

**Form B: PRACTICUM AND FIELD PLACEMENT EVALUATIONS  
Oklahoma State University**

**This form was developed by Counseling Psychology faculty members at the University of Missouri-Columbia. It is used and adapted with permission for the Counseling Psychology program at Oklahoma State University. Version: 11/27/2007**

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
 Semester/Year: \_\_\_\_\_ Placement Location: \_\_\_\_\_  
 Date of Review: \_\_\_\_\_

Student Level: List all previous practica and field placements and provide estimate of prior number of face-to-face contact hours below:

Previous practica and field placements:

Site: \_\_\_\_\_ # of Semesters: \_\_\_\_\_ Approximate face-to-face contact hours: \_\_\_\_\_

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Please continue list on back of this page if needed

Evaluation is most beneficial when it is a collaborative process to facilitate growth, to pinpoint areas of strength and difficulty, and to refine goals. It is a tool for evaluating performance and also a vehicle for exchange. At the end of the semester, the trainee's competencies in each of the areas designated below should be discussed and evaluated.

**DIRECTIONS:** Below are several general areas of professional competencies, each with a set of specific skills or behaviors for evaluation

Harmful to Other's Welfare	Needs Improvement		Average for Level of Training & Experience		Clear Strength
0	1	2	3	4	5

Using the above rating scale, provide a numeric rating for each skill or behavior listed which best reflects the level of the trainee's performance as observed in the most recent evaluation period. If you have not been able to observe or evaluate this skill, write "U/A" for "Unable to Evaluate." For areas that are not required for this level of training or at this site, write "N/A."

**Very Important:** When giving ratings, the comparison is other individuals at that level (i.e., other individuals in their first practicum, second practicum, etc.). **Given this, there should be no constriction of ratings (i.e., a person could be rated anywhere from 0 – 5).** A zero should be given when you judge the trainee's skills to be of grave concern, and thus potentially harmful to the welfare of others such as client's or practicum classmates.

<b>INTAKE:</b>	
<b><i>Individual skills:</i></b>	<b><i>Observed Level:</i></b>
Adequately identifies and clarifies nature of the client's presenting problem	
Gathers sufficient information and history in most relevant areas	
Can assess client strengths and problem areas	
Determines environmental stressors and support systems that come to bear on client issues	
Identifies and establishes realistic counseling goals; distinguishes between immediate and long term goals	
Can develop a working diagnosis	
Assesses for suicidal/homicidal ideation	
Evaluates client motivation and determines appropriateness of/readiness for counseling	
Writes intake reports that reflect the content of the interview	
Demonstrates appropriate balance between information gathering and therapeutic alliance	
<b><i>Comments:</i></b>	

<b>COUNSELING AND THERAPY SKILLS:</b>	
<b><i>Counseling skills:</i></b> Below is a list of <b>both general and specific</b> individual counseling skills, followed by a general rating for couples and group counseling. With respect to the individual skills, some are basic, early skills and some are advanced skills that a beginning trainee would not be yet be expected to have. If this is the case, remember to use the N/A rating. Also, clearly, some of these skills are more or less appropriate given the particular client issue and focus of counseling, and so remember that a rating of U/A is also available. Most important is that the practicum student has the capacity to successfully utilize the skills appropriate for their level and/or the client situation, and has some insight into when they are more likely to be effective.	<b><i>Observed Level:</i></b>
Basic case management (scheduling with client, following up on no shows, etc.)	
Active Listening (Attending)	
Tracking Content	
Restating Content (i.e., Paraphrasing and Summarizing)	
Information Giving	
Normalizing Client's Experience	

