UNCG Practicum Competencies – Student Evaluation Form

Student name: Rotation: Choose an item. Supervisor:

Practicum year: Choose an item.Practicum course: Choose an item. Supervision format: \_\_\_% in person; \_\_\_% virtual

Dates of Practicum: Date of evaluation: Click or tap to enter a date.

**Total # of direct client contact hours:** Click or tap here to enter text.

 **Total # of assessment hours:** Click or tap here to enter text. **Total # of complete assessment reports:** Click or tap here to enter text.

 **Total # of individual therapy hours:** Click or tap here to enter text.

Professional competency develops over time through training and supervised practicum experiences that are geared to the level of the trainee. However, professional competency is also a life-long process. This evaluation form highlights those competencies that are deemed most crucial to the successful development of scientist-practitioners.

**Skills in each area of clinical training will be evaluated using the following scale:**

**0 – competency level is below beginning level expectations**

**1- demonstrates beginning level competency - competency level is consistent with expectations for beginning year of practicum**

**2- demonstrates intermediate competency - competency level is consistent with expectations for second/third year of practicum**

**3- demonstrates advanced competency and readiness for internship - i.e., student’s competency level is consistent with the level that is**

 **expected at the end of advanced practicum and beginning internship**

**n/a = not applicable/not assessed at this time**

***\*\* For any ratings of “0” OR any ratings that fall below expectations for the student's year of practicum training (e.g., ratings of "1" for second- or third-year practicum students, or ratings below “3” for students finishing AP), use the optional narrative section below each section to describe a plan for competency development***

Note: Clinical supervisors will be primarily responsible for completing these scales for students actively seeing clients, in consultation with other relevant clinical faculty.

**Rapport building skills** (Ratings are based on observations of session recordings)

|  |  |
| --- | --- |
| Listens and is empathic with clients (verbal and non-verbal) |  |
| Asks open ended questions  |  |
| Manages client’s negative affect in session effectively  |  |
| Reflects and validates client’s verbalizations (verbal and non verbal) |  |
| Elicits information from clients effectively  |  |
| Works collaboratively in treatment planning and implementation.  |  |
| Forms a working alliance with a wide range of clients (e.g., ages, presenting problems, individual and cultural differences) |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| --- |
| (Optional) Comments on rapport building: |

**Use of Supervision**

|  |  |
| --- | --- |
| Schedules and regularly attends supervision |  |
| Receives constructive feedback openly and non-defensively from supervisors  |  |
| Prepares for supervision (including bringing reviewed recordings to session) |  |
| Follows through on recommendations and supervisory directions |  |
| Voices concerns effectively with supervisors |  |
| Works collaboratively with the supervisor, including understanding, sharing and working with a set of common goals for supervision.  |  |
| Responds professionally with a balance of autonomy and independence that is appropriate for the student’s level of training |  |
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| (Optional) Comments on use of supervision: |

**Assessment Skills**

|  |  |
| --- | --- |
| Selects appropriate assessment devices, thereby indicating knowledge of the intended uses of the device |  |
| Demonstrates correct scoring and interpretation of assessment information |  |
| Prepares for assessments (reviews protocol and manual) |  |
| Selects and implements means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups |  |
| Integrates assessment data from different sources for diagnostic purposes and to inform treatment |  |
| Effectively conveys information orally from assessment data to clients, parents, and educators |  |
| Demonstrates ability to assess complex or serious psychological impairments |  |
| Able to effectively summarize pertinent background information in a report |  |
| Able to adequately convey correct scoring and interpretation in a written report |  |
| Able to integrate across assessment measures to write an integrative summary |  |
| Report leads to appropriate and individualized recommendations  |  |
| Selects appropriate DSM-5 diagnosis  |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| (Optional) Comments on assessment skills: |

**Intervention Skills**

|  |  |
| --- | --- |
| Effectively implements specific empirically supported treatment methods |  |
| Able to formulate a case based on assessment data, diagnosis, and theoretical orientation |  |
| Effectively develops treatment plans (in collaboration with clients and supervisor) |  |
| Uses a diversity of treatment approaches appropriately matched to the unique demographic and clinical features of each individual client |  |
| Prepares for and structures sessions consistent with case conceptualization and treatment plan |  |
| Able to manage time effectively in session  |  |
| Responds with appropriate flexibility to client’s concerns, needs, or readiness  |  |
| Utilizes systematic approaches to gathering data to inform clinical decision making (e.g., weekly assessment data on treatment progress) |  |
| Adjusts treatment plans and interventions as a function of ongoing assessment data and therapeutic processes  |  |
| Conceptualizes and implements a planful termination or transfer |  |
| Implements crisis management and psychological emergency situations with appropriate supervision  |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| (Optional) Comments on intervention skills: |

