



Assessment Practicum Supervisor Evaluation

(PhD Counseling Psychology Assessment Practicum)

Trainee Name: _____ Quarter: _____

Date of Evaluation: _____ Supervision Dates: From _____ to _____

Supervisor Name: _____

Trainee Level: Masters Doctoral

Trainee Prior Clinical Experience _____ (direct client hours prior to this placement)

Practicum Site Name _____

Type of Site (e.g., CMHC, Hospital, UCC, VA, etc) _____

How many PhD students have you supervised: _____

How many MA students have you supervised: _____

How many Post-docs have you supervised: _____

APA requires that supervisors observe supervisees directly. How have you observed this student directly?

___ Reviewed video sessions

___ Observed testing and/or clinical session directly (e.g., client feedback)

Which of the following activities have you performed as a supervisor?

___ Assisted in test scoring and interpretation

___ Read and provided feedback on assessment reports

___ Discussed cases with student

___ Other (please describe: _____)

What percentage of overall Assessment Practicum hours did the student spend in direct and indirect client activities?

_____ % Direct (clinical interview, assessment administration, client consultation, client feedback)

_____ % Indirect (e.g., assessment scoring, interpretation, case report writing, record keeping, administrative duties)

Which of the following activities has the student performed?

___ Administration of psychological, cognitive, or neuropsychological assessments

___ Scoring psychological, cognitive, or neuropsychological assessments

___ Report writing

___ Clinical interviewing

___ Providing Client feedback

Other _____

This feedback form is consistent with the training model for our counseling psychology programs as it uses a developmental, competency-based model. The areas of competency listed below have been discussed in literature and are considered the critical areas of knowledge, awareness, and skills for the practice of psychology. Trainees should be provided feedback based on their level of professional development, *not* relative to peers. Expectations of trainees vary depending on their training level.

Please use the following scale to rate your supervisee on the items below:

+7 Strongly Above Expectations: The trainee has shown strong evidence of the knowledge, awareness, and/or skill. Performance is highly consistent.

+6 Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is mostly consistent.

+5 Slightly Above Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is fairly consistent

+4 Meets Expectations: The trainee has shown some evidence of the knowledge, awareness, and/or skill. Performance is inconsistent.

+3 Slightly Below Expectations: This is an emerging knowledge, awareness, and/or skill for the trainee. The trainee's knowledge, awareness, and/or skill are not very evident in their performance or discussions. Extra attention and focus should be provided in supervision.

+2 Below Expectations: Trainee lacks understanding and demonstrates minimal to no evidence of knowledge, awareness, and/or skill in this area. Extra attention and focus should be provided in supervision. Remedial work may be required.

+1 Extremely Below Expectations: Trainee demonstrates problematic or harmful behavior requiring immediate attention. Immediate attention and remedial work will be required.

N/A Not applicable for this training experience or not assessed by this supervisor.

I. Assessment / Diagnosis / Case Conceptualization	Rating
1. Effectively gathers information about the nature and severity of clients' presenting concerns.	
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics.	
3. Develops treatment goals that are appropriate.	
4. Knowledgeable about when to seek further information to conceptualize the client.	
5. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses.	
6. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations.	
OVERALL RATING	
Comments:	

II. Intervention	Rating
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately.	
2. Ability to form a working alliance with clients.	
4. Deals with ruptures effectively and negotiates differences with clients.	
5. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies).	
6. Understands and maintains appropriate professional boundaries with clients.	

