 | 2 | 3 | 4 | 5 | NA |

### B. Dispositions

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | ***Comments***: |
|  | Supportive of the profession | 1 | 2 | 3 | 4 | 5 | NA |  |
|  | Responsible | 1 | 2 | 3 | 4 | 5 | NA |
|  | Self-confident | 1 | 2 | 3 | 4 | 5 | NA |
|  | Cooperative | 1 | 2 | 3 | 4 | 5 | NA |
|  | Punctual and consistent attendance | 1 | 2 | 3 | 4 | 5 | NA |
|  | Communication skills | 1 | 2 | 3 | 4 | 5 | NA |
|  | Initiative/independent working skills | 1 | 2 | 3 | 4 | 5 | NA |
|  | Responds effectively to feedback, critiques, and suggestions | 1 | 2 | 3 | 4 | 5 | NA |
|  | Completes duties and tasks on time | 1 | 2 | 3 | 4 | 5 | NA |
|  | Ethical | 1 | 2 | 3 | 4 | 5 | NA |
|  | Sensitive to diversity issues | 1 | 2 | 3 | 4 | 5 | NA |

### C. Professional Behavior

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | | ***Comments***: |
|  | Develops an effective working relationship with staff | 1 | 2 | 3 | 4 | 5 | NA |  |
|  | Maintains client confidentiality | 1 | 2 | 3 | 4 | 5 | NA |
|  | Demonstrates awareness of legal considerations and policies | 1 | 2 | 3 | 4 | 5 | NA |
|  | Exhibits knowledge of community resources | 1 | 2 | 3 | 4 | 5 | NA |
|  | Uses referrals appropriately | 1 | 2 | 3 | 4 | 5 | NA |
|  | Consults with other professionals regarding concerns | 1 | 2 | 3 | 4 | 5 | NA |
|  | Abides by institution/agency policies | 1 | 2 | 3 | 4 | 5 | NA |
|  | Participates in professional activities | 1 | 2 | 3 | 4 | 5 | NA |
|  | Exhibits consistent and expected documentation | 1 | 2 | 3 | 4 | 5 | NA |
|  | Promotes ethical decision-making | 1 | 2 | 3 | 4 | 5 | NA |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | | ***Comments***: |
| **D. Overall Performance** | 1 | 2 | 3 | 4 | 5 | NA |  |

### E. Major Strengths:

### F. Areas Needing Improvement:

### G. Additional Comments/Concerns:

### H. Pass/Fail Recommendation:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| KPI | Description | 1 | 2 | 3 | Rating (1 - 3)\* |
| #1 | Students will demonstrate knowledge of the multiple roles and responsibilities of the professional counselor including the role of advocate, interdisciplinary team member, and ethical practitioner. | Does not know the multiple roles and responsibilities of the professional counselor including the role of advocate, interdisciplinary team member, and ethical practitioner. | Demonstrates developmentally appropriate knowledge of the multiple roles and responsibilities of the professional counselor including the role of advocate, interdisciplinary team member, and ethical practitioner. | Demonstrates advanced knowledge of the multiple roles and responsibilities of the professional counselor including the role of advocate, interdisciplinary team member, and ethical practitioner. |  |
| #2 | Demonstrates cultural competence that enables student to meet the individual needs of clients in a multicultural society | Does not demonstrate cultural competence that enables student to meet the individual needs of clients in a multicultural society | Demonstrates developmentally appropriate cultural competence that enables student to meet the individual needs of clients in a multicultural society | Demonstrates advanced cultural competence that enables student to meet the individual needs of clients in a multicultural society |  |
| #3 | Identifies biopsychosocial factors that influence development and functioning across the lifespan and applies developmental theories to work with individuals. | Does not identify biopsychosocial factors that influence development and functioning across the lifespan and does not apply developmental theories to work with individuals. | Demonstrates developmentally appropriate ability to identify biopsychosocial factors that influence development and functioning across the lifespan and does not apply developmental theories to work with individuals. | Demonstrates advanced ability to identify biopsychosocial factors that influence development and functioning across the lifespan and applies developmental theories to work with individuals. |  |
| #5b | Demonstrates the ability to establish and maintain the therapeutic alliance and utilizes case conceptualization and treatment planning skills. | Does not demonstrate the ability to establish and maintain the therapeutic alliance and utilizes case conceptualization and treatment planning skills. | Demonstrates developmentally appropriate ability to establish and maintain the therapeutic alliance and utilizes case conceptualization and treatment planning skills. | Demonstrates advanced ability to establish and maintain the therapeutic alliance and utilizes case conceptualization and treatment planning skills. |  |
| #9a  Insert N/A if school student and then complete 9b instead | Identifies roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients. | Does not identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients. | Demonstrates developmentally appropriate ability to identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients. | Demonstrates advanced ability to identify roles, theories, and models related to addiction counseling and apply empirically supported approaches to work with clients. |  |
| #9b  Insert N/A if addiction students and complete 9a instead | Demonstrates an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and is able to evaluate components of a comprehensive school counseling program. | Does not demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and is not able to evaluate components of a comprehensive school counseling program. | Demonstrates developmentally appropriate understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and is able to evaluate components of a comprehensive school counseling program. | Demonstrates advanced understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and is able to evaluate components of a comprehensive school counseling program. |  |

 \*If a student scores a 1 on any item above, the student needs to make corrections to the report and resubmit it until the student obtains a score of 2 or above.

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| --- | --- | --- |
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| Site Supervisor Signature |  | Date |

**Distribution:**

* Program Advisor
* Student