Chatham University  
MSCP Practicum/Internship Mid-Term Student Evaluation

Please respond to each item below and return this form to the MSCP faculty supervisor.

Student ________________________  Semester/Year ________________________

Site Name ________________________

PROFESSIONAL PERFORMANCE EVALUATION

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>N - No Opportunity to observe</th>
<th>1 - Meets criteria minimally or inconsistently for program level</th>
<th>2 - Meets criteria consistently at this program level</th>
<th>3 - Exceeds expectations for program level</th>
</tr>
</thead>
</table>

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 an 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 |
**Rating Scale**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>No Opportunity to observe</td>
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<tr>
<td>0</td>
<td>Does not meet criteria for program level</td>
</tr>
<tr>
<td>1</td>
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</tr>
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<td>2</td>
<td>Meets criteria consistently at this program level</td>
</tr>
<tr>
<td>3</td>
<td>Exceeds expectations for program level</td>
</tr>
</tbody>
</table>

**Competence**
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.  
   Rating: N 0 1 2 3
2. The student takes responsibility for compensating for her/his deficiencies.  
   Rating: N 0 1 2 3
3. The student takes responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise.  
   Rating: 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.  
   Rating: N 0 1 2 3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others.  
   Rating: 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.  
   Rating: N 0 1 2 3
2. The student demonstrates honesty, fairness, and respect for others.  
   Rating: 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.  
   Rating: N 0 1 2 3
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.  
   Rating: N 0 1 2 3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.  
   Rating: N 0 1 2 3
6. The student demonstrates awareness of effects of his/her behavior on other people.  
   Rating: 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.  
   Rating: N 0 1 2 3

**Integrity**
1. The student refrains from making statements which are false, misleading or deceptive.  
   Rating: N 0 1 2 3
2. The student avoids improper and potentially harmful dual relationships.  
   Rating: N 0 1 2 3
3. The student respects the fundamental rights, dignity and worth of all people.  
   Rating: N 0 1 2 3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.  
   Rating: 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.  
   Rating: N 0 1 2 3

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

Describe the trainee's strengths in the area of counseling.
Describe the suggested areas for growth as a counselor-in-training for this trainee.

Please indicate overall satisfaction with student's level of performance this semester.

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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 ______________________

Note: This form was modified from the University of Florida Counseling Center and is used with permission.