

Comprehensive Oral Exam Complete Rating Anchors

1=Unqualified	2=Deficient	3=Sufficient	4=Skilled	5=Exceptional
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I. Presentation Style

EXCEPTIONAL

- Maintains excellent eye contact
- Appears extremely confident and appropriately at ease
- Demonstrates professional demeanor through the comprehensive organization and thorough articulation of responses
- Ability to relate to examiners in a collegial manner

SKILLED

- Frequent eye contact with examiners
- Highly effective and engaging in presentation
- Demonstrates great versatility and organization of thoughts through presentation style

SUFFICIENT

- Appropriate eye contact with examiners
- Maintains good pacing in presentation delivery
- Organizes and articulates responses in a clear and cohesive manner
- Manages exam anxiety satisfactorily

DEFICIENT

- Rare eye contact with examiners, lifted gaze infrequently
- Disorganized or deficient in delivery of responses (examiners had to calm, provide direction, or prompt)
- Exam anxiety not managed adequately

UNQUALIFIED

- No eye contact with examiners
- Level of exam anxiety appears overwhelming and is not managed
- Thoughts and ideas are not conveyed in a clear or cohesive manner, resulting in highly disorganized responses

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II. Crisis Management

1. What crisis issues and/or psychosocial stressors are presented in the case?
2. Describe your clinical management of the crisis, including referrals.

EXCEPTIONAL

- Demonstrates an awareness of subtle indicators
- Integrates crisis management interventions into treatment goals
- Demonstrates a sophisticated understanding of the dynamics of psychosocial stressor(s)

SKILLED

- Identifies a wide range of relevant crisis issues
- Implements an inclusive plan to assist client in managing acute crisis(es)
- Implements an inclusive plan to assist client in managing psychosocial stressor(s)

SUFFICIENT

- Identifies crisis situations and psychosocial stressors relevant to the case
- Demonstrates basic assessment and clinical management of an acute crisis
- Demonstrates clinical management of a psychosocial stressor

DEFICIENT

- Presents incomplete or irrelevant crisis issues or psychosocial stressors
- Assesses or manages the crisis situation in superficial or limited manner
- Manages the psychosocial stressor in superficial or limited manner

UNQUALIFIED

- Omits crisis issues or psychosocial stressors presented in case
- Demonstrates confusing or erroneous assessment or management of the acute crisis issue or psychosocial stressor
- Demonstrates incompetence by mismanaging the crisis or psychosocial stressor and endangers client

III. Legal

3. What are your legal obligations in this case?
4. Describe your clinical management of the legal obligations in this case.

EXCEPTIONAL	<ul style="list-style-type: none">• Demonstrates knowledge of complex and subtle legal obligations• Discusses subtle implications of management of legal obligation(s) within the context of treatment
SKILLED	<ul style="list-style-type: none">• Presents comprehensive awareness of legal obligations in the case• Describes thorough and effective strategies to clinically manage legal obligation(s)
SUFFICIENT	<ul style="list-style-type: none">• Recognizes relevant legal obligations in the case• Demonstrates basic management of legal obligations• Upholds legal mandates• Recognizes impact of a legal obligation on treatment
DEFICIENT	<ul style="list-style-type: none">• Demonstrate incomplete or superficial knowledge of legal obligations• Demonstrates incomplete or superficial management of a legal obligation• Minimizes impact of a legal obligation on treatment
UNQUALIFIED	<ul style="list-style-type: none">• Omits or lacks knowledge of legal obligations• Lacks skill in appropriately managing a legal obligation• Fails to recognize the impact of a legal obligation on treatment• Breaks the law and does not uphold legal obligations• Endangers clients and others by mismanaging a legal obligation

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IV. Ethical

5. What are your ethical responsibilities in this case?
6. Describe your clinical management of this ethical responsibility.

EXCEPTIONAL

- Demonstrates knowledge of complex and subtle ethical responsibilities
- Creatively integrates the management of subtle ethical responsibilities into the treatment process

SKILLED

- Presents comprehensive awareness of the ethical responsibilities in the case
- Describes thorough and effective strategies to clinically manage ethical responsibilities

SUFFICIENT

- Recognizes relevant ethical responsibilities in the case
- Demonstrates basic management of an ethical responsibility
- Upholds ethical standards
- Recognizes impact of ethical responsibility on treatment

DEFICIENT

- Demonstrates incomplete or superficial knowledge of ethical responsibilities
- Demonstrates incomplete or superficial management of an ethical responsibility

UNQUALIFIED

- Omits or lacks knowledge of ethical responsibilities
- Lacks skill in managing an ethical responsibility
- Violates ethical standards or discredits profession by engaging in unprofessional conduct
- Harms client or others by ignoring or mismanaging an ethical responsibility

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V. Diversity

9. What human diversity issues are specific to this case?
10. Select one human diversity issue from this vignette and explain how you will incorporate it into your work with this case.

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| EXCEPTIONAL | <ul style="list-style-type: none"> • Demonstrates a sophisticated understanding of human diversity issues • Details the impact of human diversity on the assessment, diagnosis, and treatment process • Communicates or displays an active and ongoing educational course of action in achieving cross-cultural competence |
| SKILLED | <ul style="list-style-type: none"> • Demonstrates in-depth knowledge of human diversity issues and the impact on the therapeutic work • Displays an awareness of the range of human diversity issues • Relays the importance of maintaining cross-cultural competence |
| SUFFICIENT | <ul style="list-style-type: none"> • Identifies human diversity issues relevant to the case • Adequately incorporates the diversity issue in the therapeutic work • Demonstrates cross-cultural competence specific to the case |
| DEFICIENT | <ul style="list-style-type: none"> • Omits key diversity issues • Lacks awareness of the impact of diversity issues on the therapeutic process • Lack of cross-cultural competence specific to the case |
| UNQUALIFIED | <ul style="list-style-type: none"> • Harms or endangers client by expressing insensitivity to diversity issues • Does not address cross-cultural issues relevant to the case • Does not seek out education or knowledge in achieving cross-cultural competence |

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VI. Clinical Assessment

7. Identify a theory that you might apply in the assessment of this case and provide a rationale for its use, keeping in mind what the symptoms may be calling for or serving.
8. Prioritize the clinical issues and identify your provisional diagnoses in this case.

