

<b>Section 1: Student and Site Summary</b>	
<b>Student Name:</b>	<b>A Number:</b>
<b>Semester:</b>	<b>Course Number:</b>
<b>Site Name:</b>	<b>Supervisor(s) Name:</b>
<b>If clinical Assistantship, # hrs/week:</b>	

<b>Section 2: Clinical Hours Summary</b>				
Please provide information for whichever semester(s) are applicable				
	<b>Summer</b>	<b>Fall</b>	<b>Spring</b>	<b>Year Total</b>
<b>Direct Hours</b>				
<b>Indirect Hours</b>				
<b>Individual Supervision</b>				
<b>Group Supervision</b>				
<b>Direct Observation (live, audiotape, videotape)</b>				
<b>Please list date(s) of observation:</b>				

<b>Section 3: Clinical Skills Ratings</b> Progress and Professional Readiness Evaluation Form	Peer Comp. <sup>2</sup>	Mastery Rating <sup>1</sup>
<b>A. Baseline Competencies:</b>		
Personality Characteristics, Intellectual and Personal Skills (e.g., interpersonal, cognitive, affective, personality, attitudes, expressive, reflective, and personal skills)		
<i>Global Rating of Baseline Competencies →</i>		
<b>B. Clinical Skills</b>		
<u>B.1. Relationship/Interpersonal Skills</u>		
B.1.a. With patients/clients/families:		
B.1.a.i. Ability to take a respectful, helpful professional approach		
B.1.a.ii. Ability to form a working alliance.		
B.1.a.iii. Ability to deal with conflict, negotiate differences.		
B.1.a.iv. Ability to understand and maintain appropriate professional boundaries.		
B.1.b. With colleagues:		
B.1.b.i. Ability to work collegially with fellow professionals.		
B.1.b.ii. Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers.		

<sup>1</sup> N for novice, I for intermediate, A for advanced, P for proficient, and E for expert. Mid-range ratings are given by using the endpoint letters, for example "N/I" for someone on their way to intermediate but not quite there.

<sup>2</sup> On a scale of 1 to 5 where 1 = significantly below same-level peers, 3 = at par with peers, and 5 = significantly superior to peers.

B.1.c. With supervisors, the ability to make effective use of supervision, including:		
B.1.c.i. Ability to work collaboratively with the supervisor.		
B.1.c.ii. Ability to prepare for supervision.		
B.1.c.iii. Ability/willingness to accept and implement supervisory input.		
B.1.c.iv. Ability to self-reflect and self-evaluate clinical skills and use of supervision, including using good judgment, and ability to negotiate needs for autonomy from and dependency on supervisors.		
B.1.d. With support staff: Ability to be respectful of support staff roles and persons.		
B.1.e. With community professionals: Ability to communicate professionally and work collaboratively with community professionals.		
B.1.f. For the practicum site itself: observe procedures, participate fully, contribute to the site.		
<i>Global Rating of Relationship/Interpersonal Skills →</i>		
<b><u>B.2. Psychological Assessment Skills:</u></b>		
<b><u>B.2.a. Diagnostic Interviewing Skills</u></b>		
B.2.a.i. Ability to utilize the initial interview process to collect sufficient information to formulate initial diagnoses and initial treatment plan.		
B.2.b.ii. Ability to utilize systematic approaches to gathering data to inform clinical decision-making.		
B.2.c.iii. Knowledge of issues related to integration of different data sources.		
B.2.d.iv. Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.		
<b><u>B.2.b. Psychological Assessment Skills (mark "NA" if not applicable)</u></b>		
B.2.b.i. Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups.		
B.2.b.ii. Knowledge of psychometric issues and bases of assessment methods.		
B.2.b.iii. Ability to effectively administer and score site-specific measures.		
B.2.b.iv. Ability to integrate, in verbal and written form, assessment data from different sources for diagnostic purposes and treatment purposes.		
<i>Global Rating of Psychological Assessment Skills →</i>		
<b><u>B.3. Intervention Skills</u></b>		
B.3.a. Ability to formulate and conceptualize cases.		
B.3.b. Ability to plan treatments.		
B.3.c. Ability to implement intervention skills, covering a wide range of developmental, preventive, and "remedial" interventions, including psychotherapy, psychoeducational interventions, crisis management as applicable to the site and training goals.		
B.3.d. Knowledge regarding psychotherapy theory, research and practice.		
B.3.e. Knowledge and skill in incorporating the concepts of EBPP in intervention		
B.3.f. Assessment of treatment progress and outcome.		
B.3.g. Linking therapeutic process and change to intervention strategies and tactics.		
B.3.h. Consultation: Knowledge and skill to effectively engage in consultation, including knowledge of others' roles at the site, knowing when to seek and offer consultation, and appropriate communication (e.g., avoiding "jargon") when consulting with others.		
<i>Global Rating for Intervention Skills →</i>		
<b><u>B.4. Diversity - Individual and Cultural Differences:</u></b>		
B.4.a. Awareness of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).		
B.4.b. Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)		
B.4.c. Skills to work effectively with diverse others in assessment, treatment, and consultation.		

