

## Default Question Block

Student Name:

Semester/Year:

Year in Program:

Supervisor Name:

Practicum Site:

Practicum Setting (e.g. Community Health Center, Private Practice):

## Client Information

Client Age Ranges (Please indicate number of clients seen in each group)

<input type="text"/>	Early Childhood (3-5)
<input type="text"/>	Childhood (6-11)
<input type="text"/>	Adolescence (12-17)
<input type="text"/>	Adult (18-25)
<input type="text"/>	Adult over 25 years
<input type="text"/>	Adult over 65 years

Client Race/Ethnicity Information (Please indicate number of clients seen in each group)

<input type="text"/>	African American
<input type="text"/>	Hispanic/Latino
<input type="text"/>	Asian/Pacific Islander
<input type="text"/>	White
<input type="text"/>	Biracial/Bicultural
<input type="text"/>	Other

Client SES Level (Please indicate number of clients seen in each group)

<input type="text"/>	Very Low
<input type="text"/>	Low
<input type="text"/>	Middle
<input type="text"/>	Upper Middle
<input type="text"/>	Upper

Client Sexual Orientation/Gender Identity (Please indicate number of clients seen in each group)

Male

Female

Transgender

Other

Diagnostic Conditions Seen (Please list):

### Direct Observation(s)

Direct observation can be completed live and in-person (e.g., in-room or one-way mirror observation), through synchronous audio-video streaming, or through either audio or video recording.

Direct observation completed by:

Mode of direct observation:

Audio recording

Video recording

Live in-room

Live one-way mirror

Date(s) of Direct Supervision:

## Instructions

Based on the current practicum experience, indicate the student's level of performance in each of the areas below. Please rate the student's performance relative to other students at the same practicum training developmental level.

This evaluation follows the APA Commission on Accreditation's IR Section C-8 and assess the following 7 [of 9] Profession-Wide Competencies:

- II. Ethics and Legal Standards
- III. Individual and Cultural Diversity
- IV. Professional Values, Attitudes, and Behaviors
- V. Communications and Interpersonal Skills
- VI. Assessment
- VII. Intervention
- VIII. Supervision

## II. Ethics and Legal Standards

### *General Ethics and Legal Standards*

	Somewhat Below	Somewhat Above		
	Below Average for Level	Average for Level	Average for Level	Above Average for Level

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Knowledgeable of and adheres to APA Ethical Principles of Psychologists and Code of Conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of and adheres to relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable of and adheres to relevant professional standards and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts self in an ethical manner in all professional activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and follows agency functioning, procedures, and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes own limitations in treating a particular client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

**Case Management**

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Keeps scheduled appointments with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is on time for scheduled appointments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writes case notes in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps client materials confidential and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes contact quickly with a client who has missed an appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses information concerning referral sources appropriately with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

**III. Individual and Cultural Diversity**

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Demonstrates understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all clinical services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to work effectively with individuals whose group membership, demographics, or worldviews conflict with their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates the requisite knowledge base and is able to articulate an approach to working effectively with diverse individuals and groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiates self-examination, outside the counseling session, in order to reduce one's bias as it manifests itself in the therapy relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Below Average for Level <input checked="" type="radio"/>	Somewhat Below Average for Level <input checked="" type="radio"/>	Average for Level <input checked="" type="radio"/>	Somewhat Above Average for Level <input checked="" type="radio"/>	Above Average for Level <input checked="" type="radio"/>
Aware of how his/her own values may effect the relationship with the client.					
Uses language that demonstrates sensitivity to cultural differences (e.g., race, gender, sexual orientation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates cultural knowledge of client's nonverbal behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an awareness of institutional barriers that affect the client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

#### IV. Professional Values, Attitudes, and Behaviors

Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
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	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Behaviors reflect the values and attitudes of a professional psychologist (integrity, deportment, professional identity, accountability, lifelong learning, concern for welfare of others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in self-reflection regarding one's personal and professional functioning, and in activities to maintain and improve clinical performance and effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates greater degree of independence in increasingly complex situations over the course of the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completes tasks assigned in timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges need for continued learning, scholarly inquiry, and problem-solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

## V. Communications and Interpersonal Skills

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Develops and maintains effective relationships with a wide range of individuals (peers, colleagues, communities, supervisors, supervisees, and clients).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Able to produce and comprehend oral, nonverbal and written communications that are well-integrated and informative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates thorough grasp of professional language and concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective interpersonal skills and is able to manage difficult communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relates effectively with agency support staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

## VI. Assessment

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates understanding of client behavior within its context (e.g., family, social, societal and cultural).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to apply knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
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 client. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distinguishes between the aspects of assessment that are subjective from those that are objective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates orally and in writing the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduces client to and prepares client for testing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes into account the validity of instrument given the client's cultural background (e.g., language, SES, generation status, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately administers instruments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Reports are concise and written in a manner easily understood by the client.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports include a statement that takes into account cultural issues that have been empirically shown to impact the instrument's scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reports include a statement that addresses the validity of findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains results to client in a manner consistent with their level of understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respects and shows understanding of client's concerns about results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

## VII. Intervention

### *Therapeutic Relationship*

Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
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	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Establishes and maintains effective relationships with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of and sensitivity to client's nonverbal behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands client's feelings and communicates this understanding to the client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses language and terms appropriate for client and client's concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conveys counseling atmosphere of trust and safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages client to accept responsibility in therapist-client relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes and deals with resistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands client's impact on self.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

**Microskills and Techniques**

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Uses both closed and open-ended questions as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Begins and ends session in an appropriate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses counseling techniques effectively to assist client to be specific and concrete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses silence effectively in treatment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be appropriately confrontational and immediate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discriminates short-term from long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes appropriate short-term and long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has understanding of and skill in using variety of treatment approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses empirically supported and culturally-informed techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

### ***Case Conceptualization***

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Ties together seemingly discrete and isolated components of client's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates hypotheses concerning client behavior and dynamics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates conceptualizations which are clear and concise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generates conceptualizations that take into account the client's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides rationale for conceptualization based on client data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides rationale for conceptualization based on psychological theory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides rationale for conceptualization based on research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulates appropriate culturally-informed, empirically supported interventions based on conceptualization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:



**Therapeutic Strategies**

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Develops evidence-based intervention plans specific to treatment goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates ability to apply the relevant research literature to clinical decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

**VIII. Supervision**

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Actively solicits and is responsive to feedback and supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assumes responsibility in an appropriate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is free from defensiveness and willing to admit mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses persons and/or resources, other than supervisor, for skill development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is willing to be proactive with supervisor (e.g., asks for help, shows/shares problem areas).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows willingness to be observed and evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critiques and analyzes counseling sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends supervisory sessions on time and regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

## IX. Consultation and Interprofessional/Interdisciplinary Skills

	Below Average for Level	Somewhat Below Average for Level	Average for Level	Somewhat Above Average for Level	Above Average for Level
Demonstrates knowledge and respect for the roles and perspectives of other professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates knowledge of consultation models and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to take respectful, helpful and professional approaches to working with a wide range of individuals (peers, colleagues, communities, supervisors, supervisees, and clients).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain any **Below Average** ratings and suggestions for improvement and/or remediation:

### General Feedback

Please describe the student's strengths:

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

**Based on the student's performance, would you recommend a "pass" grade for the field placement course?**

Yes

No

**Supervisor Signature**

SIGN HERE

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