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| --- | --- |
| Trainee Name: |  |
| Name of Placement: | Date Evaluation Completed: |
| Supervisor Name and Highest Degree: | Licensed Psychologist: Yes No |
| Dates of Training Experience this Review Covers: | |

**For each competency, indicate how characteristic of the trainee’s behavior the description is using this scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Not at All/Slightly** | **Somewhat** | **Moderately** | **Mostly** | **Very** | **[N/O]** |
| 0 | 1 | 2 | 3 | 4 | Not observed |

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| --- | --- |
| **1. Professional Values and Attitudes:** As evidenced in behavior and comportment that reflect the values and attitudes of psychology. | |
| 1A/1C Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values. Accepts responsibility for own actions. | 0 1 2 3 4 [N/O] |
| 1B/1E. Communication and physical conduct (including attire) is professionally appropriate, across different settings. Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development. | 0 1 2 3 4 [N/O] |
| 1D. Acts to understand and safeguard the welfare of others | 0 1 2 3 4 [N/O] |
| **2. Individual and Cultural Diversity (ICD):** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. | |
| 2A. Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation | 0 1 2 3 4 [N/O] |
| 2B. Applies knowledge of others as cultural beings in assessment, treatment, and consultation | 0 1 2 3 4 [N/O] |
| 2C/2D. Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others. Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation. | 0 1 2 3 4 [N/O] |
| **3. Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | |
| 3A. Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. | 0 1 2 3 4 [N/O] |
| 3B/3C. Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma. Integrates own moral principles/ethical values in professional conduct. | 0 1 2 3 4 [N/O] |
| **4. Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | |
| 4A/4B. Displays self-awareness and accurate self-assessment of competence; utilizes self-monitoring; works to enhance reflectivity; works to recognize limits and enhance knowledge/skills. | 0 1 2 3 4 [N/O] |
| 4C. Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice | 0 1 2 3 4 [N/O] |
| 4D. Effectively participates in supervision | 0 1 2 3 4 [N/O] |
| **5. Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities. | |
| 5A. Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines. | 0 1 2 3 4 [N/O] |
| 5B. Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively. | 0 1 2 3 4 [N/O] |
| 5C. Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language. | 0 1 2 3 4 [N/O] |
| **6. Scientific Knowledge and Methods:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge. | |
| 6A/6C. Values and applies scientific methods and evidence to professional practice | 0 1 2 3 4 [N/O] |
| 6B. Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) | 0 1 2 3 4 [N/O] |
| **7. Research/Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. | |
| 7A7B. Demonstrates skills and habits in seeking, applying, and evaluating scientific knowledge relevant psychological practice; applies scientific methods to evaluation of professional practices. | 0 1 2 3 4 [N/O] |

**For each competency, indicate how characteristic of the trainee’s behavior the description is using this scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Not at All/Slightly** | **Somewhat** | **Moderately** | **Mostly** | **Very** | **[N/O]** |
| 0 | 1 | 2 | 3 | 4 | Not observed |

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| --- | --- |
| **8. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors. | |
| 8A. Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. | 0 1 2 3 4 [N/O] |
| **9. Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. | |
| 9A/9B. Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation (including issues of reliability and validity) of traditional assessment measures as well as related technological advances. | 0 1 2 3 4 [N/O] |
| 9C. Selects appropriate assessment measures to answer diagnostic question. | 0 1 2 3 4 [N/O] |
| 9D. Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity. | 0 1 2 3 4 [N/O] |
| 9E. Utilizes systematic approaches of gathering data to inform clinical decision-making. | 0 1 2 3 4 [N/O] |
| 9F. Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client. | 0 1 2 3 4 [N/O] |
| **10. Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | |
| 10A. Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation. | 0 1 2 3 4 [N/O] |
| 10B/10C. Displays clinical skills while implementing evidence-based interventions. | 0 1 2 3 4 [N/O] |
| 10D. Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures. | 0 1 2 3 4 [N/O] |
| **11. Consultation:** The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. | |
| 11A. Demonstrates knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher). | 0 1 2 3 4 [N/O] |
| 11B. Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions. | 0 1 2 3 4 [N/O] |
| **13. Supervision:** Enhancing and monitoring the professional functioning of others. | |
| 13B. Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices. | 0 1 2 3 4 [N/O] |
| 13D. Provides helpful supervisory input in peer and group supervision | 0 1 2 3 4 [N/O] |
| **14. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | |
| 14A/14B/14C. Demonstrates beginning knowledge of the viewpoints and contributions of other professions/professionals and strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning. Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals. | 0 1 2 3 4 [N/O] |
| 14D. Develops and maintains collaborative relationships and respect for other professionals | 0 1 2 3 4 [N/O] |
| **15. Management-Administration:** Manage delivery of services and/or the administration of organizations, programs, or agencies. | |
| 15C. Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures. | 0 1 2 3 4 [N/O] |
| **16. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | |
| 16A. Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision | 0 1 2 3 4 [N/O] |

**Overall Assessment of Trainee’s Current Level of Competence (i.e., Strengths and Areas for Growth)**

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| --- | --- |
| Trainee exhibits the level of competence expected by the program at this point in training. | Yes No |

***If no***, describe the growth necessary to meet competency expectations using **behaviorally specific language**:

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| --- | --- |
| ***Final Summative Evaluation Only***: Trainee is ready to move to the next level of training or independent practice. | Yes No |