**Evaluation of Practicum Student's Clinical Services Performance**

(April 2023)

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student's year in program \_\_\_\_\_\_\_\_\_\_

**Instructions: Rate the 10 overall categories using to the following scale**

1 Needs work

2 Good (at the developmentally expected level of performance)

3 Exceptional

N/O No opportunity to observe / not applicable

*Flag items ( ) that are a concern and add a comment within that section as appropriate.*

1. \_\_\_ **RELATIONSHIP WITH CLIENT**

* + - Establishes initial rapport.
		- Forms and maintains the therapeutic alliance.
		- Responds adequately to challenges to therapeutic progress (e.g., resistance,

 homework compliance, inconsistent attendance).

* + - Establishes appropriately balanced interactions (e.g., effectively handles

silence, behaviorally and affectively matched to client).

* + - Maintains appropriate boundaries with client (e.g., scheduling, outside of

session communications, handling gifts).

* + - Demonstrates effective interpersonal skills and the ability to manage

 difficult communication well.

Comments:

2. \_\_\_ **ASSESSMENT SKILLS**

* + - Writes sound integrated case conceptualization that interprets assessment

results, following current research and professional standards and guidelines, while guarding against decision-making biases (i.e., distinguishing between aspects of assessment that are subjective from those that are objective).

* + - Attends to behavioral observations (overt and verbal behavior).
		- Demonstrates the ability to apply knowledge of functional and dysfunctional behavior including context to the assessment and/or diagnostic process.
		- Provides clear oral communication of feedback to the client and provides oral and written findings and implications of assessment in an accurate and effective manner sensitive to a range of audiences.
		- Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
	+ Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).
	+ Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Comments:

3. \_\_\_ **INTERVENTION SKILLS**

* Demonstrates understanding of the conceptual basis of the intervention.
* Demonstrates skillful execution of the intervention.
* Uses data to chart progress towards goals and evaluates intervention effectiveness.
	+ - Modifies treatment plan as needed in response to client progress and data (i.e.,

adapts intervention goals and methods consistent with ongoing evaluation).

Comments:

4. \_\_\_ **EVIDENCE-BASED PRACTICES**

* Selects appropriate evidence-based assessment methods/instruments and intervention.
* Develops evidence-based intervention plans specific to the service delivery

 goals.

* Applies relevant research literature to clinical decision making and

 implements interventions informed by the current scientific literature,

 assessment findings, diversity characteristics, and contextual variables.

* Makes appropriate adaptations to existing evidence-based approaches

 effectively when a clear evidence-base is lacking.

Comments:

5. \_\_\_ **INTERDISCIPLINARY PRACTICES**

* Demonstrates knowledge and respect for the roles and perspectives of other professions.
* Demonstrates knowledge of consultation models and practices.

Comments:

6. \_\_\_ **ETHICAL AND PROFESSIONAL BEHAVIOR**

* Demonstrates knowledge of and adherence to ethical standards (i.e., APA Ethical Principles of Psychologists and Code of Conduct) and professional guidelines.
* Demonstrates motivation to learn; effort extended toward skill mastery.
* Demonstrates developmentally-appropriate ability to work independently.
* Demonstrates carefulness in work (e.g., attention to detail).
* Conducts self in an ethical manner in all professional activities (e.g., maintains professional manner and ethical conduct with clients, peers, and supervisors).
* Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.
* Behaves in ways that reflect the values and attitudes of psychology (e.g., integrity, accountability, lifelong learning, concern for the welfare of others, etc.).
* Engages in self-reflection regarding one’s personal and professional functioning.
* Engages in activities to maintain and improve performance, well-being, and professional effectiveness.
* Shows knowledge of and acts in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.

Comments:

7. \_\_\_ **PROFESSIONAL VALUES AND INTERPERSONAL SKILLS**

* Demonstrates ability to maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
* Engages in self-reflection regarding one’s personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
* Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.

Comments:

8. \_\_\_ **DIVERSITY**

* Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
* Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional clinical activities and in particular application to case conceptualization/treatment planning.
* Seeks out additional research for new populations when needed.
* Recognizes how own personal/cultural history, attitudes, and biases may affect understanding of an interaction with people different from themselves.

Comments:

9. \_\_\_ **SUPERVISION**

* Comes prepared and takes responsibility in supervision.
* Shows openness and responsiveness to supervisory feedback.
* Incorporates supervisory feedback.
* Shows willingness to be observed and evaluated.
* Gives useful and constructive feedback to others.
* Demonstrates knowledge of supervision models and practices (if a focus of the practicum).

Comments:

10. \_\_\_ **CASE ADMINSTRATION**

* Completes paperwork in timely manner (e.g., progress notes, reports, closing summaries).
* Demonstrates quality and accuracy of written communications.
* Maintains a sustained caseload.
* Keeps client information and materials confidential and secure.
* Collects fees in a timely manner.

Comments:

To the supervisor: Please comment on your perceptions of the practicum student's major strengths and weaknesses (including any categories rated as “1”).

This student has received the following practicum hours under my supervision at this point in time:

\_\_\_\_\_\_Direct Service-interventiona

\_\_\_\_\_\_Direct Service-assessmenta

\_\_\_\_\_\_Supervision

\_\_\_\_\_\_Support Activitiesb

\_\_\_\_\_\_ Peer Supervision

aFor direct service, count each hour of a group, family, or couples session as one hour. For example, a two-hour group session with 12 adults is counted as two hours.

bExperiences involving gathering information about the client / patient, but not in the actual

presence of the client / patient, should be considered “support activities.” Examples of “support

activities” include time spent on chart review, writing process notes, consulting with other

professionals about cases, video/audio tape review, time spent planning interventions,

assessment interpretation, report writing, etc. In addition, it includes hours spent at a practicum

setting in didactic training (e.g. grand rounds, seminars).

Grade Earned (if applicable) \_\_\_\_\_\_\_\_\_

Supervisor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To the practicum student: If desired, please comment on your supervisor's perceptions of your strengths and weaknesses.

Supervisee signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_