

End of Semester Clinical Evaluation



UNIVERSITY OF LOUISVILLE
Clinical Psychology Ph.D. Program
End of Semester Clinical Evaluation

This feedback form is consistent with the training model for our clinical psychology program as it uses a developmental progress, 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.

The ratings will be shared with students and information from the form will be summarized in the student review letters each semester.

For Spring semester evaluations only: Prior to completing this form, please ask the student to provide you with the following hours/report counts done under your supervision from August through the time you complete your evaluation in Spring (Spring evaluations are due to the program by late April). Assessment reports/hours conducted another PSC faculty member's supervision can be counted here if the reports/hours have been confirmed from the supervisor to you.

- Intervention hours
- Supervision-individual hours
- Supervision-group hours
- Assessment hours
- Number of completed integrated reports

Semester & Year

* must provide value

- Fall 2024
- Spring 2025
- Summer 2025
- Fall 2025
- Spring 2026

Name of Clinical Supervisor (your name)

First Last

E.g., Sara Bufferd

* must provide value

Name of student supervisee (you can start typing the student's name and it will pop up)

* must provide value

Student's year in the program

* must provide value

- First Second Third Fourth Fifth Sixth Seventh

Practicum placement name(i.e., Name of external site or Name of UofL PSC Team)

* must provide value

I. Assessment / Diagnosis / Case Conceptualization

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Effectively gathers information about the nature and severity of clients' presenting concerns. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Formulates meaningful case conceptualizations and hypotheses concerning client behavior and dynamics. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Develops treatment goals that are appropriate. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Knowledgeable about and open to various theoretical approaches and their application to diverse clients. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Knowledgeable about when to seek further information to conceptualize the client. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrates competence using diagnostic criteria (DSM-5) including differential diagnoses. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Incorporates cultural considerations into assessment, diagnosis, treatment planning, and case conceptualizations. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Assessment/Diagnosis/Case Conceptualization * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Assessment/Diagnosis/Case Conceptualization

II. Intervention

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Uses basic interviewing skills effectively, including initiating & terminating the interview appropriately. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ability to form a working alliance with clients. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tolerates difficult emotions and explores clients' feelings. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Deals with ruptures effectively and negotiates differences with clients. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Knowledgeable about different interventions, demonstrates flexibility and knowledge about when to change interventions, and selects interventions based on client needs. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Adapts and tailors interventions and mainstream treatment methods to be culturally relevant and congruent to clients. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Refers clients to appropriate resources when appropriate (e.g., psychiatry, group, community therapists, agencies). <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Considers empirically supported treatments or evidence-based treatments. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prepares clients for termination of treatment appropriately and sensitively. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Understands and maintains appropriate professional boundaries with clients. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Intervention <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Intervention

III. Psychological Testing

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Administers and scores psychological tests appropriately, in a standard way, and capably. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Integrates data into meaningful statements about clients. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates ability to develop appropriate recommendations and to relate recommendations to assessment findings and conclusions. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Communicates test results to client in a clear, competent and sensitive manner.
 * must provide value

Overall rating on Psychological Testing
 * must provide value

Comments on Psychological Testing

IV. Crisis Intervention

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Assesses crisis situations appropriately. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Intervenes during crisis situations appropriately. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Conducts suicidal and homicidality assessments thoroughly, effectively and appropriately. Elicits relevant information. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assesses for potential child and elder abuse/neglect and domestic violence thoroughly, effectively, and appropriately. Elicits relevant information. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Seeks appropriate consultation or supervision when encountering crisis situations. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Follows-up with client needs related to the crisis and provides case management when appropriate. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrates ability to remain calm during a crisis situation. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Crisis Intervention * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Crisis Intervention

V. Consultation and Outreach

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
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1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Knowledgeable about when to consult with other professionals or supervisors. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Knowledgeable about didactic learning strategies that take into consideration developmental and individual differences during outreach programs. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrates comfort in presenting to audiences and engages audience when presenting. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrates clear and effective communication skills in both consultation and outreach. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Consultation and Outreach * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Consultation and Outreach

VI. Personal Characteristics and Professionalism

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Monitors and accurately assesses own strengths and weaknesses (i.e., self-awareness). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Empathizes with thoughts, feelings, and needs of others (i.e., empathy). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrates ability to identify personal distress and uses resources that support healthy functioning when experiencing personal distress (i.e., self-care). * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrates awareness of one's own feelings toward clients and understands client's impact on self. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Understands impact of self on others including colleagues and clients. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Demonstrates professionalism in the workplace (e.g., dress, work ethic, timeliness)

