



UNC CHARLOTTE

Health Psychology Ph.D. Program

General Health Psychology Practicum Evaluation Form

Student:

Practicum Supervisor:

Start Date:

Practicum Site:

End Date:

Instructions:

The practicum experience for the General Health Psychology program is considered an integral part of the student's doctoral education. The primary objective of the practicum experience is the development of additional research and/or professional skills and competencies that will benefit the student's emerging career path. In order to facilitate that professional growth and development it is important that we obtain information from practicum supervisors regarding the student's performance. The purpose of this appraisal form is to obtain behaviorally-based ratings of performance to identify areas of strengths and areas in need of further development.

For each performance dimension listed below, please provide a rating using the scale shown, and if possible, provide examples of critical incidents that exemplify the basis for that rating. Again, the purpose of collecting examples of critical incidents is to be able to provide students with behaviorally-based feedback. The more concrete and specific the examples are, the better we will be able to help the student assess their strengths and weakness.

Please consider the following suggestions when evaluating the student's performance:

1. Avoid the tendency to give highly similar ratings across all dimensions. This typically occurs because raters will allow a particular strength to color their view of other behaviors. To avoid this, try to think of specific behaviors relevant to each dimension rather than a global feeling towards the person. Chances are that each individual will have some areas in which they are stronger than other areas.
2. Before you make a rating, try to think about their performance over time rather than basing your rating on a single specific event. Although we are asking for specific examples to be provided, your rating should be based on the student's behavior across the entire experience.
3. Avoid basing ratings on personal characteristics that are not related to the student's effectiveness. For example, fashion sense, similarity to the rater, sense of humor and other characteristics can often influence opinions. While some of these things may be relevant to specific aspects of their performance (e.g., dressing professionally for meetings with clients), try not to let these things influence your ratings on dimensions for which they are not relevant.

Finally, we would like to express our appreciation and gratitude for your time and effort in helping the student's professional development. This is a critical part of their education that could not be achieved without your assistance and effort.

Thank you,

Charlie L. Reeve, Ph.D.
General Health Psychology Program Coordinator
University of North Carolina Charlotte

		Exceptional				
Student:		Satisfactory				
		Unsatisfactory				
Check Box if not applicable		1	2	3	4	5
<input type="checkbox"/>	<u>Task Proficiency</u> : Quality of performance on core, technical aspects of the practicum experience. This may include considerations such as innovation, intellectual curiosity, etc, if relevant. Critical Examples:					
<input type="checkbox"/>	<u>Written Communication</u> : Facility on written tasks, email communications, etc. Critical Examples:					
<input type="checkbox"/>	<u>Oral Communication</u> : Facility in oral communications..... Critical Examples:					
<input type="checkbox"/>	<u>Demonstrating Initiative & Effort</u> : Persistence and intensity of work behavior (e.g., willingness to take up tasks; completing tasks without being reminded; seeks out and initiates opportunities) Critical Examples:					
<input type="checkbox"/>	<u>Personal Discipline & Responsibility</u> : Meets deadlines, takes responsibility for own actions; Avoidance of negative actions such as tardiness, absence, rule violations, etc.. Critical Examples:					
<input type="checkbox"/>	<u>Facilitation of Peer/Team Performance</u> : Helps coworkers and peers, behaves in a collegial and professional manner with others, adds to a positive work environment, etc Critical Examples:					
<input type="checkbox"/>	<u>Supervision/Leadership</u> : Effectively monitors, instructs and guides subordinates; maintains good rapport with subordinates; encourages and motivates, etc Critical Examples:					