

Practicum Student Evaluation Form – Completed by Supervisors

Revised August 2018

Student: _____

Practicum Site: _____

Semester: _____

Site Supervisor(s): _____

TAMU Supervisor: _____

Supervisor(s) Completing the Form: _____

Student Year in Program: _____ 2nd year _____ 3rd year _____ 4th year _____ 5th+ year

Live Supervision completed by: _____

Date(s): _____

Activities the student engaged in during this practicum experience (check all that apply):

Assessment

- | | |
|--|--|
| _____ Functional Behavioral Assessment | _____ Progress monitoring |
| _____ CBM and Benchmarking in conjunction with RTI | _____ Clinical Interviews (Student, Parent, Teacher) |
| _____ Standardized Assessment (Cognition, Achievement) | _____ Classroom Observation |
| _____ Standardized Assessment (Personality, Psychological) | _____ Specialized assessment (Autism, Neuropsychological, Bilingual) |
| _____ Professional Report Writing | _____ Provided feedback to client/parents/ARD committee |
| _____ Conducted Risk Assessment | |

Direct Intervention

- | | |
|---|-------------------------------------|
| _____ Preparation of Intake Report and Treatment Plan | _____ Individual Therapy/Counseling |
| _____ Development of intervention plan (e.g., BIP) | _____ Family Therapy/Counseling |
| _____ Termination Report/Summary Report | _____ Group Therapy/Counseling |

Consultation/Interprofessional-Interorganizational

- | | |
|---|---|
| _____ Teacher consultation (academic) | _____ Teacher consultation (behavioral) |
| _____ Conjoint Behavioral Consultation | _____ Triadic Consultation (Home-Medical-School) |
| _____ System level Intervention | _____ Presentation of In-Service or Community Presentation: _____ |
| _____ Interaction with professionals outside of psychology (e.g., SLP, medical) | _____ Other: _____ |

Supervision (of others)

- | | |
|----------------------------|--|
| _____ As GA for the course | _____ As part of Supervision Practicum |
|----------------------------|--|

Client information (circle or indicate number of clients or NA)

- | | | | |
|--|--|------------------|--|
| Age ranges | Early Childhood (3-5) Childhood (6-11) Adolescence (12-17) Adult (18-25) Adult over 25 years | Racial/Ethnic | _____ African American _____ Hispanic _____ Asian/Pacific Islander _____ White _____ Biracial/Bicultural |
| SES level | Very low Low Middle Upper | Sex | _____ Female _____ Male _____ Transgender |
| _____ Sexual orientation/gender identity focus | | Diagnosis (list) | _____ |

Summary Experiences

- | | |
|------------------------------------|-------------------------------|
| _____ # face-to-face hours | _____ #support activity hours |
| _____ # supervision hours received | _____ #total clients seen |
| _____ # integrated reports written | _____ Other: _____ |
-

Please indicate the student’s level of performance in each of these areas based on this practicum experience. Please rate the student’s performance relative to other students at the same developmental level (practicum student).

- **Unsatisfactory (U)** indicates the student is deficient in the competency or skill and there needs to be significant further training and a special effort made in order to bring it up to the Successful level.
- **Needs Improvement (NI)** indicates the student has shown some evidence of the competency or skill, but performance is inconsistent or there may be examples of poor motivation or minor issues. It is anticipated that the rating will improve with some further training, supervision, and student effort.
- **Meets Expectations (M)** indicates the student has shown basic mastery of the competency or skill expected
- **Exceeds Expectations (E)** indicates the students exceeds expectations for the competency element.
- **No Opportunity (No Opp)** should be used if the competency was not required as part of this practicum experience.

If you indicate that a student is “Unsatisfactory” or “Needs Improvement” on any of these skills, please provide additional detail following each table to inform remediation planning.

General Profession-Wide Competencies (not activity specific)

	<i>U</i>	<i>NI</i>	<i>M</i>	<i>E</i>	<i>No Opp</i>
Adherence to APA ethical/professional codes, standards, and guidelines (ii Ethical/Legal)					
Adherence to relevant laws, regulations, rules and policies for HSP/educational setting (ii Ethical/Legal)					
Able to recognize ethical dilemmas and apply an ethical decision-making process (ii Ethical/Legal)					
Conducts self in an ethical manner in all professional activities (ii Ethical/Legal)					
Understands of their own cultural history, attitudes, biases and how these may affect their interactions with others (ii Ethical/Legal)					
Demonstrates the requisite knowledge base and is able to articulate an approach to working effectively with diverse individuals and groups (iii Individual and Cultural Diversity)					
Able to apply a framework for working effectively with individuals from various cultures and diversity (iii Individual and Cultural Diversity)					
Able to work effectively with individuals whose group membership, demographics, or worldviews conflict with their own (iii Individual and Cultural Diversity)					
Behave in ways that reflect the values and attitudes of health service psychology (integrity, deportment, professional identity, accountability, lifelong learning, concern for welfare of others) (iv Professional Values)					
Engages in self-reflection regarding one’s personal and professional functioning (iv Professional Values)					
Actively seeks and demonstrates openness and responsiveness to supervision (iv Professional Values)					
Completes tasks assigned in timely manner (iv Professional Values)					
Acknowledges need for continued learning, scholarly inquiry, and problem-solving (iv Professional Values)					
Demonstrates greater degree of independence in increasingly complex situations over the course of the semester (iv Professional Values)					
Develop and maintain effective relationships with a wide range of individuals (peers, colleagues, communities, supervisors, supervisees, and clients) (v Communication Interpersonal)					
Able to produce and comprehend oral, nonverbal and written communications that are well-integrated and informative appropriate for different audiences (v Communication Interpersonal)					
Demonstrates thorough grasp of professional language and concepts (v Communication Interpersonal)					
Demonstrates effective interpersonal skills and is able to manage difficult communications (v Communication Interpersonal)					
Ability to take respectful, helpful and professional approaches to working with clients/parents/families/schools (ALL)					
Ability to integrate affective, biological, cognitive, social and/or developmental considerations in case conceptualization (Discipline Specific Knowledge)					

