This Field Manual is provided to all students who are involved in a field practicum experience, and to field supervisors in agencies where students are placed. The purpose of this manual is to provide an understanding of the objectives of field placement, the responsibilities of the student, field supervisor, agency and university, and the procedures for evaluating the student's performance.

The Psychology and counseling department of Alvernia University commends those professionals who accept the responsibility for supervising students. We acknowledge the time and effort spent in providing the opportunity for students to learn and practice in the Social Service Agency. Therefore, this manual, is dedicated to those professionals who share their knowledge, values and skills with the Alvernia University students.
TABLE OF CONTENTS

I. OBJECTIVES OF FIELD PLACEMENT

II. CRITERIA FOR AGENCY SELECTION

III. RESPONSIBILITIES OF THE UNIVERSITY
   A. Toward the Student
   B. Toward the Agency

IV. RESPONSIBILITIES OF THE AGENCY
   A. Toward the Student
   B. Toward the University

V. RESPONSIBILITIES OF THE STUDENT
   A. Toward the University
   B. Toward the Agency

VI. Background Check Policy

VII. Practicum Checklist

VII. STATEMENT REGARDING THE STUDENT'S ROLE IN THE AGENCY

APPENDIX

✓ FORM FOR CONTRACTUAL AGREEMENT BETWEEN THE UNIVERSITY AND THE AGENCY

✓ FORM FOR STUDENT PERSONAL DATA SHEET

✓ SUGGESTIONS FOR FIELD SUPERVISOR

✓ FORM FOR STUDENT EVALUATION
OBJECTIVES OF FIELD PLACEMENT & CRITERIA FOR AGENCY SELECTION
I. **OBJECTIVES OF FIELD PLACEMENT**

The field placement experience is designed to:

A. Afford the student the opportunity to experience and understand the role of the social service agency as an integral part of the community, and how it affects the functioning of individuals within that community, recognizing the influences that affect the organization and performance of the social service network.

B. Allow the student to deepen his/her understanding of the knowledge, values, and skills of the social service profession, with particular attention to the integration of these elements through interaction with individuals who are experiencing difficulties such as: drug and alcohol addiction, family disruption, and psychological disorders.

C. Enhance and refine the techniques and skills of the student. In preparation for an entry level professional, the student should have some experience with the following: observation and data collection, interviewing, developing intervention strategies, oral and written reports, planning and appropriate use of time, developing relationships with clients, agency personnel and other community resources.

D. Increase the student's awareness of his/her own personal values and the impact these feelings and beliefs have on their personal and professional relationships.

E. Provide students with the opportunity to exercise initiative and creativity in the application of therapeutic skills.

II. **CRITERIA FOR AGENCY SELECTION**

The prime factors to be considered in selection of an agency for student placement include:

A. The interest and ability of the agency to provide an appropriate learning environment for the student.

B. The commitment, expertise and time of agency personnel to provide field instruction for the student.

C. The ability of the necessary physical facilities to accommodate a student placement.
RESPONSIBILITIES OF THE UNIVERSITY
III. RESPONSIBILITIES OF THE UNIVERSITY

A. Toward the Student

1. To provide information about local social service agencies, including their purpose and general functioning, and allowing the student participation in the selection of their agency placement.

2. To arrange the initial contact between the student and the agency.

3. To provide a weekly seminar to assist the student in the integration of the field supervisor placement experience.

4. To explain and prepare the student for the evaluation process by the field supervisor and university coordinator.

5. To make time available to the student on an as-needed basis to discuss any concerns the student might have, including meeting with the field supervisor in order to resolve any difficulties.

6. To assume final responsibility for the evaluation of the student, based upon the field supervisor's evaluation, student participation in seminars, and student's completion of other required assignments.

B. Toward the Agency

1. To secure the agency's formal acceptance of the student being considered for field placement.

2. To provide information regarding the description and objectives of the psychology practice courses.

3. To provide assistance in resolving any difficulties encountered by the agency, the university or the student in planning an educational program for the student. The field practicum coordinator will be available on an as-needed basis to accommodate the agency.

