



PsyD Practicum Student Evaluation Form

Student:
Date:
Semester:
Supervisor:

Practicum Site:

ASSESSMENT

Please specify the number of each of the following completed during this practicum experience:

_____ Intake Report _____ Comprehensive/Integrative Assessment Report
_____ Neuropsychological Report _____ Other report (specify: _____)

INTERVENTION

Number of cases of the following: ___ Individual treatment ___ Group(s) led/co-led

SUPERVISION

Number of supervision hours: _____

This evaluation form serves two purposes: (i) Through the use of competency-based anchors, supervisors and students can come to a common understanding of student performance and specifically target the skills needed to achieve the desired competency level within an area of practice within a specified time frame (i.e. midpoint and final evaluation). (ii) Through the written commentary, students are provided with an overall evaluation of their performance during the training period covered by the evaluation. This evaluation is adapted from The Ottawa Hospital Student Evaluation form (permission granted by Dr. Kerri Ritchie, Clinical Training Director, 2015), which is based on the competency benchmarks document (Fouad, 2009) and aspects of the University of Rochester Medical Center Psychology Student Competency Assessment (permission granted by Dr. Jennifer West, Training Director, 2012).

Instructions:

Foundational competencies are the knowledge, skills, attitudes, and values that serve as the foundation for the functions a psychologist is expected to carry out.

1. Science

A. Scientific Mindedness and Clinical Application of Research

2. Professionalism

A. Self-Reflective Practice and Interpersonal Functioning
B. Ethics and Professional Standards
C. Individual and Cultural Diversity

3. Relationships

A. Professional Department
B. Consultation and Functioning in Interprofessional Systems

Functional competencies are the functions or actions that a psychologist is expected to carry out.

1. Assessment

A. Psychological Assessment (including cognitive, personality neuropsych and psychoed) & Diagnosis

2. Intervention

A. Individual Intervention Skills
B. Group/Couple/Family Intervention Skills

3. Supervision

A. Participation in Supervision Process
B. Professional Development: Efficiency & Prioritization
C. Provision of Supervision

Competencies are evaluated through behavioural anchor statements, which fall within five categories. Students, however, may fall completely within one of these five categories or levels of competence, or they may evidence behaviours and actions that fall within more than one competency level:

Advanced Skills: Level of supervision: Minimal; Focus of supervision: Largely self-reflective practice; typical timing of this rating: Post-doctoral training or Psychology Board registration year. Skills and performance consistently meet the expected practice standards of the profession with minimal supervisory guidance and the student is able to fully engage in self-reflective practice. This rating might be expected at the completion of post-doctoral training or the Psychology Board registration year. However, it is possible that some interns and advanced practicum students will be functioning at this level within some of the competency areas.

High Intermediate Skills: Level of supervision: provision of overall management of activities but depth will vary; Focus of supervision: based upon clinical need; typical timing of rating: End of internship or advanced practica. Competency attained in all but most complex cases; students demonstrate sophisticated and refined clinical skills and generally meets all expected professional standards of practice. Supervisors still provide overall management of students' activities; however the depth of supervision is based on specific clinical needs (e.g. some areas will require very little oversight, while others may be the focus of more in-depth feedback). This rating might be expected at the end of the Internship or of some advanced practica.

Intermediate Skills/Performance: Level of supervision: Routine; Focus of supervision: Refining and expanding professional and clinical skills; Typical timing of rating: During advanced practica or beginning of internship. Able to identify and meet expected professional standards but may need prompting, may not apply consistently, or may not understand nuance or complexity of issues. Most common rating during practica and at the beginning of internship. Routine supervision of clinical activities has a focus on refining and expanding professional and clinical skills.

Novice Skills/Performance: Level of supervision: Regular supervisory guidance required; Focus of supervision: identify and build the requisite skills to meet standards; Typical timing of rating: During junior practica or for specialized skills in advanced practica. Meets part of the expected professional standards of practice, and/or requires supervisory guidance to identify and build the requisite skills to meet standards. Most common rating for junior practicum. However, it would not be uncommon for a senior practicum student or an intern learning a new area to be performing as a novice (e.g. couples' therapy, group therapy).

Does not meet Expectations: Level of supervision: Intensive supervision or remediation required; Focus of supervision: to attain acceptable level of competency consistent with expected professional standards of practice; typical timing of rating: could occur at any point in training. Intensive remediation required to attain acceptable level of competency consistent with expected professional standards of practice. Implementation of an action plan is necessary with measurable objectives to guide the acquisition of requisite skills.

