UNIVERSITY OF LOUISVILE

Clinical Psychology Doctoral Program Clinical Practicum Evaluation

Student		Semester	
Supervisor		Year	

	wing scale:	tours monfou	****	dayalammanı	t. mamadial	l mlam davi	alamad an	nd attacks				
1		Unsatisfactory performance or development; remedial plan developed and attached										
2		Performance in consistently below expected level										
3	Performan	ce is below	expected	level, but is	anticipate	d to impro	ove with	additiona	l supervi	sion and	developr	nent
4	Performan	ce is satisfa	actory and	at expected	level							
5	Performan	ce is satisfa	actory and	often above	expected	level						
6	Performan	ce is consi	stently abo	ve expected	level							
7	Performan	ce is consis	stently out	standing and	l above stu	ıdent's ex	pected le	vel				
NA	Not application	able for thi	s student									
						1					Γ	
CL	INICAL AT	TITUDE	Overa	all Rating:	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	
~	nding in scien	nce/empiri	ciem and u	use of scienti	fic data in	-1::1	_44:	. 4 . 1::	1 decision	n malzina		
TOTIL	IUIIIP III SCICI											
_	•	•					·		ii decisioi	ii iiiakiiig		
_					□ 6	□ 7	ettings ai		ii decisioi	n making		
□ 1 Exerc	☐ 2	☐ 3	□ 4	□ 5	□ 6	□ 7	□ NA			C		
□ 1 Exerc	□ 2	☐ 3	□ 4	□ 5	□ 6	□ 7	□ NA	opinions		C		
□ 1 Exerc views	☐ 2 ises critical t	☐ 3 Chinking sking data)	☐ 4	☐ 5	□ 6	□ 7 iminate fa	□ NA	opinions		C		
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Self-dire	ection; eag	er to lear	rn, tak	es initiat	tive in dev	eloping co	nceptuali	zation	, integra	ating da	ta vs. 1	relyii	ng on s	supervisor
\Box 1	\square 2	□ 3		4	□ 5	□ 6	□ 7	\square N	NΑ					
Respect	for clients													
\Box 1	\square 2	\Box 3		4	□ 5	□ 6	□ 7	\square N	NΑ					
Respect	for colleas	gues												
\Box 1	\square 2	\square 3		4	□ 5	\Box 6	□ 7		NΑ					
m: 1:			. •											
	ess in worl	_						_ ,	T. 4					
□ 1	\square 2	□ 3		4	□ 5	□ 6	□ 7		NA					
Comme	nts on Cli	nical At	titude											
CLINIC	AL KNO	WLEDO	GE	0 1	ID (
	AL KNO		GE	Overal	I Rating:		□ 2	□ 3	□ 4	□ 5		6	□ 7	□NA
A	ND SKIL	LLS												
A General in	ND SKII	LS al qualit	ies tha	t suppor	t effective	□ 1								
A General in	ND SKIL	al qualiterapeutic	ies tha	t suppor	t effective			y to bu						
A General in ability to	nterperson sustain the	al qualiterapeutic	ies tha	t suppor	t effective	therapy (e	e.g., abilit	y to bu	uild rap					
General in ability to	nterperson sustain the	al qualiterapeutic	ies tha	t suppor	t effective	therapy (e	e.g., abilit	y to bu	uild rap					
General in ability to □ 1 A. Asses	nterperson sustain the	al qualiterapeutic	ies that relation	t suppor onships)	rt effective	therapy (6	e.g., abilit	y to bu	uild rap					
General in ability to 1 A. Asses Technical	nterperson sustain the	al qualitierapeutic 2 Ils est admi	ies that relation 3	t support support support support to the support to	t effective 5 ring, and i	therapy (6	e.g., abilit	y to bu	uild rap					
General in ability to □ 1 A. Asses	nterperson sustain the	al qualiterapeutic	ies that relation	t suppor onships)	rt effective	therapy (6	e.g., abilit	y to bu	uild rap					
General in ability to □ 1 A. Asses Technical □ 1	nterperson sustain the swent ski	al qualiterapeutic Ils est admi	ies that relation 3	t support supp	rt effective 5 ring, and i	therapy (6	e.g., abilit 7 on 7	y to bu	ild rap	port, ca	pacity			
General in ability to 1 A. Asses Technical 1 Understan	nterperson sustain the sment ski	al qualitierapeutic Ils est admi construc	ies that relation 3	t support sonships) 4 ion, scor	ring, and i	therapy (6	e.g., abilit 7 on 7 ty, validit	ty, stan	uild rap	port, ca	pacity			
General in ability to □ 1 A. Asses Technical □ 1	nterperson sustain the swent ski	al qualitierapeutic Ils est admi construc	ies that relation 3	t support supp	rt effective 5 ring, and i	therapy (6	e.g., abilit 7 on 7	ty, stan	ild rap	port, ca	pacity			
General in ability to 1 A. Asses Technical 1 Understan	nterperson sustain the sment ski	al qualiterapeutic Ils est admi construct United States of the state	nistrat 3 tion ar	t support supp	rt effective 5 ring, and i 5 nportance	therapy (6 therapy (6) nterpretati 6 of reliabili	e.g., abilit 7 on 7 ty, validit	ty, stan	ild rap NA NA dardiza	port, ca	pacity			
General in ability to 1 A. Asses Technical 1 Understan 1 Ability to	nterperson sustain the swent ski skills in the skills in t	al qualitierapeutic 2 Ils rest admi 2 construc 2 propriate	nistrat 3 nistrat 3 assess	t support sonships) 4 ion, scott 4 ad the im 4 sment pr	ring, and i 5 portance 5 rotocol for	therapy (6 therapy (6) nterpretati 6 of reliabili 6 variety of	e.g., abilit 7 on 7 ty, validit 7	ty, stan	I NA NA NA NA NA NA NA	port, ca	pacity			
General in ability to 1 A. Asses Technical 1 Understan	nterperson sustain the sment ski	al qualitierapeutic 2 Ils rest admi 2 construc 2 propriate	nistrat 3 tion ar	t support supp	rt effective 5 ring, and i 5 nportance	therapy (6 therapy (6) nterpretati 6 of reliabili	e.g., abilit 7 on 7 ty, validit	ty, stan	ild rap NA NA dardiza	port, ca	pacity			
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General in ability to 1 A. Asses Technical 1 Understan 1 Ability to	nterperson sustain the swent ski skills in to the skills in to the select app	al qualitierapeutic lis rest admi construc propriate clear, the	nistrat 3 nistrat 3 assess 3	t support sonships) 4 ion, score 4 d the im 4 sment pr 4	ring, and i 5 portance 5 rotocol for	therapy (6 therapy (6) nterpretati 6 of reliabili 6 variety of	e.g., abilit	ty, stan	I NA NA NA NA NA NA NA	port, ca	pacity			

