



STUDENT SELF-EVALUATION

Practicum Student:

Practicum Supervisor:

Semester (check one): **FALL** **SPRING** **SUMMER** **Year:**

STUDENT'S SELF-EVALUATION INSTRUCTIONS

Please rate yourself on each competency item below. Five rating categories are used:

- ST** = STRONG performance in this area - Exceeding expectations for level of training
- SAT** = SATISFACTORY performance - Meeting expectations for level of training
- NI** = NEEDS IMPROVEMENT - Additional attention/focus needed in this area to be at expected level of skill development
- NA** = NOT APPLICABLE - Not relevant to site or insufficient opportunity to observe

To meet the requirements for practicum standards, a student must receive all satisfactory ratings by the end of the practicum. If a Remediation rating is obtained for a particular skill or set of skills the supervisor **MUST** provide a detailed plan for the student for that skill(s). The remediation plan will outline 1) the specific skill goals, 2) how the goal(s) will be measured to determine if the student has achieved a satisfactory level for the specific skill(s), and the time frame for achieving the goals.

ST	SAT	NI	NA	CLINICAL SKILLS EVALUATION
				1. Develops rapport with clients
				2. Explores client problems accurately and thoroughly
				3. Explores client feelings accurately and thoroughly
				4. Demonstrates awareness of emotional response to client and its impact on therapy
				5. Demonstrates awareness of personal and professional bias and its impact on therapy
				6. Sets appropriate client boundaries; interacts only within treatment parameters
				7. Helps client develop solutions rather than offering suggestions
				8. Recognizes when therapy is not effective
				9. Adapts techniques when treatment is stalemated
				10. Utilizes a wide variety of intervention techniques
				11. Transfers and terminates when necessary in the course of treatment
				12. Has curiosity about how people change
				13. Formulates clinical hypotheses about causes of clients' problems
				14. Evaluates and revises clinical hypotheses
				15. Has a theoretical orientation (appropriate for level of training) and can articulate it
				16. Devises biopsychosocial case conceptualizations
				17. Facilitates realistic goal-setting with clients
				18. Conducts thorough intake interviews
				19. Writes intake reports that clearly describe presenting problems

20. Writes intake reports that have sufficient and relevant history
21. Develops therapeutic contracts that have clear, specific goals
22. Develops therapeutic contracts that have well-defined strategies (non-jargon) for obtaining goals
23. Composes progress notes and therapeutic contracts that are clear and reflect original thought (not cutting and pasting)
24. Completes required clinical paperwork in a timely manner
25. Conceptualizes client's problems succinctly and clearly in writing
26. Recognizes diversity issues
27. Integrates into treatment the impact of diversity issues
28. Selects and uses outcome measures effectively
29. Integrates research literature into case, community, and evidence-based practice presentations
30. Administers assessment instruments proficiently
31. Integrates test data to support diagnostic formulation
32. Demonstrates resourceful on behalf of clients (e.g., readings, referrals, accessing records)
33. Has working knowledge of DSM-5
34. Devises interventions that are linked to case conceptualization

CLINICAL SKILLS COMMENTS:

ST	SAT	NI	NA	PROFESSIONALISM EVALUATION
1.				Knows and adheres to ethical guidelines
2.				Reads and follows Policies and Procedures manual at site
3.				Keeps personal issues from interfering with training responsibilities
4.				Demonstrates adequate self-care (e.g., practices stress management, avoids accepting too many responsibilities)
5.				Follows through with clinical responsibilities with little or no prompting
6.				Is respectful and courteous with office staff, peers, and supervisor
7.				Makes effort to be direct and assertive when communicating with others
8.				Makes effort to be approachable when dealing with on-site problems
9.				Dresses appropriately and professionally
10.				Contributes to overall professionalism of practicum site (e.g., helps front desk, cleanup)
11.				Appropriately consults with supervisor regarding personal and professional limits

- 12. Prepares for supervision (e.g., cases reviewed, questions formulated)
- 13. Is open to feedback from supervisor
- 14. Appropriately changes behavior in response to feedback from supervisor
- 15. Participates in community presentations, written articles, and/or expos/symposiums as required by site
- 16. Self-evaluation is balanced and identifies growth areas
- 17. Is prompt for meetings, supervision sessions, and client appointments

PROFESSIONALISM COMMENTS:

OVERALL CLINICAL SKILLS EVALUATION: Your judgment of this competence is based your own estimation across several areas, including: direct observation/video observation, review of notes, and supervision discussions.

The skills you are evaluating include:

- Grounding in science/empiricism and willingness to use scientific data in clinical settings, clinical decision-making good critical thinking skills (skeptical, collect data, discriminate facts from opinions, openness to alternative views and conflicting data).
- Knowledge of empirically supported interventions and ability to appropriately apply them.
- Understanding of how the extant literature informs clinical practice.
- Understand “non specific” factors in therapy and their influence on clinical outcomes.
- Understand mechanisms of behavior change and the ability to use this knowledge to assist clients.
- Student conducts clinical work in an ethically responsible manner and demonstrates cultural sensitivity.

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ST	SAT	NI	NA	OVERALL CLINICAL SKILLS EVALUATION
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OVERALL CLINICAL SKILLS EVALUATION

OVERALL PROFESSIONAL DEVELOPMENT EVALUATION. Your judgment of this competence is based your own estimation across several areas, including: direct observation/video observation, review of notes, and supervision discussions.

This is defined as:

- Capacity for self-awareness
- Self-criticism, self-reflection curiosity and flexibility
- Openness to lifelong learning and to supervision/mentoring

ST	SAT	NI	NA	OVERALL PROFESSIONAL DEVELOPMENT EVALUATION
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OVERALL PROFESSIONAL DEVELOPMENT EVALUATION

Student Signature

Date

Once completed, please return DIRECTLY to David DuBois (ddubois@uccs.edu), UCCS Psychology Dept., 1420 Austin Bluffs Pkwy., Colorado Springs, CO 80918