***Please check the statement(s) that most closely reflect the student's behaviours MOST OF THE TIME during their experience with you. You may check more than one statement (in different skill levels) if the behaviour of the student isn't consistent, or if you feel that they are exhibiting behaviours that are not all at the same skill level for the same competency domain. **Some of the categories may not be applicable to all aspects of training and these categories include a check box for N/A. Supervisors are asked to complete all other categories.**

*** Please note the following recommended evaluation methods: 1) direct observation, 2) case discussion, 3) self-assessment, 4) video review, 5) 360 degree feedback, 6) chart review, and 7) supervisee self-evaluation's. Please note that some of these methods lend themselves better to the assessment of particular competencies. For example, the demonstration of clinical skills can be best observed through video review, direct observation, and case discussion. 360 degree feedback would be more appropriate for the assessment of competencies in the area of consultation and functioning in interprofessional systems.

*** Please e-mail a copy of the evaluation to the practicum course instructor and make a copy of the evaluation for the supervisor and the practicum student.

FOUNDATIONAL COMPETENCIES: 1. SCIENTIFIC KNOWLEDGE		
A. SCIENTIFIC MINDEDNESS AND CLINICAL APPLICATION OF RESEARCH	MID	END
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> Independently assesses problems & applies scientific knowledge & skills appropriately & habitually to develop solutions. Actively seeks out scrutiny of others for own work. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> Articulates, in supervision & case conference, support for his/her perspective derived from the literature. Formulates appropriate questions regarding case conceptualization. Generates appropriate hypotheses regarding own contribution to therapeutic process & outcome. Performs scientific critique of literature. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> Needs some supervisory guidance to synthesize the information and conclusions that have been obtained from the literature. Generates hypotheses but is unsure how or reluctant to express their clinical judgment about their contribution to therapeutic process & outcome. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> Aware of need for evidence to support hypotheses, but needs assistance to bring forward. Needs supervisory support/direction to perform scientific critique of literature and to connect this information to clinical practice. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> Has significant difficulty presenting own work for scrutiny of others i.e. taping sessions, receiving and incorporating feedback, and/or utilizing outcome measures. Minimizes the importance of research in clinical practice. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

FOUNDATIONAL COMPETENCIES: 2. PROFESSIONALISM		
A. SELF-REFLECTIVE PRACTICE AND INTERPERSONAL FUNCTIONING	MID	END

<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Typically demonstrates congruence between own & others' assessment & seeks to resolve any incongruities. ▪ Models appropriate self-care, monitors & evaluates attitudes, values & beliefs towards diverse others. ▪ Consistently anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Recognizes impact of self on others: ▪ Able to describe how others experience him/her & identifies roles he/she might play within team or with colleagues in the workplace. ▪ Systematically & effectively reviews own professional performance with supervisors. ▪ Effectively determines when response to patient needs takes precedence over personal needs. ▪ Works with supervisor to monitor and identify early markers of fatigue and stress and takes action for self-care to ensure effective practice. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Supervisor occasionally needs to address the effect of stressors on professional functioning. ▪ Supervisor occasionally needs to address increasing insight with respect to how others experience him/her & identifies roles one might play within team or with colleagues in the workplace. ▪ Responsively utilizes supervision to enhance reflectivity and self-care. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ With supervisory support, demonstrates openness to consider own personal concerns and issues to enhance recognition of their impact on others. ▪ Needs assistance and support to understand importance of self-care for effective practice. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Does not Meet Expectations:		
<ul style="list-style-type: none"> ▪ Intensive remediation is required, with considerable structure and incremental measurable objectives, to address the awareness of impact of self on others and reflecting upon self. ▪ Frequent supervision is required to address the effect of stressors on professional functioning. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

FOUNDATIONAL COMPETENCIES: 2. PROFESSIONALISM		
B. ETHICS AND PROFESSIONAL STANDARDS	MID	END
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Independently and consistently identifies ethical and legal issues. ▪ Takes independent and proactive action to correct situations that are in conflict with professional values and/or ethical principles. ▪ Judgement is reliable about when consultation is needed. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Identifies ethical dilemmas effectively, actively consults with supervisor to act upon ethical & legal aspects of practice. ▪ Demonstrates ability to share, discuss and address failures and lapses in adherence to professional values and ethical principles with supervisors/faculty as appropriate. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Generally recognizes situations in which ethical and legal issues might be pertinent. ▪ Supervision focus centers on refining one or more of the following: ▪ Application of specific regulations and ethical guidelines in a particular workplace ▪ Identification of when supervisor input is needed 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance Level:</p> <ul style="list-style-type: none"> ▪ Displays basic understanding of core values and general knowledge of ethical principles. ▪ With supervision, displays capacity for appropriate boundary management, implements ethical concepts into professional behaviour. ▪ Needs supervisory input to apply ethical principles in specific situations. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Does not Meet Expectations:		
▪ Has difficulty managing appropriate boundaries	<input type="checkbox"/>	<input type="checkbox"/>
▪ Is often unaware of legal issues, professional standards, and ethical principles	<input type="checkbox"/>	<input type="checkbox"/>
▪ Minimizes personal responsibility	<input type="checkbox"/>	<input type="checkbox"/>