4. To provide the agency with the student evaluation form, and the information regarding the due dates of the evaluation and the school calendar, including holidays and vacation periods.
RESPONSIBILITIES OF THE AGENCY
IV. RESPONSIBILITIES OF THE AGENCY

A. Toward the Student.

1. To provide the student with a field supervisor who has a master's degree in Psychology, Counseling, or Social Work or who has sufficient knowledge, experience and interest to provide supervision during the field practicum.

2. The field supervisor is requested to be available to discuss the following with the student:
   a. Reviewing of student assignments and method of operation.
   b. Review of written recorded material as an educational tool.
   c. Assisting the student in incorporating the knowledge, values and skills of psychology into professional practice.
   d. Increasing the student's awareness of his/her personal attitudes and how this impacts on professional practice and functioning.

3. To provide an orientation to the student regarding the agency's goals, objectives, functions, personnel procedures and legal responsibilities. This orientation should occur during the first two weeks of field practicum.

4. To provide an adequate and appropriate place in which the student can work.

5. To provide a planned and quality learning experience for the student. This will involve the development of an individualized student contract outlining specific goals, objectives and responsibilities. This will be done in cooperation with the university coordinator.

B. Toward the University

1. To commit itself to the learning experiences afforded to students through field placements and to work through any difficulties which might inhibit this learning process.

2. To inform the university of vacation and holidays observed by the agency personnel.

3. To complete the written evaluation of the student as outlined in this manual.

4. To provide feedback to the university field practicum coordinator regarding the field placement experiences of the student, comment on the preparation of the student for placement, and to make appropriate suggestions for improving the psychology practicum curriculum.
RESPONSIBILITIES OF THE STUDENT
V. RESPONSIBILITIES OF THE STUDENT

A. Toward the University

1. To discuss with the university field practicum coordinator his/her preferences for field placement experiences, given the student's background, interest, education, and future goals.

2. To fulfill the time requirements of the course. The schedule is to be mutually agreeable with the agency and the student's class schedule, subject to faculty approval.

3. To notify the coordinator of any absence, due to accidents, illness or any other emergencies.

4. To develop a contract with the field supervisor outlining specific goals, objectives, and responsibilities of field placement during the first two weeks of placement. A copy of the contract must be submitted to the field coordinator for final approval. Significant changes to the contract, during the semester, must be incorporated into a revised contract and resubmitted to the field supervisor and university coordinator.

5. To inform and seek the assistance of the field coordinator regarding problems related to the field placement.

6. To actively participate in seminars and complete all written assignments, including logs, final paper and assigned oral presentations. (See course description).

B. Toward the Agency

1. To participate in the field placement experiences and to meet all the requirements which the agency establishes and to complete all assigned tasks by the end of the semester.

2. To develop a contract with the field supervisor outlining specific goals, objectives and responsibilities and to make adjustments to the contract when necessary.

3. To determine with field supervisor how student responsibilities will be handled during the student's absence.

4. To actively participate in supervisory conferences, staff meetings, and general functioning of the agency.

5. To notify the field supervisor of any absence due to accidents, illness or any other emergencies.

6. To make a contribution to the operation of the agency through the completion of all assigned tasks and duties.
VI. BACKGROUND CHECK POLICY – ACADEMIC PROGRAMS

It is the policy of Alvernia University’s academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check may be required prior to entering senior-level coursework.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the Education and pre-license Health Programs must understand that in order to meet program outcomes they are obliged to directly work with children (Education and Nursing) and/or older adults (Nursing). There are no alternatives to meet program outcomes. Such applicants/students with convictions/charges documented on the criminal* or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options at Alvernia University.

* Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13

Any positive return on a background clearance will be reported to the Department Chair, then to the Provost.

Many professions require further licensing or certification beyond a college degree and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure www.lcb.state.pa.us/edu/.

Academic programs will include written statements regarding background checks in their marketing and catalog documents. Students will be advised of the background check policy prior to service learning (if required by the facility).

The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

The procedures and instructions for each background check are available from specific programs.
VII. PRACTICUM CHECKLIST

Practicum I & II are required courses in the undergraduate psychology major. It is necessary to prepare for these practicum placements well in advance. If you plan to enroll in Practicum I in the fall, you must prepare **prior to the end of the spring semester** preceding your practicum experience. If you are planning a December graduation, you may begin the practicum sequence with Practicum II in the spring, but you must then prepare for it in the fall semester preceding your first practicum experience. The following checklist must be completed for the placements to be made in a timely fashion.

