



Psy.D. Program in Clinical Psychology  
UNIVERSITY OF LA VERNE

**Assessment of competencies developed during second practicum  
(for use in Psy 655/656)**

<b>Student</b>	
<b>Year Entered Program</b>	
<b>Name of Practicum Setting</b>	
<b>Supervisor's Name</b>	
<b>Supervisor's License Number</b>	
<b>*Postdoc's Supervisor</b>	
<b>Evaluation Date</b>	

\* (if supervisor is a postdoc, please include name and license number of postdoc's supervisor)

**Overview**

By completion of the second practicum, students are expected to demonstrate an “intermediate” level of competence. According to Hatcher and Lassiter (2007, p.52) “Students at the intermediate level of competence have gained enough experience through practice, supervision, and instruction, to be able to recognize some important recurring domain features and to select appropriate strategies to address the issue at hand.”

Supervisor ratings of student performance during the second practicum should be based on the student's competence as an intermediate level practicum student. Students are expected to meet (or exceed) the expectations of an intermediate level of competence by the end of the training year (i.e. ratings of 3 or higher in all categories).

Consistent with the Standards of Accreditation of the American Psychological Association, the supervisor who is evaluating the trainee's performance must base part of that evaluation on direct observation. Such observation may be in-person observation (e.g. in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or review of audio or video recording. At minimum, supervisors are to conduct one direct observation per evaluation period (mid-year and final evaluation).

**Supervisors:** Please circle your rating for each competency are listed below using the following scale:

<b>4</b>	Student exceeds expectations of an intermediate level practicum student
<b>3</b>	Students meets expectations of an intermediate level practicum student
<b>2</b>	Student is slightly below expectations of an intermediate level practicum student
<b>1</b>	Student does not meet expectations of an intermediate level practicum student
<b>N/A</b>	Not Applicable

<b>1. Relationship/Interpersonal Skills</b>	
The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, supportive, professional and ethical. Professional psychologists should possess these basic competencies when they first begin their clinical training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives to date, helping the student hone and refine these abilities into professional competencies in the clinical setting is a key aim of the practicum. In particular, the practicum seeks to enhance students' skills in forming relationships:	
<b>A. With patients/clients/families</b>	
1. Ability to take a respectful, helpful professional approach to patients/clients/families	4 3 2 1 N/A
2. Ability to form a working alliance	4 3 2 1 N/A
3. Ability to deal with conflict, negotiate differences	4 3 2 1 N/A
4. Ability to understand and maintain appropriate professional boundaries	4 3 2 1 N/A
<b>B. With colleagues</b>	
1. Ability to work collegially with fellow professionals	4 3 2 1 N/A
2. Ability to support others and their work and to gain support for one's own work	4 3 2 1 N/A
3. Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers	4 3 2 1 N/A
<b>C. With supervisors, the ability to make effective use of supervision, including:</b>	
1. Ability to work collaboratively with the supervisor	4 3 2 1 N/A
2. Ability to prepare for supervision	4 3 2 1 N/A
3. Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors	4 3 2 1 N/A
4. Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary	4 3 2 1 N/A
<b>D. With support staff</b>	
1. Ability to be respectful of support staff roles and persons	4 3 2 1 N/A
<b>E. With various teams</b>	
1. Ability to participate fully in team's work	4 3 2 1 N/A
2. Ability to understand and observe team's operating procedures	4 3 2 1 N/A
<b>F. With community professionals</b>	
1. Ability to communicate professionally and work collaboratively with community professionals	4 3 2 1 N/A

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<b>N/A</b>	Not Applicable

<b>1. Relationship/Interpersonal Skills (continued)</b>	
<b>G. With the practicum site itself</b>	
1. Ability to understand and observe agency’s operating procedures	4 3 2 1 N/A
2. Ability to participate in furthering the work and mission of the practicum site	4 3 2 1 N/A
3. Ability to contribute in ways that will enrich the site as a practicum experience for future students	4 3 2 1 N/A

<b>2. Psychological Assessment Skills</b>	
Psychological assessment is a fundamental competency for psychologists, and it includes comprehensive and integrated assessment from the initial interview, psychological testing, intervention and the evaluation of the outcome of psychological service.	
A. Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups	4 3 2 1 N/A
B. Ability to utilize systematic approaches to gathering data to inform clinical decision making	4 3 2 1 N/A
C. Knowledge of psychometric issues and bases of assessment methods	4 3 2 1 N/A
D. Knowledge of issues related to integration of different data sources	4 3 2 1 N/A
E. Ability to integrate assessment data from different sources for diagnostic purposes	4 3 2 1 N/A
F. Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches	4 3 2 1 N/A
G. Capacity for effective use of supervision to implement and enhance skills	4 3 2 1 N/A