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| EXCEPTIONAL | <ul style="list-style-type: none"> • Assesses for and identifies subtle therapeutic concerns in addition to the comprehensive range of clinical issues within a clearly articulated theoretical framework • Gathers and integrates subtle information pertinent to the case • Integrates assessment information to form a sophisticated differential diagnosis |
| SKILLED | <ul style="list-style-type: none"> • Identifies a comprehensive range of clinical issues within a clearly articulated theoretical framework • Gathers breadth of information pertinent to the case through a variety of techniques • Formulates comprehensive diagnostic impressions based on thorough clinical understanding |
| SUFFICIENT | <ul style="list-style-type: none"> • Identifies a theory and provides a rationale for its use. • Prioritizes clinical issues in case • Formulates realistic diagnostic impressions relevant to the case and demonstrates rationale for diagnoses |
| DEFICIENT | <ul style="list-style-type: none"> • Identifies incomplete or irrelevant clinical issues • Applies or describes a theoretical model inconsistently, superficially, or unrealistically • Uses clinical jargon excessively, superficially, or incorrectly • Gathers insufficient information to formulate a clinical assessment • Makes superficial or incomplete diagnoses or provides insufficient rationale for diagnoses |
| UNQUALIFIED | <ul style="list-style-type: none"> • Omits or incorrectly identifies the clinical issues or diagnoses • Gathers information using inappropriate or confusing methods • Lack of articulation of a theoretical framework • Makes decisions regarding clinical issues or diagnoses which could be harmful or dangerous to client |

VII. Treatment

11. After the crises have been stabilized, describe a complete treatment plan, including goals, interventions, and adjunctive services.
12. How does depth psychology deepen your understanding of this case and affect your treatment?

EXCEPTIONAL

- Demonstrates a sophisticated understanding of how theory and treatment plan are integrated
- Perceives and manages subtle factors which change the course of therapy
- Demonstrates creative application of alternative clinical interventions
- Adapts interventions according to subtle changes in the therapeutic process
- Demonstrates a sophisticated understanding of and integration of depth psychology in understanding and treatment of case

SKILLED

- Provides insightful interventions consistent with treatment plan and theory
- Provides in-depth rationale for interventions chosen in the progression of therapy
- Revises goals and interventions based on changing clinical needs
- Presents an in-depth knowledge of the progression of treatment from a depth psychological perspective

SUFFICIENT

- Develops a treatment plan defining problems, goals, interventions, and adjunctive services
- Involves client in the development of treatment plan (co-created)
- Details the use of appropriate interventions to achieve treatment goals
- Demonstrates knowledge of depth psychology in the treatment process

DEFICIENT

- Bases treatment plan on faulty or inaccurate information
- Uses interventions inconsistent with treatment plan
- Applies interventions or techniques in a superficial or limited manner
- Lists interventions without application to the vignette
- Demonstrates a superficial knowledge of depth psychology

UNQUALIFIED

- Develops a treatment plan that puts client(s) at risk
- Bases interventions on theoretical bias rather than client needs
- Shows lack of clinical skills and counseling techniques
- Applies interventions that put client or others in danger
- Applies interventions that are insensitive to the client's needs
- Demonstrates inadequate knowledge of depth psychology

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VIII. Self Reflection

- 13(a) What clinical issues pose significant challenges to you at this time in your education, training, and experience? or
- 13(b) What are your potential countertransference issues as you reflect on this case?
14. Describe an image, gesture, myth, folktale, literary figure, poem, or musical expression that is evoked as you reflect on this case.

- EXCEPTIONAL**
- Demonstrates a complex awareness of countertransference
 - Demonstrates a highly sophisticated understanding of the dynamics of professional and therapeutic challenges and readily seeks out supervision, consultation, or personal psychotherapy
 - Exceptional self-reflection abilities as evidenced by depth and breadth of responses including the clinical integration of the imaginal through the inclusion of mythology, folktale, literature, gesture/movement, poetry, or musical expression
- SKILLED**
- Reflects upon self including identification of countertransference and seeks out supervision, consultation, or personal psychotherapy when appropriate
 - Demonstrates unique and profound insights of professional and therapeutic challenges
 - Integrates the imaginal dimension appropriately and actively through the inclusion of mythology, folktale, literature, gesture/movement, poetry, or musical expression
- SUFFICIENT**
- Demonstrates considerable insight into significant professional and therapeutic challenges
 - Identifies the importance of seeking supervision, consultation, or personal psychotherapy when appropriate
 - Integrates the imaginal in an appropriate and useful clinical manner through the inclusion of mythology, folktale, literature, gesture/movement, poetry, or musical expression
- DEFICIENT**
- Does not or cannot identify countertransference issues
 - Omits seeking assistance through supervision, consultation, or personal psychotherapy when appropriate
 - Lack of insight into professional or therapeutic challenges
 - Unskilled or clinically irrelevant use of the imaginal
- UNQUALIFIED**
- Demonstrates inability to self-reflect or identify countertransference
 - Exhibits hubris or overestimates confidence in skills
 - Does not seek supervision, consultation, or personal psychotherapy when necessary
 - Omits any awareness or integration of the imaginal