1. Obtain all required clearances and file them with Michele Pearson (Upland Center Room #223) prior to the end of the semester before your first practicum experience.

2. “If clearances are not on file in the Psychology and Counseling Department prior to the first day of the semester, the student will not be allowed to enroll in the practicum. If the student fails a clearance, the course instructor will attempt to place the student in a practicum that does not require a clearance. The practicum agency makes the final decision regarding acceptance of a student within their organization” Alvernia University Course Catalog 2012-2013, p.253.

3. Schedule an appointment with the Career Services office and:
   a. Prepare a resume to take to your interview
   b. Review any available internships listed on the Career Services website.
   c. Prepare for the interview

4. Complete the Practicum Information form

5. Schedule an appointment with Dr. Matteo **before the end of the semester prior** to your first practicum experience. Her office is in the Upland Center Room #126B.

6. Bring your completed Practicum Information Form, your resume, a list of internships possibilities from the Career Service website (if applicable), and your interests for a practicum experience to the meeting with Dr. Matteo.

7. Be sure to have an active Alvernia email address. Your Alvernia email address is the only way Dr. Matteo will contact you regarding your practicum placement.

8. All placements must be approved by Dr. Matteo. Students **may not** secure their own placements unless they have consulted with Dr. Matteo prior to doing so.

9. For some placements, you will need to complete on-line applications or in-person applications directly. For other placements, Dr. Matteo will make the initial contact and provide you with instructions on contacting the appropriate individual. It is imperative that you follow through with these contacts **as soon as you are given the information** as many agencies have multiple students who want the same practicum placement. You may need to go through a competitive interviewing process for your practicum placement.
10. Dress professionally for the interview!!!

11. Every effort will be made to secure a placement within your area of interest in psychology.

12. After your interview, email Dr. Matteo with the results of the interview. It is imperative that you let her know when your placement is secured.

13. Be aware that you have to complete additional requirements prior to placement. For example, some schools require TB testing in addition to the clearances.

14. Try to schedule your classes to allow for one day a week free from class time so you can complete your practicum hours.

15. It is your responsibility to adhere to the guidelines provided in this checklist. Failure to do so may result in a failure to secure an approved placement.

VIII. STATEMENT REGARDING THE STUDENT’S ROLE IN THE AGENCY

The role of the student in the agency is a learning rather than a work role, even though it is inherent in the field placement experience that the student be assigned duties and responsibilities. By accomplishing the assigned tasks, the student will be able to integrate the theoretical with the practical application of knowledge, values and skills. It is important that the student be regarded as a member of the staff, so that the learning experience can be complete.

In order to facilitate the distinction between the role of the student and the role of the agency employee, the following guidelines are offered:

1. Assignments, both in type and number, should be appropriate to the learning and experience level of the student. The assignments should compliment the learning process of the field experience and progress in difficulty and responsibility.

2. The assignments should offer a wide range of experiences, so that each student may become familiar with the purpose and functions of the entire program and its place within the network of the social service delivery system.

3. While it is recognized that each field placement will offer a unique learning experience, it is expected that each student have the opportunity to develop practice skills in some of the following areas:

   a. Observation and data collection.
   b. Interviewing skills on a one-to-one basis.
   c. Family and/or group intervention with clients.
d. Planning appropriate intervention strategies.
e. Involvement with and coordination of community services.
f. Completing the necessary paperwork and forms required by the agency.

4. Sufficient time should be allowed within the field work hours for the student to complete the assigned tasks, including the fulfillment of all necessary paperwork.

5. Participation by the student in staff meetings, in-service programs and conferences is encouraged so as to broaden the learning of the student and develop a deeper understanding of the functioning of the agency and community delivery service network.

6. The agency field supervisor should contact the university field practicum coordinator at any time during the placement to answer any concerns or resolve any difficulties, insuring the best possible learning environment for the student.
AGENCY AFFILIATION AGREEMENT
Psychology and Counseling Program

This Agreement between Alvernia University (hereinafter “the University) and
________________________ (hereinafter “the Agency”) is made and entered into this
______ day of _____, 20___ for the purpose of providing experiential learning for Psychology and
Counseling students.