* must provide value

Overall rating on Personal Characteristics and Professionalism

* must provide value

Comments on Personal Characteristics and Professionalism

VII. Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Works collaboratively with peers and colleagues. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provides constructive feedback and support to peers. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Receives feedback non-defensively from peers. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Respects support staff roles and persons. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Willing to acknowledge and correct interpersonal conflict with colleagues if applicable. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Relationships and Interpersonal Issues (Colleagues, Practicum Site), Professionalism

VIII. Use of Supervision

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Open and non-defensive to supervisory evaluation and feedback. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Self-reflects and self-evaluates regarding clinical work with clients. * must provide value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Willing to voice own opinion and does not inappropriately defer to supervisor. Demonstrates good judgment as to when supervisory input is necessary. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Communicates self to the supervisor when appropriate (i.e., transparency) <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Willing to take risks and acknowledge troublesome areas and make mistakes. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Applies what is discussed in supervision to interactions with clients. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Use of Supervision <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Use of Supervision

IX. Management and Administration

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Follows practicum site / agency's policies and operating procedures. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Documents crisis assessments appropriately. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Management and Administration <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Management and Administration

X. Diversity - Individual and Cultural Differences

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Knowledge of one's own beliefs, values, attitudes, assumptions in the context of diversity. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Recognizes own biases and stereotypes, personal limitations, and areas for future growth and takes action to reduce such biases. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Open to exploring one's feelings and reactions to power and diversity issues. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Knowledge about the nature and impact of diversity in different clinical situations. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Facilitates discourse and acts as an ally when oppression or poor treatment is imposed on stigmatized and underserved groups. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Infuses culture and diversity into all aspects of professional work. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Demonstrates respect for and values differing worldviews in all domains of professional practice and professional interactions. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Diversity - Individual and Cultural Differences <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Diversity - Individual and Cultural Differences

XI. Ethical and Legal Standards

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Knowledgeable about ethical principles, legal mandates, and standards of professional conduct. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recognizes and analyzes ethical dilemmas and legal issues using ethical decision-making skills across the range of professional activities in the clinical setting. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Seeks appropriate information and consultation when faced with ethical issues and dilemmas. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Behaves ethically across all aspects of professional work. <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Ethical and Legal Standards <i>* must provide value</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Ethical and Legal Standards

XII. Peer supervision

(i.e., formal Peer supervision conducted per the Peer Supervision Policy if relevant this semester; do not evaluate any informal peer assistance).

	AE: Above expected levels or skills	E: Meets expectations	A: Additional attention/focus needed	R: Formal remediation needed	N/A
1. Demonstrates knowledge of supervision models and practices. <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates knowledge of contemporary evidence-based supervision literature. <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides clear feedback to peer supervisee. <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Adequately seeks guidance from faculty supervisor to assist in peer supervision. <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Peer Supervision <small>* must provide value</small>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on Peer Supervision

Comments on Overall Evaluation:

Summary of Strengths:

* must provide value

Summary of Areas for Further Development:

* must provide value

Direct Observation Requirement

Please indicate whether your evaluation of this doctoral student's clinical work is based, in part, on at least one direct observation (live or by video recording) during this evaluation period (Audio recording alone is not sufficient to meet the requirements of direct observation).

Yes

No

* must provide value

For Spring semester evaluations only:

Please collect the following information from the student supervisee and list that information here. These hours/reports should reflect the student's work conducted under your supervision in this calendar year until the time of this evaluation (usually August-April). Assessment reports/hours conducted another PSC faculty member's supervision can be counted here if the reports/hours have been confirmed from the supervisor to you. Your signature on this evaluation confirms the accuracy of this information.

**Intervention hours
(numbers only)**

* must provide value

**Supervision hours - Group
(numbers only)**

* must provide value

**Supervision hours - Individual
(numbers only)**

* must provide value

Number of completed Integrated reports:

A report that includes a review of history, results of an interview and at least two psychological tests from one or more of the following categories: personality measures, intellectual tests, cognitive tests, and neuropsychological tests (numbers only)

* must provide value

**Assessment hours
(numbers only)**

* must provide value

Please include any notes or other information relevant to hours and report tracking here.

Supervisor signature

* must provide value

Today's date

* must provide value

M-D-Y

Submit

Save & Return Later

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