Rapport Building	
Develops and maintains an effective therapeutic relationship	
Asking open and closed questions (knowing when each is appropriate)	
Facilitating client's problem solving (brainstorming)	
Encouraging and reinforcing client (praise)	
Basic goal setting with client	
Implementing therapy goals	
Demonstrates an effective level of empathetic understanding with clients	
Recognizes and is responsive to client nonverbal behavior	
Recognizing and Reflecting Affect	
Deepening Affect	
Demonstrates an adequate awareness and responsiveness to cognitive material	
Demonstrates an adequate awareness and responsiveness to behavioral material	
Uses silence effectively	
Confrontation	
Offering Interpretations	
Appropriate understanding of and use of self-disclosure as appropriate	
Assigning and following through on homework (including incomplete assignments)	
Processing interactions in session (e.g., "What's it like for you when I say that? I've noticed that every time I talk about feelings, you change the subject.")	
Addressing issues related to client motivation/readiness/resistance	
Utilizing advanced techniques (e.g., gestalt, two chair, guided imagery, role playing, etc.)	
Providing information about client's issues (e.g., psycho education regarding stages of grief)	
Guiding the client to discuss issues in depth; facilitating the client's own insights	
Demonstrating overall flexibility in interventions	
Has awareness of personal style and use of self in counseling	
Conceptualizes client concerns in a way that usually guides and is consistent with the therapy process, goals, and interventions	
Considers various treatment approaches and the implicates of each	
Develops and follows a treatment plan	
Is sensitive to and can appropriately manage termination issues of both client and counselor	
Is aware of and makes appropriate use of campus and community resources	
Completing paperwork	
Demonstrates adequate group therapy skills	
Demonstrates adequate couple's therapy skills	
<b>Comments:</b>	

<b>CRISIS MANAGEMENT:</b>	
<b>Individual skills:</b>	<b>Observed Level:</b>
Appropriately seeks consultation in crisis situations	
Appropriately assesses the magnitude of client crisis	

Determines appropriate level of intervention needed	
Appropriately accesses community resources as needed	
Appropriately documents steps taken during crisis	
Coordinates immediate response (e.g., police, family, insurance, hospital, etc.) as necessary	
Provides appropriate follow-up after crisis contacts	
Appropriately assesses client risk of suicide/homicide	
Demonstrates understanding of the differences between crisis intervention and individual therapy	
<b>Comments:</b>	

<b>SENSITIVITY TO DIVERSITY:</b>	
<b>Individual skills:</b>	<b>Observed Level:</b>
Demonstrates sensitivity to possible contributions of the client's and the trainee's own culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity, to the therapeutic relationship	
Demonstrates theoretical knowledge and ability to employ effective techniques with special populations	
Demonstrates an awareness of own attitudes and limitations, and how these affect the counseling process	
Demonstrates behavior consistent with an appreciation of and respect for diversity in the following areas: culture, ethnicity, nationality, gender, sexual orientation, physical challenge, religion, age, size and other aspects of human diversity	
<b>Comments:</b>	

<b>USE OF SUPERVISION/TRAINING:</b>	
<b>Individual Supervision:</b>	<b>Observed Level:</b>
Consistently and punctually attends and is prepared for supervision	
Actively solicits, is open and responsive to feedback and supervisory suggestions	
Utilizes supervision to develop self-awareness of strengths and limitations as a therapist	
Demonstrates willingness to make purposeful changes in self	
Is appropriately assertive in articulating own training needs	
Is aware of limitations and recognizes the need for supervision, referral, or consultation	
Demonstrates a willingness to discuss and analyze own behavior as a therapist (e.g., countertransference issues, parallel process)	
Differentiates between supervision and personal therapy (e.g., maintains appropriate level of self-disclosure, makes appropriate requests of supervisor)	

Addresses multicultural and other issues relating to diversity in supervision	
Demonstrates a willingness to share his/her work with supervisor (through tapes, observation, case presentations, etc.)	
<b>Group Supervision/Practicum Class:</b>	
Demonstrates a willingness to share his/her work with practicum class and instructor (through tapes, observation, case presentations, etc.)	
Organizes and presents well as required (i.e., case presentations)	
Establishes collegial relationships with classmates	
Provides appropriate positive feedback to peers	
Provides appropriate constructive feedback to peers	
Contributes to discussion in class	
Is open to and makes use of feedback provided by peers and instructor	
<b>Individual Supervisor Comments:</b>	
<b>Practicum Instructor Comment</b>	

