

Formative Evaluation (midpoint of course)

Student: Lisa Peredia (21052664)

Course: PCE-921 (9/26/2024)

Preceptor: Charlotte Phillips

Evaluation Name: Formative Evaluation (midpoint of course)

Course: PCE-921

Course Start Date: 9/26/2024

Course End Date: 1/22/2025

Student Number: 21052664

Student: Lisa Peredia

Clinical Site Supervisor: Charlotte Phillips

This form must be completed at the midpoint (Formative) for the learner's internship and within one week prior to the end of the learner's internship experience (Summative). Please use the following rating scale (point value) to evaluate your student:

(0) Not Observed - Supervisor did *not* observe Learner demonstrate skills with consideration to the specific area. Please remember it is important as a supervisor to observe all the skills if possible.

(1) **Harmful** - Learner demonstrates skills or lack of skills which are in violation of the specific area of consideration. These violations could be potentially be or could *actually result* in physical and/or psychological harm.

(2) **Below Expectations** - Learner inadequately and inconsistently demonstrates skills necessary in the specific area of consideration for the development of counselor.

(3) **Emerging Expectations** - Learner adequately BUT inconsistently demonstrates skills necessary in the specific area of consideration for the development of counselor.

(4) **Meets Expectations** - Learner illustrates a traditional level of skills in the specific area of consideration to adequately and consistently demonstrate the development of a counselor.

(5) **Exceeds Expectations** - Learner illustrates a high level of *advanced* skills in the specific area of consideration to adequately and consistently demonstrate the development of a counselor.

Supervisory Skills

Attentiveness to students concerns and questions	
Criteria:	Exceeds Expectations (5)
Comment:	Lisa has gone beyond what is normally expected in terms of meeting with graduate students for individual sessions on an as needed basis.

Giving appropriate feedback to counselors in training	
Criteria:	Exceeds Expectations (5)
Comment:	Lisa is proactive in the ways she engages with the cohort, always offering sound, ethically informed, and clinically rational feedback while posing guiding questions that contribute to both counselor-in-training identity development as well as more thoughtful case conceptualization.

The feedback is substantive and aligns with the grade	
Criteria:	Exceeds Expectations (5)

Following guidelines/expectations (e.g., prompt feedback, attendance, participation)	
Criteria:	Exceeds Expectations (5)

Level of interaction	
Criteria:	Exceeds Expectations (5)
Comment:	Exceptional.

Tone and disposition with learners are professional and supportive	
Criteria:	Exceeds Expectations (5)

General

The learner demonstrates the skills necessary for the placement	
Criteria:	Exceeds Expectations (5)

The learner followed the agency's (GCU's) policies and procedures	
Criteria:	Exceeds Expectations (5)

The learner is receptive to feedback and implements appropriate changes, if necessary	
Criteria:	Exceeds Expectations (5)

The learner applies knowledge of EBP and is able to convey that knowledge while supervising	
Criteria:	Exceeds Expectations (5)

I would be willing to employ them if an appropriate opening were available	
Criteria:	Exceeds Expectations (5)

***GCU is preparing counselor educators in training to apply discipline-specific concepts and principles to supervision practice, demonstrate knowledge of legal and ethical supervisory practice, and develop a personal style of clinical supervision.**

Criteria:	Exceeds Expectations (5)
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***GCU is preparing counselor educators in training to be able to demonstrate a sense of multicultural awareness, appreciation, and empathy, for differences in those they serve with and provide service for.**

Criteria:	Exceeds Expectations (5)
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Feel free to continue writing beyond space for additional comments.

This doctoral learner embodies the dispositional qualities of the university in a Christocentric way. Her genuine approach to supervision coupled with honest humility has stood out since day one. I could not have asked for a better doctoral learner for this learning opportunity and I can see this learner being successful as a professor, should she consider the role in her future.

I attest that this evaluation was completed as prescribed by the University. I also attest, with my name, that I have reported any problems, issues, etc. to the University.