It is agreed that both the University and the Agency will be compliant with the laws and regulations
governing the practice of Psychology and Counseling in the Commonwealth of Pennsylvania. Both
parties agree to provide learning experiences that give the student opportunities to prepare for entry-
level practice.

RESPONSIBILITIES OF THE UNIVERSITY

1. Ensure only those students assigned to internship/practicum education have satisfactorily
   completed the pre-requisite portion of their curriculum.
2. Provide the services of an Internship/Practicum Supervisor who shall act as liaison between
   the University and the Agency. The Internship/Practicum Supervisor will assist the student in
   setting up the fieldwork experience, and be available in person, telephone, or email as needed.
3. Ensure that the student provides the Agency with required personal and academic information.
4. Inform the student that he/she is to provide the appropriate uniform if required, to arrange for
   his/her own transportation/parking, and to obtain housing and meals when not provided by the
   Agency.
5. Ensure that students adhere to the health criteria established by the University’s Health
   Program and the Agency’s requirements.
6. Ensure that each student has completed all required background checks as defined by the
   University and the Agency.
7. Maintain records of student’s health immunization and background clearances. Records are
   available by written request and permission of the student.
8. Carry professional liability insurance for all students of at least one million dollars per
   occurrence and three million dollars annual aggregate.

RESPONSIBILITIES OF THE AGENCY

1. Retain the ultimate responsibility that safe and effective services are provided to
   patients/clients/public.
2. Maintain a sufficient number of professional personnel support to carry out normal service
   functions, so students will not be performing in lieu of staff.
3. Provide supervision of the student by qualified personnel; Qualified refers to national licensure and standards, as well as, academic and experiential qualifications.
4. Allow the internship/practicum agency supervisor time for individual student conferences.
5. Provide clear policies and procedures for dismissal of a student from the Internship/Practicum placement. The right to dismiss a student who does not demonstrate the degree of professionalism required in the internship/practicum will rest with the Agency.
6. Inform both the University and the student of the student’s level of internship/practicum growth and competence by completing written evaluation reports/forms provided by the University. The evaluation process will be completed during a conference between the Agency supervisor and the student.
7. Responsible to see that emergency care will be rendered to students during sudden illness, travel accident, or an institutional accident. The charges for such medical services shall be billed to the student or their insurance carrier.
8. Provide orientation for students assigned to the Agency to include, but not limited to, patient and personal safety measures, unit organization, equipment, and relevant agency policies.
9. Participate in the development of the student internship/practicum plan.

**MUTUAL RESPONSIBILITIES**

1. Adhere to proper channels of organizational structure and communication in making plans for students’ experience in accord with the required learning objectives and the opportunities available.
2. No student shall be deemed an employee of the agency by virtue of their participation in the Internship/Practicum program.
3. Evaluate the internship/practicum experience(s) and share results for the purpose of ongoing quality improvement and client/public safety.
4. Comply with all applicable privacy requirements of the Health Insurance Portability and Accountability Act (HIPAA).
5. Affirm complete Agreement with the University Harassment Policy showing no tolerance for any form of harassment. (Policy Attached)
6. The laws of the Commonwealth of Pennsylvania will be used to interpret this Agreement and the jurisdiction. Any dispute resolution will be in Berks County, Pennsylvania.

**MIRROR INDEMNIFICATION**

The Agency agrees that the University shall not be liable to the Agency for any loss, damage or expense of any kind or nature arising out of, directly or indirectly, in the performance of the services, except to the extent caused solely by the negligence or gross misconduct of the University. The Agency further agrees that it shall at all times hereafter defend, hold harmless and indemnify the University, its officers, shareholder and employees from and against any and all injuries, claims, demands, causes of action, losses, damages, liabilities, costs and expenses of every kind and nature (including reasonable attorneys’ fees and expenses, court costs, and costs of appeals) arising out of in connection with any alleged act or omission involving the performance of Services by the University, except to the extent caused solely by the negligence or gross misconduct of the University, and the Agency further agrees to reimburse the University for all claims, demands, causes of action, losses,
damages, liabilities, costs and expenses incurred by, imposed upon or suffered by the University in connection with or resulting from any and all such claims and causes of action arising out of any alleged act or omission involving the performance of Services by the University. The University agrees that the Agency shall not be liable to the University for any loss, damage or expense of any kind or nature arising out of, directly or indirectly, in the performance of the Services, except to the extent caused solely by the negligence or gross misconduct of the Agency. The University further agrees that it shall at all times hereafter defend, hold harmless and indemnify the Agency, its officers, directors and employees from and against any and all injuries, claims, demands, causes of action, losses, damages, liabilities, costs and expenses of every kind and nature (including reasonable attorneys’ fees and expenses, court costs, and costs of appeals) arising out of or in connection with any alleged act or omission related to this Agreement, except to the extent caused solely by the negligence or gross misconduct of the Agency, and the University further agrees to reimburse the Agency for all claims, demands, causes of action, losses, damages, liabilities, costs and expenses incurred by, imposed upon or suffered by the Agency in connection with or resulting from any and all such claims and causes of action arising out of any alleged act or omission related to this Agreement.