<b>ETHICAL SENSITIVITY AND PROFESSIONALISM:</b>	
<b>Individual skills:</b>	<b>Observed Level:</b>
Demonstrates a working knowledge of and adheres to APA ethical guidelines and standards	
Conducts self in a manner consistent with the professional standards in this setting (e.g., boundaries, dual relationships)	
Demonstrates an appropriate professional demeanor in appearance and behavior	
Establishes productive working relationships with peers, supervisors and staff	
Completes commitments in a prompt and professional manner	
Shows self-evaluation, self-direction, and motivation for professional growth	
Shows an awareness of and ability to cope with personal issues which might interfere with professional duties, services and/or relationships	
Consistently informs clients of administrative and confidentiality issues (e.g., alternative choices, credentials or supervisory status, confidentiality limits, policies/procedures, session limits, cancellations, dual relationships, etc.)	
Seeks consultation on ethical, legal, and medical matters concerning own clients and those of supervisee	
Keeps client appointments punctually	
Completes and turns in progress notes in a timely manner	
Completes paperwork (e.g., treatment plans) and turns in report in a timely manner	
Maintains clinical responsibility in a professional manner	
Regularly attends and is punctual for any required agency meetings or staffings	
<b>Comments:</b>	

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<b>OUTREACH AND CONSULTATION: (Specific Field Placement Sites Only)</b>	
<b>Individual skills:</b>	<b>Observed Level:</b>
Demonstrates competence in preparing & presenting workshops	
Participates actively in opportunities to engage in outreach programming	
Presents programs in areas of expertise or seeks out appropriate supervision	
Responds as requested to questions from the university & local communities in areas of expertise	
Demonstrates knowledge of appropriate clinical and ethical concepts when offering consultation	
<b>Comments:</b>	

<b>TESTING AND ASSESSMENT (Specific Field Placement Sites Only):</b>	
<b>Individual skills:</b>	<b>Observed Level:</b>
Completes test administration and generates a written report in a timely manner	
Incorporates accurate conceptualizations of client dynamics (i.e., testing data is interpreted correctly)	
Integrates and conveys testing data in a coherent manner throughout the report	
Demonstrates the ability to generate relevant and thoughtful treatment planning recommendations and/or accommodations	
Summarizes testing data in an organized and coherent manner	
Provides client with feedback in a timely and professional manner	
Communicates results to referral source(s), as needed	
Demonstrates knowledge of instrument selection	
Administers and scores instruments competently	
<b>Comments:</b>	

<b>PROVISION OF SUPERVISION: (Specific Field Placement Sites Only)</b>	
<b>Individual skills:</b>	<b>Observed Level:</b>
Demonstrates ability to provide constructive and timely feedback to supervisees	
Makes adequate use of clinical discussion, review of tapes, and review of documentation in supervision	
Understands own strengths and limitations in the role of supervision	
Periodically discusses supervisee's progress toward training goals with their own supervisor and during supervision-of-supervision	

Aids supervisee in developing case conceptualizations	
Explores various therapeutic processes and techniques with supervisee	
Demonstrates an awareness of supervisee's level of professional development	
Is comfortable with own authority and uses it appropriately	
Discusses ethical issues with supervisee	
Seeks appropriate consultation about supervision responsibilities	
Addresses multicultural and other issues relating to diversity with supervisee	
<b>Comments:</b>	

*Please either answer the questions below or attach a separate narrative that addresses these questions.*

What are the strengths of this trainee?

What are the areas for development (please include both explanations and recommendations in your descriptions of what the trainee needs to work on)?

\_\_\_\_\_  
Supervisor's Signature                      Date

\_\_\_\_\_  
Trainee's Signature                                      Date

\_\_\_\_\_  
Practicum Instructor Signature                      Date

**Copies to: Supervisor, Trainee, Practicum Instructor, Advisor, Training Director for your file in Willard Hall**

**Rev. 11/27/2007**