



Name:

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Email:

Date

## FRASER RIVER COUNSELLING Internship Performance Evaluation Form

Interim       Final

**Instructions:** To be completed and reviewed in conjunction with the supervisor and the student, signed by both, and handed in to the Clinical Training Coordinator. Please attach a signed Hours Log if this is a final evaluation. Ensure students keep a copy for their own records.

### Evaluation Rubric:

**Five domains of competence are listed below along with specific items in each domain. Circle the number to the right of each item that best describes your perceptions of the student's skills compared to other people at the same level of professional development.**

**1 = Unsatisfactory** - Demonstrating unacceptable level of competence. Requires remediation.

*Not demonstrating an acceptable level of competence. An area for intentional focus, support, and/or remediation plan.*

**2 = Satisfactory** - Demonstrating acceptable level of competence. Requires frequent supervision and feedback.

*Meets expectations with extra support or guidance, or meets expectations with some inconsistency. Essentially, a '3' but with less consistency or internalization and a need for more than average support to reach the '3'.*

**3 = Good** - Demonstrating acceptable level of competence expected for intern's stage of counsellor development. Requires regularly scheduled supervision.

*Meets expectations well, consistently, with regular supervision. Essentially, the target skill level at the time of evaluation. Skill is internalized and repeatable.*

**4 = Very good** - Demonstrating a high level of performance frequently. Requires a minimum amount of supervision.

*Showing a significant strength/skill, exceeding what is expected or required for Internship.*

**5 = Excellent\*** - Demonstrating a high level of performance consistently. Ability to teach or supervisor others.

*\*Used rarely in Internship. Denotes a level of skill and competence of an experienced practitioner.*

**IO = Inadequate Opportunity to Observe**

**NR = Not Relevant to the Setting**



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<b>COUNSELLING SKILLS COMPETENCY</b>	<b>Comments</b>
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**1. Gains client trust and confidence.** *To what extent is the student able to create a safe space which elicits rapport, containment, trust, and confidence in order to facilitate the therapeutic process? Does the student demonstrate the basic skills to necessary to support the therapeutic alliance and facilitate the therapeutic process (attunement, empathy, attending, etc.)?*

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**2. Gathers relevant client historical information (Intake session).** *Is the student able to clearly communicate the necessary information (Informed Consent, etc) in the first session and gather appropriate intake information during the first session(s)? How aware is the student of what information is important to gather and how able are they to gather that information as the therapeutic process continues?*

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**3. Specifies client’s problems in concrete terms.** *Is the student able name the client’s struggles, what is getting in the client’s way or contributing to the client’s struggles? Semester 1: To what extent does the student show effort to articulate the client’s suffering in debrief, conceptualization (own or peers’ clients), and appropriately with their client? Semester 2: Does the student show appropriate accuracy in attempting to name the client’s struggles and demonstrate awareness of theoretical influences?*

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**4. Helps client explore personal alternatives.** *How well does the student help the client see themselves beyond the problem and empower them to look into alternate ways of being? Is the student able to see the client beyond the client’s concerns?*

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**5. Establishes relevant counselling goals with client.** *How well does the student engage in a clear and collaborative conversation about goals with the client and set appropriate goals (informed by time, presenting concern, student/client ability, client readiness, etc)? Does the student re-visit goals with client, as needed?*

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**6. Implements an intervention strategy consistent with client goals.** *How effectively does the student create a treatment plan that is informed by the client’s concerns, goals, the client’s unique characteristics (personality, strengths, difficulties, vulnerabilities, readiness, etc.) the student’s abilities, and the setting? Does the student show initiative, collaboration with supervisor, and the intent to find appropriate intervention ideas with little need for supervisor re-direction or correction?*

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**7. Evaluates client progress with respect to goals.** *To what extent does the student show the ability to articulate his/her sense of the client’s progress (bi-directional) during consultation and take opportunities to check in with the client about their progress with relation to their stated hopes for counselling?*