<b>3. Intervention Skills</b>	
Intervention includes preventive, developmental and remedial interventions. The mention below of competencies in empirically supported practice is not intended to restrict the range of training to a particular domain of interventions; competencies in treatment approaches based on other traditions, are highly valued.	
A. Ability to formulate and conceptualize cases	4 3 2 1 N/A
B. Ability to plan treatments	4 3 2 1 N/A
C. Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions, crisis management and psychological/psychiatric emergency situations, depending on the focus and scope of the practicum site	4 3 2 1 N/A
D. Knowledge regarding psychotherapy theory, research and practice	4 3 2 1 N/A
E. Knowledge regarding the concept of empirically supported practice methods and activities	4 3 2 1 N/A
F. Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships)	4 3 2 1 N/A
G. Assessment of treatment progress and outcomes	4 3 2 1 N/A

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<b>4. Diversity-Individual and Cultural Differences</b>	
Practicum students need to know how individual and cultural differences influence clients' recognition of a problem and appropriate solutions for that problem. Specific competency areas include:	
A. Knowledge of self in the context of diversity (one's own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world)	4 3 2 1 N/A
B. Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)	4 3 2 1 N/A
C. Ability to work effectively with diverse others in assessment, treatment and consultation	4 3 2 1 N/A

<b>5. Ethics</b>	
During the practicum, the student will build on coursework in ethical practice, developing individual, practical knowledge of ethical practice, including linkage of the APA ethics code to behavior and decision making in actual clinical settings. More specifically, during practicum training the student will work to develop the following ethical competencies:	
A. Knowledge of ethical/professional codes, standards and guidelines; knowledge of statutes, rules, regulations and case law relevant to the practice of psychology	4 3 2 1 N/A
B. Recognize and analyze ethical and legal issues across the range of professional activities in the practicum settings	4 3 2 1 N/A
C. Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in clinical settings	4 3 2 1 N/A
D. Seek appropriate information and consultation when faced with ethical issues	4 3 2 1 N/A
E. Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student)	4 3 2 1 N/A
F. Evidence commitment to ethical practice	4 3 2 1 N/A

<b>6. Professional Development</b>	
Practicum training is a key experience in professional development. Certain central features that characterize professional development in later professional life are a particular focus during the practicum, and serve as a foundation for continuing professional development. These can be gathered under the heading of:	
<b>A. Practical skills to maintain effective clinical practice</b>	
1. Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments	4 3 2 1 N/A
2. Developing an organized, disciplined approach to writing and maintaining notes and records	4 3 2 1 N/A
3. Negotiating/managing fees and payments	4 3 2 1 N/A

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<b>6. Professional Development (continued)</b>	
4. Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.	4 3 2 1 N/A
5. Self-identifying personal distress, particularly as it relates to clinical work	4 3 2 1 N/A
6. How to seek and use resources that support healthy functioning when experiencing personal distress	4 3 2 1 N/A
7. Organizing one's day, including time for notes and records, rest and recovery etc.	4 3 2 1 N/A
<b>B. Professional development competencies</b>	
1. Critical thinking and analysis	4 3 2 1 N/A
2. Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources)	4 3 2 1 N/A
3. Responsibility and accountability relative to one's level of training, and seeking consultation when needed	4 3 2 1 N/A
4. Time management	4 3 2 1 N/A
5. Self- awareness, understanding, and reflection	4 3 2 1 N/A
6. Self-care	4 3 2 1 N/A
7. Awareness of personal identity (e.g., relative to individual and cultural differences)	4 3 2 1 N/A
8. Awareness of one's own beliefs and values as they relate to and impact professional practice and activity	4 3 2 1 N/A
9. Social intelligence; ability to interact collaboratively and respectfully with other colleagues	4 3 2 1 N/A
10. Willingness to acknowledge and correct errors	4 3 2 1 N/A
11. Ability to create and conduct an effective presentation	4 3 2 1 N/A

<b>7. Skills in Application of Research</b>	
Clinical practice in all health care fields is based on accumulating research results, knowledge derived from practice, and the good judgment of the clinician. A core research knowledge base and training in assessing and applying research knowledge to clinical practice form a core competency for psychologists.	
A. Development of skills and habits in applying theoretical and research knowledge relevant to practice of psychology in the clinical setting including assessing and applying specific knowledge bases	4 3 2 1 N/A
B. Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.	4 3 2 1 N/A
C. Ability to translate research into usable recommendations	4 3 2 1 N/A

**Comments:** Please use the space below to add comments about this student (attach additional paper if necessary)


By signing below, I certify that this evaluation is based, in part, on at least one direct observation of the students (as described above) during this observation period.

**Signature**

\_\_\_\_\_

**Date**

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