Wake Forest University Department of Counseling

HELPING PROFESSIONAL-IN-TRAINING CHECKLIST SITE SUPERVISOR/SITE MENTOR EVALUATION

Student's Name:			Date:				
School	(or)	Clinical Mental Health	(or)	Human Services			
Practicum	(or)	Internship	(or)	Field Experience			
Interim	(or)	Final Evaluation					
CHECKLIST COMP	LETED	BY SITE SUPERVISOR/SITE MEN	TOR:				
Name of On-site Su	pervis	or/Mentor:					
Agency or School I	Name:						
Period Covered by	Evalua	tion: From:	То:				

This evaluation is intended to help the student, agency/school, and University assess the student's progress in the development of the knowledge, values, and skills necessary for the practice of Counseling or Human Services. The evaluation guide presented here is a tool to assist in that process. Feel free to include additional areas or criteria which you believe are important.

INDICATE COMPETENCY BY A CHECK IN THE APPROPRIATE COLUMN

Rat	ating scale:1. Area of strength2. Adequate3. Area needing improvement4. No opportur		ity to	obser	ve	
I.	PEF	RSONAL AND PROFESSIONAL COMPETENCIES	1	2	3	4
	A.	Punctuality				
	В.	Attendance				
	C.	Ability to follow through and complete tasks				
	D.	Ability to meet deadlines				
	E.	Responsibility for actions				
	F.	Commitment to the helping profession				
	G.	Initiative and willingness to become involved				
	Н.	Adherence to professional and ethical practices				
	١.	Professional appearance				
	J.	Professional judgment				
Ш.	USE	OF SUPERVISION/MENTORING	1	2	3	4
	A.	Initiative in seeking help from supervisor/mentor	·			
	В.	Openness to new ideas				
	C.	Receptivity to feedback				
III.	. USE OF RESOURCES		1	2	3	4
	Α.	Skill in using school and/or community and its resources				
	В.	Knowledge of school and/or agency programs and resources				
	C.	Awareness of client/student-requested resources				
	D.	Skill in using a variety of resources				
	E.	Skill in making referrals				

IV. SELF-ORGANIZATION SKILLS

V.

VI.

		1	2	3	4
Α.	Ability to organize, and carry out a work plan				
В.	Ability to keep appropriate documentation				
C.	Professional discipline in use of time				
D.	Initiative in involving self in learning activities				
E.	Completion of assigned tasks				
HELPING SKILLS		1	2	3	4
A.	Establishment of rapport				

73.					
В.	Goal-setting with students/clients				
C.	Use of effective strategies				
D.	Assessment of student's/client's progress				
E.	Effective termination with students/clients				
F.	Effective group counseling skills				
G.	Accurate assessment of students'/clients' needs				
COMMUNICATION SKILLS			2	3	4
A.	Writing Skills				
В.	Oral Skills				

VII. OVERALL COMPETENCE IN COUNSELING OR HUMAN SERVICES PRACTICE (Final evaluation only)

1. Exceptional performance; excels in most areas of competence; very well qualified for entry-level Counseling or Human Services position. (Pass)

Comments:

2. Consistently above average performance; better than normally expected; well qualified for entry-level Counseling or Human Services position. (Pass)

Comments:

3. Normally expected performance; consistently meets requirements; qualified for entry-level Counseling or Human Services position. (Pass)

Comments:

4. Sometimes meets minimum requirements; needs more than the usual supervision; not yet qualified for entry-level Counseling or Human Services position. (Fail)

Comments:

5. Evidence of inadequate performance; corrective steps should be taken; probably not a good candidate to become a Counselor or Human Services professional. (Fail)

Comments:

What areas do you believe the student should focus on in the future to enhance his/her competence as a professional counselor or human services professional?

Would you be willing to serve as an on-site supervisor for another student in the future?

Was the administrative support from the University adequate? (If not, make suggestions.)

Additional Comments:

I HAVE SHARED THIS COMPLETED FORM WITH THE STUDENT. _____ Yes _____ No

Signature

Date