**Ethical Principles**

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| --- | --- |
| Shows awareness and appropriate application of the *Principles of Ethical Practice and Decision Making* (APA, 2002)  |  |
| Shows awareness and appropriate application of legal issues related to the practice of psychology, including HIPAA and state and federal laws  |  |
| Implements appropriate record-keeping and documentation related to ethical and legal principles (e.g., consent for treatment, release of information., documentation of released information) |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| (Optional) Comments on adherence to legal/ethical principles: |

**Individual and Cultural Differences (ICD)**

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| --- | --- |
| Demonstrates understanding of how one’s own background (e.g. ethnic/racial, socioeconomic, gender, sexual orientation; attitudes towards diverse others) affects one’s clinical work (i.e., engages in appropriate self-reflection)  |  |
| Seeks supervision, consultation, or relevant literature when working with clients from different backgrounds (i.e., culture, race, religion, sexual orientation, gender identity, class, ability status) |  |
| Able to incorporate understanding of diversity into case conceptualization, treatment planning, and implementation  |  |
| Shows respect for the values held by the client and incorporates those values in treatment planning  |  |
| Works effectively with diverse others in assessment, treatment and consultation |  |
| Works effectively with interpreters  |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| (Optional) Comments on ICD skills: |

**Supervision and Consultation Skills**

|  |  |
| --- | --- |
| Provides helpful feedback to peers |  |
| Works effectively as a vertical peer supervisor |  |
| Consults with collaterals (e.g., relatives, friends, teachers) as appropriate |  |
| Communicates professionally and works collaboratively with community professionals (e.g., psychiatrist, attorney, disability office) |  |
| Interacts effectively with school systems, including consulting with teachers and counselors, attending school meetings |  |
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| (Optional) Comments on supervision and consultation skills: |

**Skills in the Application of Research**

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| --- | --- |
| Accesses and applies scientific knowledge bases to provide appropriate client services  |  |
| Applies research knowledge related to diagnostic assessment and intervention, diversity, supervision, ethics, etc. |  |
| Uses resources to promote effective practice (e.g. published information, input from colleagues, technological resources) |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| (Optional) Comments on the application of research: |

**Maintaining Professional Behavior**

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| --- | --- |
| Works collegially with fellow professionals (e.g., support staff, peers, supervisors) |  |
| Adheres to agency’s operating procedures |  |
| Demonstrates concern for the welfare of clients in decision-making regarding clinical care (i.e., communication with clients, willingness to spend time outside of session on client needs and concerns, terminating care) |  |
| Responds promptly to emails (within 24 hours during workweek; within 48 hours during weekend) |  |
| Arrives promptly at meetings, therapy appointments, and supervision |  |
| Prepares appropriate professional reports or letters for health care providers, agencies, disability service, etc. |  |
| Completes professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports, closing summaries) |  |
| Supports policy change as necessary for the betterment of clinic operations |  |
| **Minimum level of achievement is defined as 80% of non-N/A items in this section rated “1” or higher for Practicum and “3” or higher for advanced practicum; students not meeting the MLA must be brought to the attention of the DCT** | MLA met?YES NO |

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| (Optional) Comments on professional behavior: |

**Optional Telehealth Competencies** (complete these only if the student conducted telehealth sessions under your supervision)

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| --- | --- |
| Adheres to the Clinic’s policies and procedures for the conduct of telehealth (e.g., use of approved telehealth platforms and electronic communication, following procedures for scheduling and documentation of client contact) |  |
| Demonstrates knowledge of emergency procedures for clients who are using telehealth |  |
| Demonstrates knowledge of legal and ethical considerations specific to telehealth (e.g., protecting privacy, jurisdictional considerations, supervision requirements) |  |
| Demonstrates the ability to establish and maintain rapport during phone- or web-based sessions |  |
| Adapts intervention and assessment strategies for the virtual environment while maintaining their validity  |  |

**Strengths and recommendations for Improvement**:

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Click or tap to enter a date.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date­­­­ Click or tap to enter a date.