

## ETSU: Department of Psychology

# Clinical Psychology Student Annual Summary Evaluation Form

Department of Psychology  
Clinical Faculty

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

Program initiation year: \_\_\_\_\_

Primary faculty advisor: \_\_\_\_\_

Examples of ratings include:

Unsatisfactory = frequently missed class, did not participate in class, did not turn in assignments (<C)

Needs improvement = occasionally missed class, minimal class participation, late assignments (C or B-)

Expected for level of trainee = "B" quality work

Exceeds Expectations = B+ or A quality work

Exceptional = rarely used; denotes truly superlative performance

### ACADEMICS AND COURSE WORK

1	2	3	4	5	--
Unsatisfactory	Needs Improvement	Expected Level	Exceeds Expectations	Exceptional	Not Applicable

### RESEARCH

1	2	3	4	5	--
Unsatisfactory	Needs Improvement	Expected Level	Exceeds Expectations	Exceptional	Not Applicable

### CLINICAL SKILLS ( Assess using the Clinical Competencies Form)

### PROFESSIONAL BEHAVIOR: ETHICS

1	2	3	4	5	--
Unsatisfactory	Needs Improvement	Expected Level	Exceeds Expectations	Exceptional	Not Applicable

**PROFESSIONAL BEHAVIOR: VALUES & GROWTH**

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<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>--</u>
<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Expected Level</b>	<b>Exceeds Expectations</b>	<b>Exceptional</b>	<b>Not Applicable</b>

**PROFESSIONAL BEHAVIOR: SERVICE & COLLEGIALITY**

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>--</b>
Unsatisfactory	Needs Improvement	Expected Level	Exceeds Expectations	Exceptional	Not Applicable

**VERTICAL TEAM (FOR PRE-PRACTICUM LEVEL STUDENTS)**

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<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>--</b>
Unsatisfactory	Needs Improvement	Expected Level	Exceeds Expectations	Exceptional	Not Applicable

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General Comments by Primary Academic Advisor:

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Student Strengths:

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Student Areas for Improvement:

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**Primary Advisor'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

**Comments by Clinical Evaluation Committee:**

Endorsed by Clinical Evaluation Committee: \_\_\_ Yes \_\_\_ No Date: \_\_\_\_\_

Signatures of Clinical Evaluation Committee Members:

**ETSU Experimental Psychology PhD Program**  
Annual Graduate Student Evaluation Form

**Student Name (print) and Cohort Year:**

**Primary Academic Advisor Name (print):**

**Semester (circle specifics):** Spring Summer Fall Year (write in): \_\_\_\_\_

**Program Year  
(circle proper level):**

Year 1

Year 2

Year 3

Year 4

**INSTRUCTIONS for ADVISORS (IMPORTANT, PLEASE READ CAREFULLY):**

\*Ratings should reasonably reflect their actual time in the program to date. The purpose of the evaluation process is to show accurately the development which occurs across time as a result of experience, education, and training.

Mark N/A if an item is not applicable, and fill out all other item as follows:

**Scale/Rating Definitions:**

**Beginning Student Level:** Possesses basic skills. For example, ratings reflect knowledge, understanding, and application of fundamental research methods and analyses. Students are most likely to consistently achieve this level during their first year in the program.

**Intermediate Student Level:** Possesses intermediate skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an intermediate student status. Intermediate criteria in the area of research include, but are not limited to, accomplishments such as: ability to formulate hypotheses and articulate methods to test research questions; understanding and use of advanced techniques of statistical analyses with faculty supervision; competently designing and conducting research projects with faculty supervision; engagement in at least one opportunity annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); assists faculty in developing grants appropriately; etc. Students are most likely to consistently achieve this level during their second year in the program.

**Advanced Student Level:** Possesses advanced skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an advanced student status. Advanced criteria in the area of research include, but are not limited to, accomplishments such as: acquisition of skills needed to execute sophisticated techniques of statistical analyses without faculty supervision; independence in competently designing and conducting research projects; engagement in multiple opportunities annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); primary authorship on small grants and/or advanced assistance of faculty on large grants; etc. Students are most likely to consistently achieve this level during their third year in the program.

**Professional Level:** Possesses entry-level doctoral professional skills. For example, ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an entry-level professional with a doctoral degree. Students at this level in the area of research exceed advanced standing in competently designing and conducting research projects by identifying gaps in previous literature and applying theory. Research design and analysis skills are doctoral level. Students are most likely to consistently achieve this level during their fourth year or during dissertation completion.

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 researcher, during which time you may adjust the ratings as you see fit and sign the form. Your time and effort is greatly appreciated!

## Research

At what level does the student demonstrate substantial understanding or competence in...