FOUNDATIONAL COMPETENCIES: 2 SELF ASSESSMENT		
C. INDIVIDUAL AND CULTURAL DIVERSITY	MID	END
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Regularly and independently uses knowledge of the role of diversity in interactions to monitor and improve effectiveness as a professional. ▪ Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment. ▪ Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Critically evaluates feedback and initiates supervision regularly about diversity issues and contextual factors and puts this knowledge into practice. ▪ Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Articulates appropriate attitudes, values, and beliefs toward diverse others. ▪ Supervision needed to expand awareness and effective practice in relation to diversity issues. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Demonstrates knowledge, awareness and understanding of the ways diversity and context shape interactions between and within individuals. ▪ Incorporation of concepts related to diversity and sensitivity in clinical practice is supported through supervisory guidance. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Supervision focuses on transferring general interpersonal skills to the work environment and a broad array of people. ▪ Listens and is empathic with others, respects and shows interest in others' experiences, values, points of view, goals, etc. ▪ Needs guidance regarding the impact behaviour has on patient and profession in general. ▪ Listens to and acknowledges feedback from others ▪ Needs prompting to complete case documentation and/or is required to submit numerous drafts due to errors. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Difficulty interacting effectively with individuals, groups, and/or communities. ▪ Does not seem to be aware of the impact of behaviour on patient, profession or public (limited self-awareness of behaviour). ▪ Difficulty tolerating interpersonal conflict, ambiguity, and uncertainty. ▪ May use avoidance and/or externalization in potentially challenging situation 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

FOUNDATIONAL COMPETENCIES: 3. RELATIONSHIPS		
B. CONSULTATION AND FUNCTIONING IN INTERPROFESSIONAL SYSTEMS	MID	END
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Incorporates psychological information into overall team care planning and implementation. ▪ Effectively manages team dynamics including the complexities related to role overlap and conflict with other professionals. ▪ Uses skills as a psychologist to facilitate team functioning, taking leadership role appropriately, including providing consultation to team leaders regarding team functioning. ▪ Takes leadership role when appropriate and contributes to effective patient/client care by proactively sharing information with team. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Independently contributes to interprofessional team, such as: ▪ Proactively communicating important information about patients. ▪ Being sensitive to the dynamics of the team(s) on which the trainee is working and responding to the needs of other team members and appropriately. ▪ Identifies areas of role overlap and sources and types of conflict ▪ Occasional focus of supervision is to determine how best to communicate information or feedback or to process any challenging complex team issues. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Has developed an understanding of the interprofessional team and the role of all the professionals on the team including that of the psychologist. ▪ Supervision focus is on one or more of the following: ▪ Providing to the treatment team relevant patient information concisely and/or at appropriate times. ▪ Applying his/her Understanding of complex or challenging interactions between team members to improve patient/client care. ▪ Understanding role overlap related to the functioning of team members and the psychologist on this team. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Demonstrates ability to cooperate with others in task completion, but will often let others take lead even if knowledgeable about area. ▪ Supervision focuses on one or more of the following: ▪ Participating appropriately in team discussions. ▪ Making relevant, well stated contributions to case management of patients. ▪ Understands and demonstrates respect for the usual role and function of the psychologist and other team members and how this contributes to establishing and meeting patient goals ▪ Understands the principles of team functioning and how they impact patient/client care. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Despite supervision, has limited knowledge of and ability to display the skills that support effective interprofessional team functioning, such as: ▪ Demonstrating respect for the unique skills of other team members. ▪ Understanding the importance of interprofessional communication/collaboration in optimizing patient care. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
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FUNCTIONAL COMPETENCIES: 1. ASSESSMENT		
A. PSYCHOLOGICAL ASSESSMENT & DIAGNOSIS (INCLUDING NEUROPSYCHOLOGICAL, PSYCHOEDUCATIONAL, ETC ASSESSMENTS)	MID	END
N/A		
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Independently selects assessment tools that reflect awareness of patient population served at practice site. ▪ Administers scores and interprets test results taking into account limitations of the evaluation method. ▪ Regularly and independently identifies/integrates pertinent clinical information that is related to the patients' context, incorporating cultural factors, and makes appropriate diagnosis 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Strong ability to select and administer psychological tests appropriate to referral questions and patient population. ▪ Supervision focus is on refining one or more of the following: <ul style="list-style-type: none"> ▪ Fine points of test administration and/or interpretation. ▪ Reassurance that selected tests are appropriate. ▪ Complex cases, referral questions and/or diagnostic conclusions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Selects assessment tools that reflect awareness of patient population served at a given practice site. ▪ Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise, medications, health condition, disability). ▪ Supervision focus is of refining one or more of the following: <ul style="list-style-type: none"> ▪ Determining appropriate tests for referral questions. ▪ Understanding the role of culture, developmental level, medical stability and/or disability in test selection and interpretation. ▪ Administration and/or test scoring procedures. ▪ Interpreting unusual findings or novel tests. ▪ Integration of testing data and/or collateral information into diagnostic conclusions 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Has basic knowledge regarding the assessment of a range of normative and clinical manifestations of issues in the context of human development and diversity. ▪ Supervision focus is skill development in one or more of the following area: ▪ Integrating all relevant patient data. ▪ Integrating collateral information (e.g., medical/education/employment/developmental/legal records). ▪ Test selection, execution, and accuracy of conclusions. ▪ Considering alternative diagnoses/identifying rule out diagnoses ▪ Considering cultural or contextual factors. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations: Intensive supervision required, with measurable objectives, on (please specify):</p>	<input type="checkbox"/>	<input type="checkbox"/>