TERM AND TERMINATION

The term of this Agreement shall commence as of the effective date stated above and shall continue in full force and effect for a period of one year thereafter, with automatic one-year renewals. Any party may at any time change or terminate this Agreement, with or without cause, upon sixty (60) days advance written notice to the other party of its intention. Both parties are responsible for all activities up to and including the date of actual termination.

AGREED TO AND APPROVED BY:

FOR ALVERNIA UNIVERSITY

____________________________________  ______________________
Beth K. Roth, Ph.D.  Date
Dean, College of Arts and Sciences
beth.aracena@alvernia.edu
610-790-1981

FOR THE AGENCY

____________________________________  ______________________
Signature  Date

____________________________________  ______________________
Print Name  Email and Telephone Number

____________________________________
Title
CONTRACT between the Undergraduate Psychology and counseling department, Alvernia University, Reading, Pennsylvania and ________________________________, the Community Agency, located at _________________________________________________.

 Semester: ______________________

RESPONSIBILITIES OF ALVERNIA UNIVERSITY

A. The university coordinator of field practicums will provide the agency with the guidelines for content of field instruction.
B. In cooperation with the agency and following a dialogue with the student, the university coordinator will assign the student to be placed in the respective agency.
C. The coordinator will be available for consultation whenever problems occur.
D. The coordinator will plan and carry through the weekly seminar as part of the field instruction program.
E. The university coordinator has the responsibility for evaluating the overall achievement of the student and will assign the grade. It will be based on the evaluation of the field supervisor, the student's performance each week, and his/her reports on his field experiences, and other required assignments.

RESPONSIBILITIES OF THE SOCIAL AGENCY

A. The agency will provide a field supervisor who has a master's degree or who has the knowledge, experience and interest the university considers essential.
B. The field supervisor will plan the agency and community experiences of the student placed in this agency.
C. The field supervisor will help the student reach the following educational objectives:
   1. Increase knowledge.
   2. Develop appropriate professional attitudes and values.
   3. Improve professional skills.
D. The field supervisor will submit a written evaluation of the student's performance at the close of each semester. It is understood that since field experience in an agency is a growth process for the student, the evaluation be an ongoing process between student and instructor each week.

_________________________  _____________________
Elizabeth Kirk Matteo, Ph.D     Date

_________________________  _____________________
Agency Director              Date
ALVERNIA UNIVERSITY
PERSONAL DATA SHEET (Please Type)

Name: _____________________________________  Birth date: _____/_____/_____  Age:_____
Address:____________________________________ Telephone No:_________________________

Class Schedule - Present Semester (Fall, Spring 20__):

Time:  Monday_________ Tuesday__________ Wednesday ___________
       Thursday________       Friday____________

Practicum (I, II):

Tuesday       Hours
Thursday       Hours
Other Day      Hours

Agency: _________________________________ Field Instructor: _________________________________
Address: _________________________________ Telephone Number: ___________________________

Psychology Courses Completed  Courses In Process  Courses Being Taken

Minor Courses Completed  Related Courses Completed

Other Related Work Experience with Supervision

Agency            City            Year            Hours            Credit
Personal Data Sheet (continued)
Page 2

Personal Information: (Clubs, Activities, Offices held, etc).

Current Employment:

Volunteer Experiences: (Summer Activities, Attendance at Conferences, Special Workshops, etc.).
The creative development of a stimulating program by the field supervisor is the essence of good education. Alvernia University takes the opportunity to suggest some basic experiences for the student as he/she is placed in the agency for field supervision.

