

Chatham University
MSCP Final Practicum/Internship Student Evaluation

Student _____ Course _____ Semester _____

Supervisor _____ Date _____

Agency/School Name _____

STUDENT IS TO COMPLETE PAGE ONE OF THIS EVALUATION

Types of counseling experiences emphasized during this practicum (Please check all that apply):

_____ Individual adult counseling	_____ School counseling
_____ Individual child/adolescent counseling	_____ Career counseling
_____ Couples counseling	_____ Consultation
_____ Family counseling	_____ Crisis intervention
_____ Group counseling	_____ Other _____

DIRECT SERVICES:

A. Number of hours of **direct intervention** with clients/patients by format listed below:

(1) Individuals: Adults/Children/Adolescents	_____
(2) Couples	_____
(3) Families	_____
(4) Groups	_____
(5) Other _____	_____
TOTAL (counseling hours)	_____

B. Number of hours in **direct assessment** of clients/patients by format listed below:

(1) Hours of formal testing	_____
(2) Hours of interview/observation-based assessment	_____
(3) Hours of other types of assessment _____	_____
TOTAL (assessment hours)	_____

TOTAL DIRECT HOURS (counseling + assessment) _____

INDIRECT SERVICES:

A. Hours in **activities supporting direct intervention or assessment** (e.g., report writing, consulting with other professionals, video/audio tape review) _____

B. Hours of supervision

(1) Number of hours in individual on-site supervision	_____
(2) Number of hours of group (class) supervision	_____

TOTAL INDIRECT HOURS (support activities + supervision) _____

TOTAL NUMBER OF HOURS (direct hours plus indirect hours) _____

**Professional Performance Evaluation
Field Placement Form (PPE-FP)**

Rating Scale					
N - No Opportunity to observe		1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level		2 - Meets criteria consistently at this program level			
		3 - Exceeds expectations for program level			
Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
a. Creating appropriate structure - setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.	N	0	1	2	3
b. Understanding content - understanding the primary elements of the conversation	N	0	1	2	3
c. Understanding context - understanding the uniqueness of the conversation elements and their underlying meanings	N	0	1	2	3
d. Responding to feelings - identifying affect and addressing those feelings in a empathetic manner	N	0	1	2	3
e. Congruence - genuineness; external behavior consistent with internal affect	N	0	1	2	3
f. Establishing and communicating empathy - taking the perspective of the individual without over identifying, and communicating this experience to the individual	N	0	1	2	3
g. Non-verbal communication - demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now	N	0	1	2	3
i. Timing - responding at the optimal moment	N	0	1	2	3
j. Intentionality - responding with a clear understanding of the outcomes desired	N	0	1	2	3
k. Self-disclosure - skillful and carefully-considered for a specific strategic purpose	N	0	1	2	3
3. The student demonstrates awareness of power differences in a relationship and manages these differences effectively	N	0	1	2	3
4. The student collaborates with an individual to establish clear strategic goals	N	0	1	2	3
5. The student facilitates movement toward the individual's goals	N	0	1	2	3
6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner	N	0	1	2	3
7. The student creates a safe environment	N	0	1	2	3
8. The student demonstrates analysis and resolution of ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student conducts self in an ethical manner so as to promote confidence in the profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards	N	0	1	2	3
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to professional training and practice	N	0	1	2	3

Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring other's welfare when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others	N	0	1	2	3
Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others	N	0	1	2	3
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
6. The student demonstrates awareness of effects of his/her behavior on other people.	N	0	1	2	3
7. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	N	0	1	2	3

Note: The PPE-FP adapted from the Professional Performance Evaluation form created by the Southwest Texas State University Educational Administration and Psychological Services Department.

1. Please describe the nature of the issues and/or presenting problems by the trainee's clients.

2. What specific assessment approaches has the trainee done at your site? Check all that apply.

- _____ Intake interviews
- _____ Psychosocial and/or developmental histories
- _____ Standardized behavior or symptom checklists
- _____ Intellectual assessment
- _____ Personality assessment
- _____ Other _____

3. Please indicate your satisfaction with the trainee's performance of **assessment activities**.

- _____ N - No opportunity to observe
- _____ 0 - Does not meet criteria for masters level training.
- _____ 1 - Meets criteria minimally or inconsistently for masters level training.
- _____ 2 - Meets criteria consistently for masters level training.
- _____ 3 - Exceeds expectations for masters level training.

COMMENTS (OPTIONAL):

4. What specific treatment approaches or orientations has the trainee used at your site? Check all that apply.

- _____ Cognitive behavioral therapy
- _____ Behavior therapy
- _____ Dialectical behavioral therapy
- _____ Psychodynamic
- _____ Systems interventions
- _____ Interpersonal therapy
- _____ Other _____

5. Please indicate your satisfaction with the trainee's performance of **treatment activities**.

- _____ N - No opportunity to observe (self-explanatory)
- _____ 0 - Does not meet criteria for masters level training.
- _____ 1 - Meets criteria minimally or inconsistently for masters level training.
- _____ 2 - Meets criteria consistently for masters level training.
- _____ 3 - Exceeds expectations for masters level training.

COMMENTS (OPTIONAL):

6. Please indicate your satisfaction with the trainee's demonstration of **professional behaviors and attitudes** (punctuality; problem-solving and conflict-resolution within setting; relationships with staff, colleagues, and supervisor; communication; response to feedback, etc.)

- _____ N - No opportunity to observe
- _____ 0 - Does not meet criteria for masters level training.
- _____ 1 - Meets criteria minimally or inconsistently for masters level training.
- _____ 2 - Meets criteria consistently for masters level training.
- _____ 3 - Exceeds expectations for masters level training.

COMMENTS (OPTIONAL):

7. Please indicate **overall satisfaction** with trainee's level of performance this semester.

- _____ N - No opportunity to observe
- _____ 0 - Does not meet criteria for masters level training.
- _____ 1 - Meets criteria minimally or inconsistently for masters level training.
- _____ 2 - Meets criteria consistently for masters level training.
- _____ 3 - Exceeds expectations for masters level training.

COMMENTS (OPTIONAL):

Supervisor Signature _____ **Date** _____

Title _____ **Phone number** _____

My signature below indicates that I have read this evaluation in the presence of my supervisor.

Student signature _____ **Date** _____

THANK YOU!!!!!!!!!!!!!!