FUNCTIONAL COMPETENCIES: 2. INTERVENTION		
A. INDIVIDUAL INTERVENTION SKILLS	MID	END
<input type="checkbox"/> N/A		
<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Consistently establishes effective relationships with a wide variety of patients. ▪ Independently and effectively implements a range of intervention strategies appropriate to practice setting and adapting to patient needs. ▪ Is able to concurrently monitor within session, shorter, and longer term treatment goals and is able to hone and/or alter treatment goals as needed. ▪ Understands and uses own emotional reactions to the patient productively in the treatment. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Works collaboratively with patient and smoothly facilitates timing and pacing of interventions. ▪ Sophisticated ability to develop a comprehensive treatment plan, including appropriate and realistic goals. ▪ Occasional supervision focuses on: ▪ Assessing patient response to treatment and determining how best to address barriers in order to maximize progress. ▪ Timing and pacing of more complex interventions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Develops rapport with most clients. ▪ Applies specific interventions, which have empirical support. ▪ Is able to target initial therapeutic goals. ▪ Can identify own issues that impact therapeutic process. ▪ Supervision focuses on one or more of the following: ▪ Developing intervention plans for sessions. ▪ Determining when to change plans to respond to patient agenda. ▪ Maintaining focus in sessions. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Articulates awareness of theoretical basis of intervention and some general strategies. ▪ Framework for therapy remains at a session by session level. ▪ Supervision focuses on one or more of the following: ▪ Planning interventions. ▪ Generating hypotheses / interpretations. ▪ Connecting session plans to treatment goals. ▪ Using patient context to teach and reinforce skills/themes. ▪ Increasing ability to individualize treatment to individual patient. ▪ Identifying own emotional reactions to the patient. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Has difficulty developing rapport with most patients. ▪ Intensive supervision, with measurable objectives, is required to allow for maintenance of therapeutic alliance. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
FUNCTIONAL COMPETENCIES: 2. GROUP/COUPLE/FAMILY INTERVENTION		
GROUP/COUPLE/FAMILY INTERVENTION SKILLS	MID	END
<p>Advanced Skills/Performance</p> <ul style="list-style-type: none"> ▪ Attends to member (partner, family) participation, completion of therapeutic assignments, group (couple's, families') communication, safety and confidentiality. ▪ Builds cohesiveness while dealing with complications. ▪ Aware of areas of strengths and areas for growth 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Elicits participation and cooperation from all members (partners). ▪ Supervision focus is on refining complicated group (family, couples) interventions such as dealing with conflict amongst group (family, couples) members. ▪ Independently prepares for each session with little or no prompting. ▪ Needs occasional feedback concerning strengths and areas for improvement. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Seeks input on group (family, couple's) process issues as needed, and then works to apply new knowledge and skills. ▪ Needs occasional feedback concerning strengths and weaknesses. ▪ Generally prepared for therapy sessions. ▪ With supervisory support, actively works on identifying own strengths and areas for growth 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Identifies problematic issues in group (family, couple's) process but requires assistance to handle them. ▪ Supervisor takes the lead on identifying areas of trainee strength and growth. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Intensive supervision, with measurable objectives, is required to maintain therapeutic alliance with multiple members of the group (both members of couple). ▪ Other (please specify) _____ 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