III. Psychological Testing	Rating
1. Administers and scores psychological tests appropriately, in a standard way, and capably.	
2. Combines test data, referral information, observations and client statements into clear, theoretically verifiable statements about the client. Separates facts based on material at hand from speculations based on theory. Indicates basis for inferences.	
3. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions.	
4. Discusses evaluation results with client in language client can understand. Makes clear to client the status of assessment, statements, whether fact or hypothesis. Spells out for client how assessment is to be used in facilitating treatment.	
5. Reports clients' behaviors accurately (including client posture, expression, and verbalizations)	
6. Backs up inferences about client characteristics (e.g., defensiveness, anxiety, attitudes, etc) with specific behavioral observations.	
7. Selects appropriate assessment procedures based on referral information, initial contact, and continuing interaction with client.	
8. Reports are written in non-technical language and with absence of jargon. Reports address questions raised by referrer--implications of assessment results are spelled out.	
OVERALL RATING	
Comments:	

IV. Crisis intervention	Rating
1. Assesses crisis situations appropriately.	
2. Intervenes during crisis situations appropriately.	
3. Conducts suicidal and homicidality assessments thoroughly, effectively and appropriately. Elicits relevant information.	
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information.	

5. Seeks appropriate consultation or supervision when encountering crisis situations.	
6. Follows-up with client needs related to the crisis and provides case management when appropriate.	
7. Demonstrates ability to remain calm during a crisis situation.	
OVERALL RATING	
Comments:	

V. Consultation and Outreach	Rating
1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	
2. Knowledgeable about when to consult with other professionals or supervisors.	
3. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs.	
4. Demonstrates comfort in presenting to audiences and engages audience when presenting.	
5. Demonstrates clear and effective communication skills in both consultation and outreach.	
OVERALL RATING	
Comments:	

VI. Personal Characteristics	Rating
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness).	
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy).	
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care).	
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self.	
5. Understands impact of self on others including colleagues and clients.	
6. Demonstrates consistent attendance of meetings and seminars and if there are absences, takes the initiative to plan ahead and/or to follow-up after the absence(s) to be caught up.	
7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)	

OVERALL RATING	
Comments:	

VII. Relationships and Interpersonal Issues (Colleagues, Agency)	Rating
1. Works collaboratively with peers and colleagues.	
2. Provides constructive feedback and support to peers.	
3. Receives feedback non-defensively from peers.	
4. Respects support staff roles and persons.	
5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable.	
OVERALL RATING	
Comments:	

VIII. Use of Supervision	Rating
1. Open and non-defensive to supervisory evaluation and feedback.	
2. Self-reflects and self-evaluates regarding clinical work with clients.	
3. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary.	
4. Communicates self to the supervisor when appropriate (i.e., transparency)	
5. Willing to take risks and acknowledge troublesome areas and make mistakes.	
6. Applies what is discussed in supervision to interactions with clients.	
OVERALL RATING	
Comments:	

IX. Management and Administration	Rating
1. Follows agency's policies and operating procedures.	
2. Documents crisis assessments appropriately.	
3. Maintains organized and timely notes and client records. Notes are completed within the week and prior to any significant leave; documents are up-to-date.	
OVERALL RATING	
Comments:	

X. Diversity – Individual and Cultural Differences	Rating
1. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity.	
2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases.	
3. Open to exploring one's feelings and reactions to power and diversity issues.	
4. Knowledge about the nature and impact of diversity in different clinical situations.	
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups.	
6. Infuses culture and diversity into all aspects of professional work.	
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions.	
OVERALL RATING	
Comments:	

XI. Ethical and Legal Standards	Rating
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct.	
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting.	
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas.	
4. Behaves ethically across all aspects of professional work.	
OVERALL RATING	
Comments:	

Summary of student's strengths and outstanding professional skills (these are skills which are above the level to be expected of a student at this level of development)

Summary of student's skills that need improvement. Please make brief suggestions for working on these skills. (These are skills which are not far below the level expected of a student with comparable training and experience, but which most immediately stand in the way of professional growth.)

Summary of deficient areas which need immediate correction. Please make brief suggestions for working on these skills. (These are skills considerably below the level to be expected of a student with comparable training and experience.)

Summary of populations or types of clients the student would benefit from working with in the future.

Trainee: _____ Date:

Supervisor: _____ Date:

Trainee's Response: