



Instructions: Please complete and return this form to the Clinical Training Office on a quarterly basis for practicum and internship students. For practicum students, the due dates are **December 31 and June 30**. For internship students, the quarterly due dates are **December 31, March 31, June 30, and September 30**.

Identifying Information			
Student Name:		Academic Quarter:	
Supervisor:		Date Range of Evaluation:	From _____ to _____ (mm/dd/yyyy) (mm/dd/yyyy)
Name of Training Site:		Site Is: <input type="checkbox"/> Practicum <input type="checkbox"/> Internship	

Rating Scale Descriptors:	
3	Exceptional competence, beyond what would normally be expected for this training level.
2	Performance is competent for level of training (this is the programmatic target for all areas).
1	An emerging skill which has not yet reached desired level for this level of training.
0	Competence is not stage-appropriate, and performance is significantly problematic .
N/A	Competency is not applicable to this training site, or no opportunity to assess.

Competencies	Rating:
1. Professional interpersonal behavior. Able to relate appropriately to others, and handles differences diplomatically, openly, tactfully, and effectively.	NA 0 1 2 3
2. Effective coping strategies. Manages personal and professional stressors and challenges. Maintains professional functioning and quality client care.	NA 0 1 2 3
3. Timeliness and responsibility for key client care tasks (e.g., phone calls, letters, chart notes). All client contacts are well documented. Records include crucial information.	NA 0 1 2 3
4. Ethics and law. Shows working knowledge of ethics and legal statutes, and consistently applies these appropriately. Seeks consultation as needed.	NA 0 1 2 3
5. Accuracy of DSM Diagnosis. Demonstrates a thorough working knowledge of DSM multi-axial classification and nosology; reliably able to make accurate diagnoses based on integration of various clinical data.	NA 0 1 2 3
6. Assessment writing. Able to write a well-organized, integrative psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.	NA 0 1 2 3
7. Risk management. Effectively evaluates, manages, and documents client risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with clients in crisis to make appropriate short-term safety plans and to intensify treatment as needed.	NA 0 1 2 3
8. Therapeutic interventions. Well-timed, effective, and consistent with identified theoretical model.	NA 0 1 2 3
9. Countertransference. Understands and uses his/her own emotional reactions to the client in the treatment, using them as a basis to formulate hypotheses about client's current and historical social interactions, and to plan appropriate interpretations and interventions.	NA 0 1 2 3
10. Integration of depth psychology. In clinical contexts, is able to notice, tolerate, and identify unconscious motivations, intense affect, and split-off psychological content in an articulate and helpful way within the context of appropriate clinical boundaries.	NA 0 1 2 3
11. Client rapport. Establishes effective working relationships with a wide range of clients, reliably identifies potentially challenging clients, and seeks supervision.	NA 0 1 2 3
12. Cultural self-awareness. Accurately self-monitors his/her own responses to differences, and differentiates these from client responses. Aware of personal impact on clients different from self. Thoughtful about his/her own cultural identity.	NA 0 1 2 3
13. Scientific inquiry and research skills. Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance clinical practice and other relevant areas.	NA 0 1 2 3
14. Professional writing skills. Evidences mastery of professional writing skills, including clear logical progression of ideas, adequate supporting evidence and/or research, clear and confident prose, and mastery of spelling and grammar conventions.	NA 0 1 2 3
15. Interdisciplinary systems. Demonstrates knowledge, respect, and valuing of roles, functions, and service delivery systems of other professions.	NA 0 1 2 3
16. Overall rating of student based on these ratings.	NA 0 1 2 3



Supervisors: Please note that the following competencies are established as requirements for successful completion of the doctoral program. Students must average at least a “2” in each of these areas by the end of their training.

17. Program Competency 1.1: *(Psychological Diagnosis, Testing, and Case Formulation) Students will demonstrate the ability to utilize diverse approaches to diagnosis and conceptualization of mental health concerns and will be able to utilize psychological tests and other diagnostic tools in their case formulations.*

3 (Exceptional) – Student demonstrates exceptional ability to facilitate a range of clinical interventions, is able to answer complex or difficult referral questions, and exhibits familiarity with populations for whom the instrument is appropriate or inappropriate.	<input type="checkbox"/>
2 (Proficient) – Student is reliably able to properly execute an appropriate range of interventions for an increasingly wide variety of referral questions and client backgrounds and is able to draw diagnostic inferences from the results of interventions, tests, and other clinical data with populations for whom the instrument is appropriate or inappropriate.	<input type="checkbox"/>
1 (Marginal) – Student demonstrates an insufficient ability to select and implement clinical interventions and diagnostic instruments.	<input type="checkbox"/>
0 (Unacceptable) – Student does not show expected stage-appropriate competency to evaluate, diagnose and utilize clinical interventions and shows poor judgement in their clinical decision making and use of consultation.	<input type="checkbox"/>