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**8. Thoughtfully develops a working Theoretical Orientation.** *How well does the student demonstrate an on-going commitment to developing a sound theoretical orientation, leaving room for flexibility, growth, and adjustment? To what extent does the student draw on theoretical resources and frameworks given in courses that gives a framework for understanding past/present/future, language for articulating, avenues for exploration and treatment, and assessing growth? Does the student show a depth of understanding of the developing orientation while also an awareness of potential gaps, limitations, and contraindications and proactive strategies for navigating these?*

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**9. Case Conceptualization.** *To what extent does the student take regular opportunities to engage in the process of Case Conceptualization both independently and collaboratively with supervisor/team? Does the student demonstrate the ability to first systematically capture and assess the client’s suffering and then correctly draw on theory, bringing in their theoretical lens to help organize and focus, allowing impressions and insights gained to inform and shape the continuing therapeutic process?*

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**USE OF INFORMATION & ASSESSMENT SKILL COMPETENCY**

**Comments**

**1. Familiar with current information.** *To what extent is the student knowledgeable about content from courses as well as other resources that can be offered to clients (websites, books, resources, external supports, etc.)? How well does the student demonstrate this knowledge?*

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**2. Uses current sources of information appropriately.** *To what extent does the student integrate and implement their knowledge of course content & resources with clients appropriately? Is the student solely using information given by the supervisor or also integrating learnings from other sources? Are these sources of information used to enhance student learning and/or used for clients' benefit appropriately vetted and credible?*

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**3. Psychoeducation: Helps client accumulate and interpret information relevantly.** *How well does the student take appropriate opportunities to use psychoeducation and deliver it effectively for the individual client?*

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**4. Helps others (colleagues, parents, etc.) accumulate and interpret information relevantly.** *To what extent does the student contribute to the overall team learning environment through offering sound feedback and integrating learnings into team discussions? How well does the student engage collaboratively with the necessary supports in the client's life to give information and resources, when appropriate?*

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**5. Appropriately chooses methods of assessment to determine client concerns, problems, or characteristics.** *Does the student take appropriate opportunities to gain a better picture of a client or their situation through using informal or formal strategies for assessing (gathering information intentionally)? Does the student show they have an idea of what would be helpful and/or necessary to know more about?*

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**6. Appropriately interprets and uses assessment results with client and others.** *To what extent does the student demonstrate an informed, balanced, tentative, and thoughtful approach to gleaning meaning from the assessment(s) and when appropriate, engage the client in a conversation about the process, impressions, and results?*

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SUPERVISION COMPETENCY	Comments
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**1. Meets with supervisor as scheduled.** *Does the student arrive to site on time? Is the student responsive to supervisor's request to meet?*

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**2. Forms working relationship with supervisor.** *To what extent does the student use the supervisor and supervision effectively? Does the student work to form a collaborative relationship with supervisor through both being proactive in bringing knowledge and engaging with feedback?*

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**3. Handles feedback well.** *Does the student engage the feedback process and make use of feedback given by incorporating and implementing in a timely manner? Is the student able to accurately hold both positive/strength oriented feedback along with constructive and remedial feedback and not let one cancel out the other?*

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**4. Prepares for supervision sessions.** *To what extent does the student come prepared to internship, specifically sessions and supervision? Does the student turn in given homework that meets expectations in a timely manner (e.g. learning contracts, reflections, reports, weekly emails, session plans, transcripts, etc.)?*

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**5. Open to growth and learning.** *How well does the student demonstrate openness and commitment to their growth and learning and willingness to entertain ideas outside of their own? Does the student challenge themselves to try new or difficult interventions, as appropriate? Does the student own and make use of defensiveness when it arises?*

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PROFESSIONAL SKILL COMPETENCY	Comments
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**1. Behaves professionally (e.g. demeanor, dress, language, etc.)** *How effectively does the student embody professionalism? Does the student’s demeanor, dress, language, and conduct reflect the profession, the site, and client(s)?*

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**2. Stewardship of self as an integral part of healing process.** *To what extent does the student show a commitment to understanding self as a helper and the impact on self while prioritizing developing an ongoing and sustainable approach to self-care? How well does the student grow in their stamina and capacity while proactively exploring necessities for caring for themselves?*