<b>1...research design (e.g., between and within designs, correlational and experimental designs).</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>2...understanding and use of appropriate methods and instrumentation (e.g., surveys, imaging techniques, tests, observation).</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>3...dissemination of research results (e.g., professional conference presentations, manuscript submissions to peer-reviewed outlets).</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>4...use and interpretation of statistical tests and analyses (e.g., descriptive statistics, correlation, t-tests, ANOVA, ANCOVA, MANOVA, regression, SEM, evaluations of mediation/moderation, power/effect size estimations).</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>5...use of professional-grade software (e.g., SPSS/PASW, SAS) to accomplish statistical analyses.</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>6...translation of psychological research (bench to bedside; how basic findings can be translatable to applied settings and situations; conducting research in applied areas; collaborating on actual translation or intervention)</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>7...issues of cultural and individual diversity as applied to research.</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>8...effective supervision and leadership of lab personnel.</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

\_\_\_\_\_positive attitude toward research in psychology

## Teaching

At what level does the student demonstrate substantial understanding or competence in...

<b>1...mechanics of teaching (e.g., syllabus and class preparation, classroom or online presentation and management, testing and grading)</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>2... issues of cultural and individual diversity in the classroom.</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A
<b>3... knowledge of content in courses taught</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- \_\_\_\_\_ professionalism in the classroom (e.g., starts class on time, doesn't cancel class often, returns papers in a timely fashion, keeps regular office hours, responds to students outside of class)
- \_\_\_\_\_ appropriate encouragement of student interaction in the classroom
- \_\_\_\_\_ responsiveness to student comments/questions in the classroom
- \_\_\_\_\_ positive attitude toward teaching of psychology

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Professionalism/Colleagiality

At what level does the student demonstrate substantial understanding or competence in...

<b>1... initiative and seeking out professional development opportunities and growth (e.g., attending talks and defenses, applies for awards, initiates ideas for conferences, mentors peers)</b>					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

- \_\_\_\_\_ interpersonal communication with faculty and peers (friendly, helpful, socially appropriate)
- \_\_\_\_\_ responsibility and strong work ethic (e.g., does what is expected or assigned, attends meetings on time)
- \_\_\_\_\_ prompt responsiveness (e.g., drafts, assignments, emails, revisions)
- \_\_\_\_\_ appropriate contribution and presence in the ETSU Department of Psychology and primary lab

Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Academics

At what level does the student demonstrate substantial understanding or competence in...

1... integration and accumulation of knowledge					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

  

2... translating the science of psychology					
Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level		N/A

Please provide a checkmark if student is performing below expectation in the areas listed below, and then elaborate on the issue in the space provided:

\_\_\_\_\_ diligence in coursework (e.g., comes to class prepared, completes assignments on time)

\_\_\_\_\_ positive attitude toward learning psychological science

Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

General Comments by Advisor:

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Strengths:

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Student Areas for Improvement:

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\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date of Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date of Signature

**ETSU Clinical Psychology PhD Program**  
Graduate Student Research Competencies Form

**Student Name (print) and Cohort Year:**

**Primary Academic Advisor Name (print):**

**Semester (circle specifics):** Spring Summer Fall Year (write in): \_\_\_\_\_

**Program Year  
(circle proper level):**

Year 1

Year 2

Year 3

Year 4

Year 5+

**INSTRUCTIONS for SUPERVISORS (IMPORTANT, PLEASE READ CAREFULLY):**

**\*Do NOT rate students at Levels Higher Than Appropriate. Ratings should reasonably reflect their actual time in the program to date. The purpose of the evaluation process is to show accurately the development which occurs across time as a result of experience, education, and training.**

Mark N/A if an item is not applicable, and fill out all other item as follows:

**Scale/Rating Definitions:**

**Needs Remediation:** Requires remedial work in this area; competency attainment is not at level expected for type of research experience being rated. Specific activities may be required to address noted issues.

**Beginning Student Level:** Possesses basic research skills. Ratings reflect knowledge, understanding, and application of fundamental research methods and analyses. Students are most likely to consistently achieve this level during their first year in the program.

**Intermediate Student Level:** Possesses intermediate research skills. Ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an intermediate student status. Intermediate criteria include, but are not limited to, accomplishments such as: ability to formulate basic hypotheses and articulate methods to test research questions; understanding and use of advanced techniques of statistical analyses with faculty supervision; competently designing and conducting research projects with faculty supervision; engagement in at least one opportunity annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); assists faculty in developing grants; etc. Students are most likely to consistently achieve this level during their second and third years in the program.

**Advanced Student Level:** Possesses advanced research skills. Ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an advanced student status. Advanced criteria include, but are not limited to, accomplishments such as: acquisition of skills needed to execute sophisticated techniques of statistical analyses without faculty supervision; independence in competently designing and conducting research projects; engagement in multiple opportunities annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); primary authorship on small grants and/or advanced assistance of faculty on large grants; etc. Students are most likely to consistently achieve this level during their third and fourth years in the program.