18. Competency 1.2: *(Psychotherapy, Supervision and Consultation) Students will exhibit skills in offering psychotherapeutic care to diverse individuals and communities; will be able to articulate and critique evidence bases for their interventions; and will be able to use both supervision and consultation to increase their competency.*

3 (Exceptional) – Student independently demonstrates an exceptional, robust sense of their chosen theoretical model and exhibits flexible, professional-level use of deductive reasoning based on their theoretical approach. Student successfully applies advanced psychotherapeutic interventions and can clearly articulate their judgement and decision making during supervision and consultations.	<input type="checkbox"/>
2 (Proficient) – Student evidences reliable skills in case conceptualization and shows consistent proficiency in their ability to discuss and present clinical evaluations and treatment planning in a manner that is concise and clinically appropriate.	<input type="checkbox"/>
1 (Marginal) – Student achieves case conceptualization with supervisory assistance, is aware of clinical factors when they are clearly stated by the client, and needs supervision for development of awareness of underlying issues.	<input type="checkbox"/>
0 (Unacceptable) – Student inadequately develops a theoretical understanding and has significant struggles with case formulation. Student misses or misperceives important clinical factors.	<input type="checkbox"/>

19. Competency 1.3: *(Professional Behavior, Ethics, and Cultural Competence) Students will demonstrate working knowledge of ethical principles and state laws, and will consistently and reflexively apply these in clinical practice and training; will exhibit professional interpersonal behavior in a variety of academic and clinical settings. Students will demonstrate knowledge, awareness, and skills in understanding and working with issues of social justice, including implicit/unconscious individual and cultural differences which influence clinical practice.*

3 (Exceptional) – Student shows exceptional knowledge of ethical principles and, without being prompted, seeks consultation when treating complex cases and working with unfamiliar symptoms. Student remains nondefensive when receiving supervisory input. Student demonstrates awareness, knowledge, and skills to meet the needs of culturally diverse clients.	<input type="checkbox"/>
2 (Proficient) – Student generally accepts supervision well. Student may be occasionally defensive but shows a willingness to reflect on learning edges, assumptions, and biases. Student shows consistent Student continues to develop multicultural competence in their clinical work and interpersonal behaviors. Student needs supervisory input for determination of readiness to try new skills.	<input type="checkbox"/>
1 (Marginal) – Student needs intensive supervision and guidance and has limited capacity for assessing his or her own strengths, limitations, and biases.	<input type="checkbox"/>
0 (Unacceptable) – Student is significantly defensive and inflexible, or resists important and necessary feedback.	<input type="checkbox"/>

20. Competency 1.4: *(Foundational Knowledge in Clinical Psychology) Students will demonstrate working knowledge of foundational areas of clinical psychology, including depth psychology, social and biological bases of behavior, cognitive and affective bases of behavior, developmental pathways.*

3 (Exceptional) – Student shows superior ability to intervene on a wide range of clinical problems and diagnoses. Student draws from a well-learned set of evidence-based interventions that facilitate client acceptance and change.	<input type="checkbox"/>
2 (Proficient) – Student interventions and interpretations are sufficiently tailored to specific diagnostic formulations. The student shows proficient abilities in selecting evidence-based interventions that are appropriate to the patients unique clinical presentation, needs, degree of motivation, and abilities.	<input type="checkbox"/>
1 (Marginal) – Student cannot reliably maintain a therapeutic frame, does not possess appropriate listening skills and boundaries, and is deficient in developing a range of effective therapeutic interventions consistent with a theoretical model.	<input type="checkbox"/>
0 (Unacceptable) – Student exhibits the inability to target interventions to clients' level of understanding and motivation, or to maintain appropriate therapeutic frame and/or boundaries.	<input type="checkbox"/>



The strengths of the student:

Areas which need further development:

Please report the hours accrued for this date range of evaluation for each section below:

Hours of face-to-face individual supervision			Hours of face-to-face group supervision		
With Primary Supervisor:		With Delegated Supervisor:	With Primary Supervisor:		With Delegated Supervisor:

Number of Hours	Category and Description
	Intervention services to clients (e.g., individual or group psychotherapy, couples, children, or family psychotherapy, intake interviews)
	Assessment services to clients (e.g., psychodiagnostic testing, neuropsychological assessment, clinical interviewing, etc)
	Support Activities at this site (e.g., case management, record keeping, other non-clinical services)
Total Hours	Includes all Supervision, Intervention, Assessment and Support Activities Hours.

Do the Total Hours equal the Supervision, Intervention, Assessment, and Support Activities hours? YES NO

Did the student receive direct observation providing intervention services, either live or electronically, during this evaluation period? YES NO

Is the student still working at the site at this time? YES NO

If no, please state the date of termination.

If yes, what is the anticipated date of completion?

_____ Date of termination / expected completion

Name of Supervisor (Print)

License No.

Signature of Supervisor

Date

Student Name (Print)

**Students: Return form to
Andrea Alfaro, the Clinical Training
Coordinator by email at
aalfaro@pacifica.edu**