# The University of Texas at San Antonio

Department of Counseling

**Site Supervisor Evaluation of Counselors in Training**

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| --- |
| **Student Information** |
| Student Name: | Student ID: |
| Level of placement(Please check all that apply): | Masters Student | Doctoral Student | School Counseling | CMHCCounseling |
|  |  |  |  |  |  |
| Evaluation Period: From |  | to |  | Midterm[ ]  Final[ ]  |
| **Site and Site Supervisor Information** |
| Agency/Organization Name: |
| City: | County: | State: |
| Zip: | Phone: | Fax: |
| Site Supervisor Name: |
| Site Supervisor e-mail: |

# Instructions

The University of Texas at San Antonio's Department of Counseling is focused on developing students who are relationally competent and conceptualize clients holistically and contextually. We expect our counselors in training (CITs) to perform at their sites with the highest level of professional and ethical behaviors.

The Department has aligned our academic and clinical learning objectives with the Departmental Mission. Our mission focuses on creativity, diversity, and relational development in counselor training. Therefore, please evaluate the CIT according to their application of these competencies in counseling practice.

**Relational Competencies and Factors:** For questions pertaining to relational development and competencies, please evaluate the CIT's capacity to demonstrate authenticity, honesty, empathy, and self-awareness in clinical and supervisory relationships.

**Contextual Factors:** For questions that ask to evaluate the CIT's conceptualization of contextual factors, please evaluate their ability to focus on the whole person within multiple contexts. CITs are expected to carefully consider each client's unique contexts before assigning any diagnoses or labels to a client.

Please evaluate the CIT's performance using the following scale:

**Above Expectations:** Good to excellent performance in target area. The CIT demonstrates exemplary skills and competencies.

**Meets Expectations:** Satisfactory performance in target area.

**Below Expectations:** Poor to marginal performance in target area that may need serious and/or immediate attention.

1. BASIC COUNSELING

Above Expectations

Demonstrates active listening skills by engaging clients through nonverbal behaviors, reflective statements, and the appropriate use of silence:

Meets Expectations

Below Expectations

N/A

Demonstrates active listening skills by deepening client engagement through tracking client content and process, paraphrasing, and summarizing:

Demonstrates, when appropriate, advanced counseling skills including confrontation, self-disclosure, feedback and directives in counseling sessions:

Facilitates group counseling sessions from intake to termination using techniques congruent with theory:

Facilitates individual counseling sessions from intake to termination using techniques congruent with theory:

Describes clients/students using inclusive communication (e.g., understanding and appropriately using people/person first language, identity-first language, avoiding labeling clients/students):



□□□□□

Creatively and effectively integrates client's contextual resources and

client/student strengths during the counseling process:

□□

□

□□

□□

Demonstrates the ability to convey to the client/student their counseling progress:

1. CASE

□□

CONCEPTUALIZATION Above

Expectations

Conceptualizes client/student presenting concerns from a strength-based

perspective founded on contextual factors (e.g., developmental, relational, and multicultural factors):

Describes how relational and diverse contextual factors may contribute to

client/student presenting problems:

Meets Expectations

Below Expectations

N/A

Discusses how relational competencies (e.g., authenticity, mutuality,

genuineness, & power) affect client/student development:

Describes how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.

1. PROFESSIONAL AND ETHICAL PERFORMANCE

Demonstrate [multicultural and social justice counseling competencies](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.counseling.org%2Fdocs%2Fdefault-source%2Fcompetencies%2Fmulticultural-and-social-justice-counseling-competencies.pdf%3Fsfvrsn%3D20&data=05%7C01%7Ckatherine.mcvay%40utsa.edu%7C32dd1410c0a2414ba03a08dabb6e44c5%7C3a228dfbc64744cb88357b20617fc906%7C0%7C0%7C638028379841536980%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=0zJewnrAbbbKLNjgO%2F6QjEdU4WmEMAve%2BW4AH1t8RlY%3D&reserved=0) in the counseling process.

Demonstrates professional work habits (e.g., written and verbal

communication, punctuality, professional appearance, etc.):

Above Expectations

Meets Expectations

Below Expectations

N/A

Receives and uses supervisory feedback non-defensively to improve skills

or performance:

Follows all ethical standards and decision making processes of the

profession:

Follows all local, state, and federal legal standards:

Follows all agency and/or school policies:

1. SELF

Above Expectations

Recognizes how personal values influence counselor/client relationships: Recognizes and manages strengths and limitations appropriately:

Demonstrates accountability and self-awareness:

Meets Expectations

Below Expectations

N/A

1. Please provide any additional comments below:

#  SIGNATURES

Site Supervisor Signature

Student Signature

Date:

Date:

*Please note: I have discussed this evaluation with my site supervisor and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the University Supervisor/Professor to be placed in my student practicum course file.*

Print Form