

ETSU Clinical Psychology PhD Program
Graduate Student Clinical Competencies Form

Student Name (print):

Supervisor Name (print):

Clinical Site Name (print):

Semester (circle specifics): Spring Summer Fall Year (write in): _____

Experience Level (circle proper level):	Clerkship II	BHWC Practicum I	Advanced Practica/Externship	Pre-doctoral Internship
Placement Type (circle if applicable):	Rural Placement		Primary Care Placement	

INSTRUCTIONS for SUPERVISORS (IMPORTANT, PLEASE READ CAREFULLY):

Mark N/A if an item is not applicable, and fill out the appropriate sections as follows:

- Clerkship II: CLINICAL SKILLS I;
- BHWC Practicum I: CLINICAL SKILLS I & II;
- Advanced Practica, Externships AND Pre-doctoral Internship : CLINICAL SKILLS I, II & III;
- Rural placements (>25% of clients designated rural) and/or Primary Care placements, please fill out MISSION SPECIFIC SKILLS in addition to other relevant sections for each student training level.

Scale/Rating Definitions:

- **Needs Remediation:** Requires remedial work in this area; competency attainment is not up to expected standards given student's level of training. Specific activities may be required to address noted issues.
- **Beginning Student Level:** Shows basic knowledge and understanding of how to conceptualize problems, intervention skills, and the processes and techniques of implementing them. Common rating for students on Clerkship or in early semesters of practicum.
- **Intermediate Student Level:** Recognizes important recurring domain features and selects appropriate strategies to address the issue at hand. Generalizes diagnostic and intervention skills to new situations and clients in a way consistent with early clinical training, though some support is needed to guide performance. Most common rating during practicum and community placements.
- **Advanced Student Level:** Shows integrated knowledge of the domain in question, including appropriate knowledge of scholarly/research literature, as needed. Fluent in the ability to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. Student is able to recognize overall patterns, a set of possible diagnoses, and/or treatment processes and outcomes for a given case but is less flexible in these areas than the proficient psychologist. Common rating for students nearing or on Internship.
- **Professional Level:** Shows knowledge, skills, and abilities commensurate with an entry-level professional with a doctoral degree. Students are most likely to consistently achieve this level approaching completion of Internship.

Please be as objective and honest as possible so that we may deliver the most accurate feedback to the student, and if needed, create a competency-based remediation plan with specific, clear goals.

Please discuss your ratings with the student clinician, during which time you may adjust the ratings as you see fit and sign the form. There is a place for students to write whether they agree or disagree with your evaluation, and if they disagree, to explain the reasons for that disagreement.

Your time and effort is greatly appreciated!

**CLINICAL SKILLS I: ABILITY TO EFFECTIVELY DISCUSS CONCEPTS
FILL OUT THIS SECTION FOR CLERKSHIP II AND BEYOND
(This is the ONLY section needed for Clerkship II Students)**

Student demonstrates ability to effectively discuss...

I-1...the cognitive aspects of behavior (e.g., automatic thoughts, schemas, beliefs about self).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-2 ...the affective aspects of behavior (e.g., emotional expression, lability, display rules).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-3...the biological aspects of behavior (e.g., genetic predispositions, physiology, pharmacology).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-4...the social aspects of behavior (e.g., relationship-based roles, stigma/stereotyping, interpersonal/dyad/group dynamics).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-5...individual difference in behavior (e.g., trait/personality characteristics, demographic factors).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-6...human development (e.g., developmental stages/milestones, stage of life issues/challenges).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-7...dysfunctional behavior or psychopathology (e.g., DSM-5 symptoms/criteria/diagnosis, family history, patient history).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-8...professional standards and ethics (e.g., limits of confidentiality, disclosure of student status, on time to therapy, supervisory, and staff meetings, effectiveness in writing notes/reports/letters, adherence to deadlines, promptness in communications, following procedures for resolution of conflicts, and ability to work well with other professionals).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-9...issues of cultural and individual diversity (e.g., topics of ethnicity, race, sex, sexuality, SES, disability, geography, politics, religion, etc.).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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I-10...attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A



CLINICAL SKILLS II: ABILITY TO EFFECTIVELY APPLY CONCEPTS
FILL OUT THIS SECTION FOR PRACTICUM I AND BEYOND
(In Addition to Clinical Skills I Above)

Student applies concepts in therapeutic situations, and articulates rationale for doing so in supervision, in such a way as to demonstrate an understanding of...