FUNCTIONAL COMPETENCIES: 3. SUPERVISION		
A. PARTICIPATION IN SUPERVISION PROCESS	MID	END

<p>Advanced Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Proactively seeks consultation when complex or unfamiliar cases/situations arise and effectively integrates input/feedback. ▪ Anticipates and structures optimal use of supervision time. ▪ Uses supervision to refine and consolidate professional identity. ▪ Independently obtains information to enhance clinical practice and brings to supervision for discussion. ▪ Elucidates clear and appropriate professional training goals. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>High Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Always open and responsive to feedback. ▪ Demonstrates knowledge of limits of competency (i.e. assesses metacompetency) to a degree that broad, close supervisory oversight isn't needed. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Intermediate Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Routinely prepared for supervision with agenda of questions/issues to discuss. ▪ Generally cognizant of strengths and areas for improvement and open to such discussion. ▪ Supervisor input clearly enhances skill set and general professional development. ▪ Demonstrates application of supervisor feedback in subsequent work. ▪ Supervision used to highlight avenues for continued learning. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Demonstrates basic knowledge of supervision models and practice. ▪ Is developing awareness and skills around optimal use of supervision time. ▪ Able to integrate feedback into self-assessment and demonstrates interpersonal skills of communication and openness to feedback. ▪ Emerging awareness of areas of strength and areas of growth. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Requires a significant amount of time in supervision, without a commensurate increase in knowledge/skills. ▪ Has difficulty engaging in professional reflection about his/her clinical relationships with supervisors. ▪ Is disrespectful of supervisor. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<input type="checkbox"/>	
	<input type="checkbox"/>	
	<input type="checkbox"/>	

FUNCTIONAL COMPETENCIES: 3. SUPERVISION		
B. PROFESSIONAL DEVELOPMENT: EFFICIENCY & PRIORITIZATION	MID	END
Advanced Skills/Performance: <ul style="list-style-type: none"> ▪ Efficient and effective time management. ▪ Independently and accurately makes adjustments to priorities as demands evolve. ▪ Ensures that routine and non routine tasks are accomplished as required. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
High Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Supervision may focus on minor suggestions regarding judgement of prioritization. ▪ Keeps supervisors aware of whereabouts as needed. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Intermediate Skills/Performance: <ul style="list-style-type: none"> ▪ Completes work effectively and promptly by using supervision time for priority setting. ▪ Accomplishes tasks in a timely manner, but needs occasional deadlines or reminders. ▪ Identifies priorities but needs input to structure some aspects of task. ▪ Keeps scheduled appointments and meetings on time. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Novice Skills/Performance: <ul style="list-style-type: none"> ▪ Needs some supervisory guidance to successfully accomplish large tasks within the timeframe allotted. ▪ At times, student takes on responsibility and has difficulty asking for guidance or accomplishing goals within timeframe. ▪ Regularly needs deadlines or reminders. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Does not Meet Expectations: <ul style="list-style-type: none"> ▪ Frequent tardiness and/or unaccounted absences are a problem. ▪ Not receptive to supervisory input about difficulties. 		<input type="checkbox"/> <input type="checkbox"/>

<p>Novice Skills/Performance:</p> <ul style="list-style-type: none"> ▪ Needs supervisory guidance to recognize all relevant issues. ▪ Supervision focuses on when and how to effectively share own experiences or offer suggestions or resources. ▪ Supervision needed regarding how to deliver feedback in a more supportive, constructive manner. ▪ Supervision needed regarding how to develop and maintain appropriate boundaries in the supervisory relationship 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>Does not Meet Expectations:</p> <ul style="list-style-type: none"> ▪ Despite intensive supervision, with measurable objectives, intern is unable to apply supervisory feedback to advance the student's learning experience. ▪ Other (please specify) _____ 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

Remediation Plan: if any competency area is deemed unsatisfactory, please indicate steps taken for each deficient competency domain, including 1) the specific objective(s) of the remediation plan, 2) behavioural indicators of progress and achievement of objective(s), 3) didactic activities used to effect change, and 4) the timeframe chosen for monitoring and evaluating remediation plan outcome:

General Comment Section:

This Evaluation has been reviewed:

Date: _____

Supervisor Signature: _____

Student Signature _____