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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. Understands and demonstrates professional values: honest, accountable, responsible, and reliable (e.g., on-time and prepared for client and supervision meetings; documentation is timely, accurate, and complete; follows center/clinic regulations) | 0 1 2 3 4 [N/O] |
| 1B/1E. Demonstrates professional conduct and understanding of self as a professional | 0 1 2 3 4 [N/O] |
| 1D. Demonstrates awareness of the need to uphold and protect 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/2B/2C. Demonstrates knowledge, awareness, and understanding of: (a) one’s own dimensions of diversity and attitudes towards diverse others, (b) other individuals as cultural beings, and (c) interactions between self and diverse others | 0 1 2 3 4 [N/O] |
| 2D. Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work. | 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 basic knowledge of the APA Ethical Principles and Code of Conduct and legal and regulatory issues that apply to the practice of psychology | 0 1 2 3 4 [N/O] |
| 3B/3C. Displays ethical attitudes and values; applies an ethical decision model to practice decisions | 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. Displays basic mindfulness and self-awareness; displays basic reflectivity regarding practice | 0 1 2 3 4 [N/O] |
| 4B. Demonstrates knowledge of and engages in self-assessment of core competencies | 0 1 2 3 4 [N/O] |
| 4C. Understands the importance of self-care in effective practice; attends to self-care | 0 1 2 3 4 [N/O] |
| 4D. Demonstrates frank, truthful, and respectful communication in supervisory relationship | 0 1 2 3 4 [N/O] |
| **5. Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities. | |
| 5A/5B/5C. Displays interpersonal and affective skills, including clear verbal, nonverbal, and written communication of ideas and feelings | 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. Displays critical scientific thinking | 0 1 2 3 4 [N/O] |
| **8. Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors. | |
| 8A. Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology | 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 basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing and of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam | 0 1 2 3 4 [N/O] |
| 9C. Demonstrates knowledge of measurement across domains of functioning and practice settings | 0 1 2 3 4 [N/O] |
| 9D. Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity | 0 1 2 3 4 [N/O] |
| 9E. Demonstrates basic knowledge of formulating diagnosis and case conceptualization | 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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| **10. Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. | |
| 10A. Displays basic understanding of the relationship between assessment and intervention | 0 1 2 3 4 [N/O] |
| 10B. Displays basic helping skills | 0 1 2 3 4 [N/O] |
| 10C. Demonstrates basic knowledge of intervention strategies | 0 1 2 3 4 [N/O] |
| 10D. Demonstrates basic knowledge of the assessment of intervention progress and outcome | 0 1 2 3 4 [N/O] |
| **11. Supervision:** S**upervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.** | |
| 11A/11C. Demonstrates basic knowledge of expectations for supervision; Displays effective communication skills; Demonstrates openness to feedback | 0 1 2 3 4 [N/O] |
| **12. Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines. | |
| 12A/12B. Cooperates with other (non-psychologist) professionals; Demonstrates awareness of the benefits of collaborative relationships with other professionals | 0 1 2 3 4 [N/O] |
| **14. Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level. | |
| 14A/14B. Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, and other factors that may lead them to seek intervention; Understands the differences between individual and institutional level interventions and system’s-level change | 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**; e.g., *To meet expectations, trainee must submit at least 85% of clinical documentation within 24 hours of the time of service for the entire academic term, with 100% of documentation submitted within 72 hours*):

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