II-1...the cognitive aspects of behavior.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-2...the affective aspects of behavior.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-3...the biological aspects of behavior.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-4...the social aspects of behavior.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-5...individual difference in behavior.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-6...human development.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-7...dysfunctional behavior or psychopathology.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-8...professional standards and ethics.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-9...issues of cultural and individual diversity.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-10...attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-11...psychological measurement, including psychometric theory, test construction/development/performance issues, and ethical use and interpretation of tests.					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

II-12...theories and methods of assessment and diagnosis, including the process of administration, scoring, and interpretation of psychological measures as pertains to diagnosis and treatment planning issues (may include objective and/or projective tests).

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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CLINICAL SKILLS II (CONTINUED)

Applies concepts in therapeutic situations, and articulates rationale for doing so in supervision, in such a way as to demonstrate an understanding of...

II-13...theories and methods of effective intervention, including the major systems of empirically supported and accepted psychotherapy practices, and an understanding of case conceptualization and treatment plan development and implementation.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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II-14...theories and methods of evaluating efficacy of interventions, including consultation of empirical literature and theoretical underpinnings central to evaluating psychotherapeutic efficacy, and skills needed for empirically evaluating their own psychotherapy practice.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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II-15...the need for supervision and self-evaluative processes, as well as demonstration of proper preparation for meetings (e.g., video cued, case files reviewed), evaluation of treatment effectiveness, and proper use of critical feedback to further development as a therapist.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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II-16...the ability to build and maintain appropriate therapeutic relationships, to monitor ruptures in rapport, and to address interpersonal and individual differences as they impact the therapeutic process.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**CLINICAL SKILLS III: CONSULTATIVE AND/OR SUPERVISORY ACTIVITIES
FILL OUT THIS SECTION FOR ADVANCED PRACTICA, EXTERNSHIPS, INTERNSHIPS
(In Addition to Clinical Skills I & II Above)**

III-1 Theories and Methods of Supervision: Student demonstrates understanding and competence in evidence-based clinical supervision models and consultation of empirical literature pertaining to clinical supervision, as well as application of evidence-based models in their own practice of supervision, and attendance to individual cultural differences and ethical issues in supervision.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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III_2 Theories and Methods of Consultation: Student demonstrates understanding and competence in the utility, rationale, and models of collaborative care wherein consultation plays an important role, and an application of said principles to the efficient and effective practice of consultation with other professionals.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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IV: MISSION SPECIFIC SKILLS: RURAL AND/OR PRIMARY CARE PLACEMENTS ONLY

IV-1 Demonstrates an understanding of community-based practice in rural and/or primary care settings.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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IV-2 Demonstrates knowledge and skills in inter-professional collaboration and professional consultation in rural and/or primary care settings.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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IV-3 Demonstrates knowledge and skills in applying models of evidence-based assessment and intervention in rural and/or primary care settings.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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IV-4 Demonstrates applied knowledge of clinical supervision in rural and/or primary care settings.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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General Comments by Supervisor:

Nature of Direct Observation of Student Performance:

Student Strengths:

Student Areas for Improvement:

Supervisor's Signature

Date of Signature

Student's Signature

Date of Signature

Student, please circle below your level of agreement with the assessment of the supervisor. If after discussion with your supervisor about his/her ratings, you disagree in any way with the final evaluation, please print or type an explanation below, or attach additional pages as necessary. Please be specific about which item(s) you are in disagreement with, and specifically list your reasons for your disagreement.

I Generally Agree I Disagree with Specific Items I Generally Disagree

Student Comments:

Form Developed with Guidance from the Following:

Madson, M.B., Chapman, L.K., Wood-Barlow, N.L. & Williams-Nickelson, C. (2005). American Psychological Association: Washington, D.C. p. 12-13.