**Professional Level:** Possesses entry level doctoral professional research skills. Ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an entry-level professional with a doctoral degree. Students are most likely to consistently achieve this level during dissertation completion and/or Internship years.

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 researcher, 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!

**At what level does the student demonstrate substantial understanding and competence in**

**1...research design (e.g., between and within designs, correlational and experimental designs).**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**2...use of instrumentation (e.g., surveys, imaging techniques, tests, observation).**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**3... dissemination of research results (e.g., professional conference presentations, manuscript submissions to peer-reviewed outlets).**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**4...psychometric issues (e.g., understanding and assessing reliability and validity specific to relevant research methods).**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**5... use of professional-grade software (e.g., SPSS/PASW, SAS) to accomplish statistical analyses.**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**6...use and interpretation of statistical tests and analyses (e.g., descriptive statistics, correlation, t-tests, ANOVA, ANCOVA, MANOVA, regression, SEM, evaluations of mediation/moderation, power/effect size estimations).**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**7...integration of statistical interpretations into results and discussion sections of presentations, manuscripts and/or major programmatic milestone projects (i.e., thesis, preliminary examination, dissertation).**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**8...application of ethical principles found within APA's Ethical Principles of Psychologists & Code of Conduct, Federal and State (HIPAA, OHRP, Code of Federal Regulations) Policies, and ETSU's Guidelines on the Responsible Conduct of Research. These include, but are not limited to, issues pertaining to Informed Consent, privacy and confidentiality, participant recruitment and selection, debriefing procedures, safekeeping of data, etc.**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**9...issues of cultural and individual diversity as applied to research.**

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**10...issues pertaining to community-based research, and/or research in rural areas, and/or research in 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:

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Student Strengths:

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Student Areas for Improvement:

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\_\_\_\_\_  
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:

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**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): \_\_\_\_\_

<b>Experience Level (circle proper level):</b>	Clerkship II	BHWC Practicum I	Advanced Practica/Externship	Pre-doctoral Internship
<b>Placement Type (circle if applicable):</b>	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 at level expected for type of clinical experience being rated. Specific activities may be required to address noted issues.

**Beginning Student Level:** Shows basic knowledge and understanding of how to analyze problems and of intervention skills and the processes and techniques of implementing them.

**Intermediate Student Level:** Recognizes some important recurring domain features and to select appropriate strategies to address the issue at hand. Generalization of diagnostic and intervention skills to new situations and clients is limited, and 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. Recognition of overall patterns, of a set of possible diagnoses, and/or treatment processes and outcomes for a given case are taking shape. Student is less flexible in these areas than the proficient psychologist, but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

**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 during 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-IV-TR 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
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**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
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**II-2...the affective aspects of behavior.**

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

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

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

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

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

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

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

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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**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
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**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
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<b>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).</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

**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...**

<b>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.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

<b>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.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

<b>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.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

<b>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.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A



**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)**

<b>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.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

<b>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.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A



**IV: MISSION SPECIFIC SKILLS: RURAL AND/OR PRIMARY CARE PLACEMENTS ONLY**

<b>IV-1 Demonstrates an understanding of community-based practice in rural and/or primary care settings.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
<b>IV-2 Demonstrates knowledge and skills in inter-professional collaboration and professional consultation in rural and/or primary care settings.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
<b>IV-3 Demonstrates knowledge and skills in applying models of evidence-based assessment and intervention in rural and/or primary care settings.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
<b>IV-4 Demonstrates applied knowledge of clinical supervision in rural and/or primary care settings.</b>					
Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A

General Comments by Supervisor:

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Nature of Direct Observation of Student Performance:

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Student Strengths:

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Student Areas for Improvement:

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\_\_\_\_\_  
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:

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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.





**Assessment Experience: What types of assessment activities were you involved in, and in what capacities?**

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Estimate Total Number of Hours Involved in Some Aspect of Assessment: \_\_\_\_\_

With regard to Assessment:

Frequency of Supervisory Meetings (formal or informal):

1	2	3	4
Rare or No Meetings	Irregular or Sporadic Meetings	Regular Meetings	Frequent and Whenever Needed

Quality of Supervisory Meetings (formal or informal):

1	2	3	4
Poor	Fair	Good	Excellent

Quality of Experience:

1	2	3	4
Poor	Fair	Good	Excellent

**Other Activities: What types of other activities (e.g., chart review, note writing, didactic activities, shadowing, consulting) were you involved in, and in what capacities?**

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Estimate Total Number of Hours Involved in Activities Other than Treatment/Intervention/Assessment: \_\_\_\_\_

With regard to Other Activities:

Quality of Experience:

1	2	3	4
Poor	Fair	Good	Excellent

Placement Strengths:

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Placement Weaknesses:

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Specific Advice for Future Student Clinicians at This Placement:

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

