

Dear Supervisor:

Thank you very much for working with Chatham University's Masters of Science in Counseling Psychology (MSCP) program by providing a field placement and supervision for our students.

Attached is the form that is used to evaluate the student under your supervision. The form should be completed once at midterm (short form) and again at the end of the semester (long form).

When completing the form, we would like for you to keep in mind your experiences with and expectations of masters level students. While there will certainly be some degree of subjectivity in your assessments of students, we suggest the following guidelines for you to consider:

- N – No opportunity to observe (self-explanatory)
- 0 – Does not meet criteria for masters level training. This score should be used for a student whose skill level is significantly below what you would expect at a masters practicum or internship level. If this is the midterm evaluation, there is a possibility, in your judgment, that the student will not attain the skill during this training period.
- 1 – Meets criteria minimally or inconsistently for masters level training. This score should be used for a student whose skills are below the expected level in a particular area. If this is the midterm evaluation, there is a possibility that, with additional training and supervision, the student may attain the skill during this training period. If this is the final evaluation, a score of 1 means that the student has not adequately demonstrated the skill during the training period.
- 2 – Meets criteria consistently for masters level training. This score should be used for a student whose particular skill development is consistent with what you would expect at this level of training.
- 3 – Exceeds expectations for masters level training. This score should be used to identify a student's exceptionally strong skill in particular areas. The level of skill may be typical of someone who has graduated from a masters program and/or been working at a masters level in the community.

We have also provided space for your narrative comments about the student throughout the evaluation form.

We encourage you to contact us if you have any questions at all about the evaluation form and processes, a student, or the MSCP program. In particular, please let us know early on if you have concerns about a particular student, or if you believe that your supervisee is not performing at the overall level you would expect for a masters level student.

Thank you again for your support of our program and our students.

Sincerely,



Joshua Bernstein

Chatham University
MSCP Midterm Practicum/Internship Student Evaluation

Professional Performance Evaluation Field Placement Form (PPE-FP)

Student Name: _____

Field Placement (circle all that apply): **Practicum** **Internship I** **Internship II**

		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 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, professional dress and appearance, 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):

2. 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!!!!!!!!!!!!!!