Please explain any **U** or **NI** ratings and remediation plan:

Assessment and Diagnosis (vi)

If assessment and diagnosis were not part of the practicum, please check here and proceed to the next section: _____

U=Unsatisfactory; NI=Needs Improvement; M=Meets Expectations; E=Exceeds Expectations; No Opp=No opportunity

	<i>U</i>	<i>NI</i>	<i>M</i>	<i>E</i>	<i>No Opp</i>
Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, and client strengths and psychopathology					
Demonstrate understanding of human behavior within contexts (e.g., family, social, societal, and cultural)					
Demonstrates understanding and use of Special Education classifications/eligibility categories and potential interaction of cognitive/academic deficits and functional/dysfunctional behaviors					
Able to plan assessment that uses multiple methods and multiple sources appropriate to the characteristics of the individual and the purpose of the assessment					
Ability to select appropriate evidence based methods of evaluation that reflect science of measurement and psychometrics					
Ability to choose measures with consideration of individual and cultural diversity					
Ability to accurately administer and score assessment measures					
Ability to interpret results and develop diagnoses and/or case formulations					
Demonstrates knowledge of how affective, biological, cognitive, developmental, and social factors (individually and in combination) of all persons involved in the assessment process can influence interpretation and case conceptualization					
Ability to generate appropriate recommendations and/or treatment plans					
Ability to write a clear and comprehensive professional report					
Ability to communicate orally and in writing the findings and implications of the assessment accurately and to a range of audiences					

Please explain any **U** or **NI** ratings:

Intervention (vii)

If therapy or counseling were not part of the practicum, please check here and proceed to the next section: _____

U=Unsatisfactory; NI=Needs Improvement; M=Meets Expectations; E=Exceeds Expectations; No Opp=No opportunity

	<i>U</i>	<i>NI</i>	<i>M</i>	<i>E</i>	<i>No Opp</i>
Establish and maintain effective relationships with recipients of professional services					
Develop evidence-based intervention plans/treatment plans specific to service delivery goals – behavioral, psychological					
Develop intervention plans/treatment plans specific to service delivery goals - academic					
Implement interventions informed by research, the assessment findings, individual and cultural factors, and contextual variables					
Demonstrates knowledge of how affective, biological, cognitive, developmental, and social factors (individually and in combination) of all persons involved can influence goals, treatment acceptability and choice, and case conceptualization					
Apply relevant research literature to clinical decision-making					
Ability to modify/adapt approaches effectively when a clear evidence-based practice is lacking					
Evaluate intervention effectiveness and adapt intervention goals and methods as needed					
Identify and engage key players (e.g., parents, teachers) in treatment					

Please explain any **U** or **NI** ratings:

Consultation or System-level Interventions (IX)

If consultation or system-level interventions were not part of the practicum, please check here and proceed to the next section: _____

U=Unsatisfactory; NI=Needs Improvement; M=Meets Expectations; E=Exceeds Expectations; No Opp=No opportunity

	<i>U</i>	<i>NI</i>	<i>M</i>	<i>E</i>	<i>No Opp</i>
Understands and can articulate consultation models and practices from problem clarification to evaluation					
Understands and respects the organizational structure, policies and procedures in the setting					
Demonstrates knowledge and respect for the roles and perspectives of other professions					
Demonstrates the ability to apply knowledge of consultation models and practices with individuals or systems					
Interventions/recommendations offered are sensitive to the needs of the population, organization or environment					
Ability to develop and implement a systematic approach to information gathering in a consultative role					
Ability to work collaboratively with other professionals to generate an effective intervention plan					
Ability to monitor and modify intervention in response to continued evaluation or feedback					

Please explain any **U** or **NI** ratings:

Supervision (VIII)

If providing supervision to other students was not part of the practicum, please check here and proceed to the next section: _____

U=Unsatisfactory; NI=Needs Improvement; M=Meets Expectations; E=Exceeds Expectations; No Opp=No opportunity

	<i>U</i>	<i>NI</i>	<i>M</i>	<i>E</i>	<i>No Opp</i>
Understanding of theoretical frameworks/models of supervision					
Understanding and application of ethical and legal issues in providing supervision					
Ability to provide supervision and guide others (with support of supervisor of record)					

Please explain any **U** or **NI** ratings and remediation plan:

General Feedback

Please describe the student's strengths:

Please indicate any areas in need of improvement not otherwise indicated already:

Reviewed With Student

Signature of supervisor _____
 Signature of student _____
 Date _____