
Student's year in the program

First Second Third Fourth Fifth Sixth Seventh

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

Instructions

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.

Please rate each of the items below within each competency area. You will provide specific ratings for each item as well as an overall performance rating for each competency area.

Please use the following scale to make your ratings:

AE = Above expected levels or skills. STRONG performance in this area

E = Meets expectations for level of training

A = Additional attention/focus needed in this area to be at expected level of skill development
(must include specific communication between trainee, supervisor and program DCT)

R = Formal remediation needed. Growth plan developed by supervisor and student (must include PSC also include PSC Director and DCT)

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

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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Develops treatment goals that are appropriate.	<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.	<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.	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Assessment/Diagnosis/Case Conceptualization	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ability to form a working alliance with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tolerates difficult emotions and explores clients' feelings.	<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.	<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.	<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.	<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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Considers empirically supported treatments or evidence-based treatments.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Understands and maintains appropriate professional boundaries with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Intervention	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Integrates data into meaningful statements about clients.	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Psychological Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Intervenes during crisis situations appropriately.	<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.	<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.	<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.	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Crisis Intervention	<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
1. When seeking consult, trainee maintains rapport with colleagues and is aware of other disciplines' contributions.	<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.	<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.	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Consultation and Outreach	<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).	<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).	<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).	<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.	<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.	<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.	<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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Personal Characteristics and Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provides constructive feedback and support to peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Receives feedback non-defensively from peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Respects support staff roles and persons.	<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.	<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	<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.	<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.	<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.	<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)	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Use of Supervision	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Documents crisis assessments appropriately.	<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.

Overall rating on Management and Administration

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.	<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.	<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.	<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.	<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.	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Diversity - Individual and Cultural Differences	<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.	<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.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Behaves ethically across all aspects of professional work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Ethical and Legal Standards	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrates knowledge of contemporary evidence-based supervision literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Provides clear feedback to peer supervisee.	<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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall rating on Peer Supervision	<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:

Summary of Areas for Further Development:

Direct Observation Requirement Yes
 No
 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).

Indicate the method(s) you used to directly observe this student's work (check all that apply)

- Video recording
- Live video streaming
- In-person observation

Supervisor signature

Today's date

5) Your current year in the program

- First Second Third Fourth Fifth Sixth Seventh

6) Student comments: Please describe any response(s) to your end of semester clinical evaluation.

7) Student signature

8) Today's date