	<i>Global Rating for Diversity</i> →		
<b><u>B.5. Ethics:</u></b>			
B.5.a.	Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.		
B.5.b.	Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.		
B.5.c.	Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.		
B.5.d.	Seek appropriate information and consultation when faced with ethical issues.		
	<i>Global Rating for Ethics</i> →		
<b><u>B.6. Professional Development:</u></b>			
<b><u>B.6.a. Practical Skills to Maintain Effective Clinical Practice</u></b>			
B.6.a.i.	Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.		
B.6.a.ii.	Developing an organized, disciplined approach to writing and maintaining records.		
B.6.a.iii.	Presenting case material (orally and in writing for diverse groups).		
B.6.a.iv.	Identifies personal distress, particularly as it relates to clinical work, and uses resources that support healthy functioning.		
B.6.a.v.	Organizing one's day, including time for notes/records, rest and recovery etc.		
<b><u>B.6.b. Professional Development Competencies</u></b>			
B.6.b.i.	Critical thinking and analysis.		
B.6.b.ii.	Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources).		
B.6.b.iii.	Self- awareness, understanding, and reflection.		
B.6.b.iv.	Willingness to acknowledge and correct errors.		
B.6.b.v.	Leadership skills: development of leadership skills appropriate to site.		
	<i>Global Rating for Professional Development</i> →		
<b><u>B.7. Supervision Skills (Mark "NA" if not applicable)</u></b>			
B.7.a.	Knowledge of literature, methods, and issues related to evaluating professional work.		
B.7.b.	Knowledge of how supervision responds to individual and cultural differences.		
B.7.c.	Skill in providing supervision, including interpersonal skills and delivering feedback.		
	<i>Global Rating for Supervision Skills</i> →		
<b>C. Metaknowledge / Metacompetencies – Skilled Learning</b>			
C.1.	Commitment to life-long learning and quality improvement.		
C.2.	Awareness of one's identity as a psychologist: an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist.		
	<i>Global Rating of Metaknowledge / Metacompetencies</i> →		

### Section 4: Summary and Signatures

**Overall Readiness for Internship (1-5):** \_\_\_\_\_

1 = student is not ready for internship student is at a novice level

5 = student is ready for internship; student has a level of clinical and professional skills appropriate for the level of independence and responsibility of a full-time internship.

**Recommended Grade:** \_\_\_\_\_

<b>Comments:</b>	
Student Signature:	Date:
Supervisor Signature:	Date:

### Rating Instructions

#### Mastery Ratings

The mastery rating is to indicate students' level of competence across a variety of skills. Please note that in some areas, substantial competence is expected, while in others, just the beginning of understanding is expected.

**Rating are mastery-based rather than comparative and are intended to characterize the level of competency expected by the end of practicum training, prior to beginning internship.**

**1. Novice (N):** Novices have limited knowledge and understanding of (a) how to analyze problems and of (b) intervention skills and the processes and techniques of implementing them. They learn general principles or specific techniques to use, but the level of experience limits the flexible use of these skills. Novices do not yet recognize patterns, and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given patient may move from where he/she is to a place of better functioning.

**2. Intermediate (I):** Psychology students at the intermediate level of competence have coped with enough real situations to recognize some important recurring meaningful situational components, based on prior experience in actual situations. Generalization of diagnostic and intervention skills to new situations and patients is limited, and support is needed to guide performance.

**3. Advanced (A).** At this level, the student can see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the psychologist at this level of competence, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem (including review of scholarly/research literature as needed). The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. At this level, the psychologist is less flexible in these areas than the 'proficient' psychologist but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work. Recognition of overall patterns, of a set of possible diagnoses and/or treatment processes and outcomes for a given case, are taking shape.

**4. Proficient.** The proficient psychologist perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient psychologists understand a situation as a whole because they perceive its meaning in terms of longer-term goals. The proficient psychologist learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The proficient psychologist can recognize

when the expected normal picture does not materialize and takes steps to address these situations. This holistic understanding improves decision making; it becomes less labored because the psychologist now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones – the psychologist has developed a nuanced understanding of the clinical situation.

**5. Expert.** The expert no longer relies on an analytic principle (rule, guideline, maxim) to connect her/his understanding of the situation to an appropriate action. The expert psychologist, with an enormous background of experience, now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The expert operates from a deep understanding of the total situation.

#### Peer Comparison Rating

The peer comparison rating is the rating system that we have been using all along. *The comparison group is other students at a similar level of training.* The most common rating will be 'average' or '3' indicating that students are on par with their peers.

1 = **Trainees performance is inadequate.** Trainee requires intense supervision of basic skills in this area. Marked improvement is needed to pass practicum.

2 = **Trainees performance is less than expected and in need of improvement.** Trainee requires more than the typical amount of supervision in this area.

3 = **Trainees performance is satisfactory and commensurate.** Little supervision is required for routine tasks; on-going supervision is required for advanced skills in this area.

4 = **Trainees performance is above average/ better than expected in this area.** Trainee continues to require supervision for advanced skills in this area.

5 = **Trainees performance is exceptional in this area.** Skills, ability, or knowledge in this area are at a level where only periodic supervision for refinement in advanced skills is likely to be useful.