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**3. Organizes and recognizes implications of case material.** *How well is the student able to recognize, synthesize, and make use of the significance the client brings? To what extent does the student make appropriate inferences and actions based on the complexity and/or significance of the client’s story or presentation? How well does the student take ‘local/decontextualized’ meanings and put them into context?*

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**4. Accurately evaluates own counselling session performance.** *Does the student demonstrate an accurate sense of fit of his or her fit with the client, efficacy of individual sessions, and the therapeutic process? To what extent does the student show self-reflexivity in understanding their own strengths and areas for continued growth? Is the student able to celebrate and own strong sessions as well as own and make use of mistakes or difficult sessions?*

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**5. Behaves ethically and responsibly with clients, colleagues and adjunct agencies.** *To what extent does the student embody responsibility and make efforts to embody the ethical foundations and principals of the profession in relation to working with clients, colleagues, and outside agencies? How well does the student demonstrate responsibility to colleagues by being a present and active observer for one another’s sessions and/or consultations?*

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**6. Awareness of own values and their impact on the therapeutic process.** *How well does the student demonstrate awareness of the values they bring to the counselling process? Does the student take an accurate and thoughtful inventory of their values, biases, privilege, etc. and show honest assessment and ownership of how they may enhance or interfere with therapy?*

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**7. Competency in working with diversity.** *To what extent does the student demonstrate the ability to articulate intersections of diversity aspects of both client and therapist? How well does the student tentatively hold their own frame of reference when working with a client while actively getting to know the client's world? Does the student show appropriate awareness and sensitivity while working with those of a different culture, background, or a vulnerable population and proactively consult seek out necessary information to support appropriate treatment? Is the student able to hold effective space for differences in gender, religion, cultural heritage, values, ethnicity, socioeconomic status, sexual orientation, etc.?*

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**8. Knows legal rights of clients.** *To what extent does the student show basic knowledge and awareness of the legal rights of clients? How well does the student integrate and reference knowledge gained from assigned readings, trainings, courses, and examples? Does the student demonstrate interest, care, and an appropriate level of responsiveness in how this applies to clients?*

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**9. Knows legal aspects of counselling.** *To what extent does the student show basic knowledge and awareness of the legal aspects of counselling? How well does the student integrate and reference knowledge gained from assigned readings, training, examples, and courses? Does the student demonstrate interest, care, and an appropriate level of responsiveness in how this applies to clients?*

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<b>CASE MANAGEMENT SKILL COMPETENCY</b>	<b>Comments</b>
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**1. Knows community resources.** *To what extent does the student show intent to learn community resources fitting for the Internship location? How well does the student make use of any necessary knowledge of community supports in order to help the client navigate through the mental health system?*

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2. Appropriately uses referral within and out-side the site. How well does the student thoughtfully and intentionally initiate a referral process, when appropriate? Does the student demonstrate awareness of 'fit' with current site and other resources and take appropriate action to advocate for and direct the client?

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3. Responsibly schedules and meets with clients. Does the student clearly and accurately schedule clients in a timely manner? Is the student able to pace a 50-minute session, including any appropriate check-ins, transitions, containment, summary, etc.?

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4. Keeps adequate and timely client records. To what extent does the student keep appropriate case notes and manage files effectively?

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5. Consults with other staff regarding client needs. How well does the student demonstrate appropriate consultation with supervisor and engagement with team (where applicable) throughout the therapeutic process (frequency and content of the consultations being informed by student development, client needs, and role of supervisor)? Does the student practice within his/her competency and show the ability to make effective use of consultation, informed by awareness of areas needing additional support/consultation and making those needs known?

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6. Fulfills administrative responsibilities of the position. Does the student consistently fulfill tasks and responsibilities given in Internship? Does the student complete notes, email reviews, check & return VM/E-mail (when assigned), file management, delete videos, etc. reliably?

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**SUPERVISOR COMMENTS & RECOMMENDATIONS**

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*Clinical Team Member Name*

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*Date*