A. **Orientation to Agency's Program**

   A personal interview with the director and a guided tour of the agency are considered helpful. Some familiarity with office procedures eases the student's adjustment. Learning and independence are also developed by encouraging the student to plan his own orientation to the agency with some direction from the field supervisor.

   Some helpful activities include observation of the waiting room, study of the administrative structure of the agency, the flow chart of the services offered, and the reading of agency reports.

B. **Development of a Professional Self**

   As a first step toward the development of a professional self, the student needs to know how he is designated and related to the work of the agency. He also needs to have a recognized place there and understand the roles of the agency staff.

   He must develop a professional relationship with his supervisor. He needs to understand this relationship, the place and purpose of supervision, the time of the weekly conferences, as well as his own responsibility in making the agency experience and supervisory conferences as meaningful as possible.

   Confidentiality which was learned in the classroom must be internalized in work with individuals, families and groups.

C. **Experience in Interviewing**

   Some field supervisors have students begin by sitting in on interviews conducted by experienced interviewers. Others prefer to review the basic principles with the student and help him carefully plan his interviews. Some do both. Students need experience in both observation and practice interviewing.

D. **Experience in Relating to Individuals**

   The development of relationships is fundamental to the development of a professional role and experiences should be planned to enhance this ability in the student. In the beginning, the assignment may be friendly visiting, but as the semester progresses, this may be expanded to experiences that develop a professional relationship, such as interviewing or assessment.

E. **Experiences with Groups**

   Working with clients in groups will also be helpful to the student. Participation in the community...
meetings or observation of therapeutic groups is encouraged.

F. **Experience in Community Activities**

The student needs to understand the role of the agency or program in the community and its relationship to other agencies in the social service network. Identification of community social problems and other agencies and programs working in the same field as that in which the student is placed is a first step. Attendance at community meetings is desirable, if possible.

G. **Analyzing a Problem and Working Toward Change**

The student should have some experiences in identifying a problem and planning treatment. Students may read what others have done, but they also need to work in these situations themselves. They need to experience getting facts, analyzing situations, and planning change.

H. **Recording**

Every student will benefit from recording data and summarizing material: case summary or a summary of group dynamics. Letter writing is another important skill in which beginning ability should be developed, if possible.

I. **Evaluation**

The student should learn that feedback and evaluation are important components of professional growth. Final formal evaluation at the end of each semester should be a recapitulation of previous developments discussed with the student.

J. **Final Evaluation by Field Supervisor**

In addition to the completion of the student evaluation from the field supervisor, the following areas of the student's performances may be considered in an essay evaluation report at the end of any semester:

1. Ability to relate to others.
2. Acceptance of standards different from his/her own.
3. Sensitivity to the need of people.
4. Acceptance of supervision.
5. Ability to function in the agency framework.
6. Ability to observe and record observations.
7. Ability to interview.
9. Ability to work with individuals and provide environmental services.
10. Ability to work with groups.
11. Ability to work in the community.
12. Type and quality of any services given.
APPENDIX
HARRASSMENT POLICY
ACADEMIC EXPERIENCES

A. BACKGROUND

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The Agency in which you will serve has been carefully screened by the University and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. DEFINITIONS

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

a. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
b. As a basis for academic or employment decisions;
c. Which unreasonably interfere with an individual’s work or academic performance; and/or
d. Which create an intimidating, hostile or offensive work or academic environment.

C. RESOURCES

Alvernia does wish to make known to all of the participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency.

1. Information, Counseling and Support

If you, as a participant in an Academic Field Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/or counseling about the incident or incidences giving rise to this concern, you should immediately contact either:

a. The Faculty Supervisor of the Program;
b. The Department Chair; or
c. The Division Dean, and request a confidential counseling session. In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor feel that the incident rises to the level of harassment, the matter may be concluded without further action. If, however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

2. **Formal Complaint Procedure**

   Any participant in an Academic Field Experience who feels that he or she has been the subject of a harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed by the Vice President for Academic Affairs.

   Upon receipt of the written Complaint, the Vice President of Academic Affairs will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witnesses or having first hand knowledge of the alleged behavior or incident.

   Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the formal Complaint.
Alvernia University Psychology and Counseling department

Practicum Evaluation:
Supervisor Form
(Clinical Experience)

Student Name: ____________________________________________

Date of Evaluation: _____/_____/_______

Supervisor: ________________________________________________

Practicum Site: ____________________________________________

Instructions
This form is designed to help supervisors provide feedback about the performance of students. I know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers comments will be much appreciated. This form will become part of the student’s record for this course and will be considered in assigning grades for the practicum experience. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial Comments: __________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
ANSWER CODE FOR EVALUATION ITEMS AND QUESTIONS

NA Not Applicable or not enough information to form a judgment

1. Far Below Expectations-needs much improvement, a concern
2. Below Expectations-needs some improvement to meet standards
3. Acceptable-meets standards at average level for students
4. Above Expectations-performs above average level for students
5. Far above Expectations-a definite strength, performs well beyond Average levels for students.

I. Basic work Requirements

_____ Arrives on time consistently
_____ Uses time effectively
_____ Informs supervisor and makes arrangements for absences
_____ Reliably completes requested or assigned tasks on time
_____ Completes required total number of hours or days on site
_____ Is responsive to norms about clothing, language, etc., on site

Comments:____________________________________________________________________
_____________________________________________________________________________

Suggested areas for further study:________________________________________________
_____________________________________________________________________________

II. Ethical Awareness and Conduct

_____ Knowledge of general ethical guidelines
_____ Knowledge of ethical guidelines of practicum placement
_____ Demonstrates awareness and sensitivity to ethical issues
_____ Personal behavior is consistent with ethical guidelines
_____ Consults with others about ethical issues if necessary

Comments:____________________________________________________________________
_____________________________________________________________________________

Suggested areas for further study:________________________________________________
_____________________________________________________________________________
III. **Knowledge and Critical Thinking Skills**

A. **Knowledge of Client Population**
   - Knowledge level of client population at beginning of practicum
   - Knowledge of client population at end of practicum

B. **Knowledge of Treatment Approaches**
   - Knowledge of treatment approaches at beginning of practicum
   - Knowledge of treatment approaches at end of practicum

C. **Knowledge of Treatment Setting**
   - Knowledge of treatment setting at beginning of practicum
   - Knowledge of treatment setting at end of practicum

D. **Critical Thinking**
   - Receptive to learning when new information is offered
   - Actively seeks new information from staff or supervisor
   - Ability to comprehend new information
   - Ability to apply new information in clinical setting
   - Uses psychological concepts and theory in interactions with others

Comments:____________________________________________________________________
______________________________________________________________________________

Suggested areas for further study:_________________________________________________
______________________________________________________________________________

IV. **Response to Supervision**

   - Actively seeks supervision when necessary
   - Receptive to feedback and suggestions from supervisor
   - Understands information communicated in supervision
   - Successfully implements suggestions from supervisor
   - Aware of areas that need improvement
   - Willingness to explore personal strengths and weaknesses
   - Willingness to integrate feedback from supervisors for improved personal and professional growth

Comments:____________________________________________________________________
______________________________________________________________________________
Suggested areas for further study

__________________________________________________________________________________
__________________________________________________________________________________

V. Collaboration with Coworkers

___ Appears comfortable interacting with other staff members
___ Initiates interactions with staff
___ Communicates effectively with staff
___ Effectively conveys information and expresses own opinions
___ Effectively receives information and opinions from others
___ Manages conflicts effectively

Comments:________________________________________________________________________
__________________________________________________________________________________

Suggested areas for further study:____________________________________________________
__________________________________________________________________________________

VI. Clinical Skills

___ Demonstrates accurate, active, and empathetic listening skills
___ Demonstrates attention to non verbal messages and behaviors
___ Demonstrates the ability to intervene appropriately as necessary
___ Demonstrates respect for the diversity of human experiences
___ Reliably and accurately keeps records
___ Written or verbal reports are accurate and factually correct
___ Written or verbal reports are presented in professional manner
___ Reports are clinically or administratively useful

Comments:________________________________________________________________________
__________________________________________________________________________________

Suggested areas for further study:____________________________________________________
__________________________________________________________________________________

VII. Overall, what would you identify as this student’s strengths?
What would you identify as areas in which this student should improve?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What you recommend this student for employment at his or her present level? Please explain:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Would you recommend this student for continued graduate studies? Please explain:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Supervisor’s Signature:_______________________________   Date:______________________
Grade you would assign this student:__________________

Thank you for your time in supervising this student and in completing this evaluation.

