

**COUNSELING PSYCHOLOGY**  
**University of Louisville**  
**FINAL-TERM TRAINEE CLINICAL FEEDBACK**

**Trainee Name:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_ **Supervision Dates: From** \_\_\_\_\_ **to** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

**Trainee Level:**                      ☐ **Masters**                      ☐ **Doctoral**

**Trainee Prior Clinical Experience** \_\_\_\_\_ **(direct client hours prior to this placement)**

**Practicum Site Name** \_\_\_\_\_

**Type of Site (e.g., CMHC, Hospital, UCC, VA, etc)** \_\_\_\_\_

This feedback form is consistent with the training model for our counseling psychology programs as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

**Please use the following scale to rate your supervisee on the items below:**

- AE**     =     **Above expected** levels or skills. **STRONG** performance in this area
- E**       =     **Meets expectations** for level of training
- A**       =     **Additional attention/focus needed** in this area to be at expected level of skill development (must include specific communication between trainee, supervisor and university practicum instructor)
- R**       =     **Formal remediation needed.** Growth plan developed by supervisor and student (must also include Clinical Coordinator or DCT)
- N/A**    =     **Not applicable** for this training experience or not assessed by this supervisor.

<b>I. Assessment / Diagnosis / Case Conceptualization</b>	<b>Rating</b>
1. Effectively gathers information about the nature and severity of clients' presenting concerns.	
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.	
3. Develops treatment goals that are appropriate.	
4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients.	
5. Knowledgeable about when to seek further information to conceptualize the client.	
6. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.	
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>II. Intervention</b>	<b>Rating</b>
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.	
2. Ability to form a working alliance with clients.	
3. Tolerates difficult emotions and explores clients' feelings.	
4. Deals with ruptures effectively and negotiates differences with clients.	
5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs.	
6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients.	
7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).	
8. Considers empirically supported treatments or evidence-based treatments.	
9. Prepares clients for termination of treatment appropriately and sensitively.	
10. Understands and maintains appropriate professional boundaries with clients.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>III. Psychological Testing</b>	<b>Rating</b>
1. Administers and scores psychological tests appropriately, in a standard way, and capably.	
2. Integrates data into meaningful statements about clients.	
3. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions.	
4. Communicates test results to client in a clear, competent and sensitive manner.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>IV. Crisis intervention</b>	<b>Rating</b>
1. Assesses crisis situations appropriately.	
2. Intervenes during crisis situations appropriately.	

3. Conducts suicidal and homicidality assessments thoroughly, effectively and appropriately. Elicits relevant information.	
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.	
5. Seeks appropriate consultation or supervision when encountering crisis situations.	
6. Follows-up with client needs related to the crisis and provides case management when appropriate.	
7. Demonstrates ability to remain calm during a crisis situation.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>V. Consultation and Outreach</b>	<b>Rating</b>
1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	
2. Knowledgeable about when to consult with other professionals or supervisors.	
3. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.	
4. Demonstrates comfort in presenting to audiences and engages audience when presenting.	
5. Demonstrates clear and effective communication skills in both consultation and outreach.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VI. Personal Characteristics</b>	<b>Rating</b>
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).	
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).	
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).	
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.	
5. Understands impact of self on others including colleagues and clients.	
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.	
7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>VII. Relationships and Interpersonal Issues (Colleagues, Agency)</b>	<b>Rating</b>
1. Works collaboratively with peers and colleagues.	
2. Provides constructive feedback and support to peers.	
3. Receives feedback non-defensively from peers.	
4. Respects support staff roles and persons.	
5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

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<b>VIII. Use of Supervision</b>	<b>Rating</b>
1. Open and non-defensive to supervisory evaluation and feedback.	
2. Self-reflects and self-evaluates regarding clinical work with clients.	
3. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.	
4. Communicates self to the supervisor when appropriate (i.e., transparency)	
5. Willing to take risks and acknowledge troublesome areas and make mistakes.	
6. Applies what is discussed in supervision to interactions with clients.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>IX. Management and Administration</b>	<b>Rating</b>
1. Follows agency's policies and operating procedures.	
2. Documents crisis assessments appropriately.	
3. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>X. Diversity – Individual and Cultural Differences</b>	<b>Rating</b>
1. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.	
2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.	
3. Open to exploring one's feelings and reactions to power and diversity issues.	
4. Knowledge about the nature and impact of diversity in different clinical situations.	
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.	
6. Infuses culture and diversity into all aspects of professional work.	
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

<b>XI. Ethical and Legal Standards</b>	<b>Rating</b>
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.	
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.	
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.	
4. Behaves ethically across all aspects of professional work.	
<b>OVERALL RATING</b>	
<b>Comments:</b>	

**Comments on Overall Evaluation:**

**Trainee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Trainee's Response:**