Understa	anding	of DSM-	5; uses dia	gnoses to	establish tr	eatment g	oals as ap	propriate
□ 1		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
B. Inter	rventio	on skills						
Knowled	dge of	empirical	ly-support	ed interver	ntions			
□ 1		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
Applicat	tion of	empirical	ly-support	ed interve	ntions			
□ 1		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
Actively	consu	ılts extant	literature	to inform c	clinical pra	ctice		
□ 1		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
Understa	anding	"nonspec	rific" facto	rs in therap	py and thei	r influence	e on clinio	cal practice
□ 1		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
Understa	anding	mechanis	sms of cha	nge and the	e ability to	apply this	knowled	ge in interventions
□ 1		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
Ability t	o prov	ide neer s	upervision	1				
	-			□ 4	□ 5	□ 6	□ 7	□ NA
C. Cone	ceptua	al skills						
Ability t	o conc	entualize	within tea	m orientati	ion			
		□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ NA
Contribu	itions 1	to team di	couccions					
				□ 4	□ 5	□ 6	□ 7	□ NA
Comme	nts on	Clinical	Knowledg	ge and Ski	lls			

INTEGRATION OF DIVERSITY / C COMPETENCE IN CLINICAL PR		Overall Rating:	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□NA
Supervised assessment experiences w	with diverse n	onulations?		•						
☐ YES ☐ NO	-	N/A								
		J 1 N/A								
Supervised intervention experiences	with diverse j	populations	?							
☐ YES ☐ NO		□ N/A								
Conveys awareness of and sensitivity and spiritual beliefs	to difference	es based on	ethnicit	y, gende	r, sexua	l orienta	tion, disa	ability,		
-	□ 4 □	5 🗆 6		7 🗆] NA					
Familiarity with current practice guid	lelines on cul	tural praction	ce							
	□ 4 □	5 🗆 6		7 🗆	□ NA					
Comments on Diversity / Cultural	Competence									
ETHICAL PRACTICE	Overall Ra	ating:	1 [2 _	3	4 🗆	5	6 [7 🗆	NA
Recognizes ethical issues when they a	rica									
$\Box \ 1 \Box \ 2 \Box \ 3 \Box \ 4$		□ 6	□ 7		NT A					
		□ 0	□ /	ا ل	NA.					
Conforms to ethical principles in clinic	cal work									
		□ 6	□ 7		NA					
Comments on Ethical Practice										

			OVERALL	CLINICAL B	EVALUATIO	PN .		
	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	
				I			<u> </u>	_
Summary	of Strengths							
Summary	of Areas for F	urther Deve	elopment					
Please che	ck here if a rei	nedial plan	is attached to	the evaluation:				
		.						
Has the stu	dent successfull	y completed :	all requiremen	ts for the semeste	r covered by thi	is evaluation?	☐ YES	□ NO
I have revi	ewed this evalu	ation with t	he student.					
	Supervi	sor Signature				Date	_	
	•	C						
Student								
Comments	3							
	ived a full exp with the evalu		his evaluation	. I understand t	hat my signatu	re does not ne	cessarily indic	ate
agreement	wiin ine evalu	uuon.						
					<u></u>			
	Stude	nt Signature	<u>-</u>			Date		