Please return to:  
Elizabeth Kirk Matteo, Ph.D 
Psychology & Counseling Practicum Supervisor 
(610) 568-1491, Elizabeth.Matteo@alvernia.edu, 
Alvernia University, 540 Upland Ave., Reading PA  19611
Alvernia University Psychology and counseling department

Practicum Evaluation:
Supervisor Form
(Research Experience)

Student Name: ________________________________________________________________

Date of Evaluation: ____/____/____

Supervisor: ________________________________________________________________

Practicum Site: ______________________________________________________________

Instructions
This form is designed to help supervisors provide feedback about the performance of students. I know you are probably busy, but the form usually takes just five or ten minutes to complete and your answers comments will be much appreciated. This form will become part of the student’s record for this course and will be considered in assigning grades for the practicum experience. Please answer each item using the scale provided. Space is provided following each category group for specific comments. There is also space at the end of this form for general comments. If you feel it would be helpful to put anything into context from the outset, please feel free to do so below.

Initial Comments: ____________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________


A. **Evaluate the extent to which the student demonstrated personal qualities conducive to good professional functioning, specifically:**

- Individual initiative
- Adherence to professional values/ethical code
- Responsibility and dependability
- Mature judgment
- Leadership qualities
- Self-awareness
- Positive attitude
- Appropriate social skills

Comments:____________________________________________________________________
____________________________________________________________________________
Suggested areas for further study:______________________________________________
____________________________________________________________________________
Comments:____________________________________________________________________
____________________________________________________________________________
Suggested areas for further study:______________________________________________
B. **Evaluate the extent to which the student demonstrated an increasing integration of professional skills, through an ability to:**

- Interview effectively
- Plan and use time effectively
- Plan, organize and follow through on tasks
- Foresee needs and contribute to their solution
- Attend to important details in record keeping
- Master organizational forms, policies, and other documentation
- Appropriately use the telephone

Comments: ___________________________________________________________

_____________________________________________________________________

Suggested areas for further study: ________________________________________

_____________________________________________________________________

C. **Evaluate the extent to which the student engaged effectively in direct contact with the public/external clients by showing:**

- Effective communication skills
- Understanding and empathy with client needs
- An Understanding of the phrases of work

Comments: __________________________________________________________

_____________________________________________________________________

Suggested areas for further study: ________________________________________

_____________________________________________________________________

D. **Evaluate the extent to which the student demonstrated ability to work with organizational members/internal clients, by showing:**

- An ability to form/maintain productive professional relationships
- An understanding of the organizational purpose and function
- Effective involvement in organizational meetings
- Effective cooperation with coworkers/superiors
- Appropriate use of supervision for professional direction and development

Comments: __________________________________________________________
E. Evaluate the extent to which the student demonstrated an ability to integrate classroom knowledge and direct practice, by:

_____ Using classroom knowledge when working with organizational members, external clients, and supervisors
_____ Showing an awareness of the impact of psychosocial social, political, and economic factors on organization, its members and external clients
_____ Demonstrating an interest in learning more about the organization/organizational context

Comments:________________________________________________________________________

Suggested areas for further study:________________________________________________________________________

Suggested areas for further study:________________________________________________________________________

Overall, what would you identify as this student’s strengths?

________________________________________________________________________

________________________________________________________________________

What would you identify as areas in which this student should improve?

________________________________________________________________________

________________________________________________________________________
Would you recommend this student for employment at his or her present level?
Please explain:________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Would you recommend this student for continued graduate studies?
Please explain:________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Supervisor’s Signature:_______________________ Date:_______________________________

Grade you would assign this student:______________________

Thank you for your time in supervising this student and in completing this evaluation.
Please return to:

Elizabeth Kirk Matteo, Ph.D
Psychology & Counseling Practicum Supervisor
(610) 568-1491
Elizabeth.Matteo@alvernia.edu
Alvernia University, 540 Upland Ave., Reading PA 19611
STATEMENT REGARDING THE STUDENT’S ROLE IN THE AGENCY