

**Practicum Evaluation Form  
Clinical Psychology Doctoral Program  
Texas Tech University**

**Profession-Wide Competencies:  
Assessment, Intervention, Individual and Cultural Diversity, Professional Values and Attitudes,  
Ethical and Legal Standards, Supervision, Communication and Interpersonal Skills,  
Consultation and Interprofessional/Interdisciplinary Skills**

**Student's Name** \_\_\_\_\_ **Year in Program** \_\_\_\_\_ **Semester/Year** \_\_\_\_\_

**Training Site** \_\_\_\_\_ **Supervisor's Name** \_\_\_\_\_

Per APA's new Standards of Accreditation for Health Service Psychology (went into effect on January 1, 2017), your evaluation of the practicum student's performance is based, in part, on observation via audio recordings, audio/video recordings, or live observation during each evaluation period.

**Please indicate how you directly observed the practicum student:**

1. Live            2. Audio Recording            3. Audio/Video Recording

**Types of sessions based on direct observation:** 1. Assessment            2. Intervention            3. Both

**Number of sessions based on direct observation:** \_\_\_\_\_

**My evaluation is also based on information from the following:**

1. Feedback from other supervisors            2. Review of progress notes/clinical records

Ratings of students will represent supervisor judgment for what is expected from graduate students at the practicum level on the following six-point scale:

**Rating Scale:**

**Note: Performing at the Expected Level=Meeting Expectations**

- 5** – Student is performing at the expected level of a fifth-year student or beyond (3-4<sup>(+)</sup> years of clinical training)
- 4** – Student is performing at the expected level of a fourth-year student (2-3 years of clinical training)
- 3** – Student is performing at the expected level of a third-year student (1-2 years of clinical training)
- 2** – Student is performing at the expected level of a second-year student (0-1 year of clinical training)
- 1** – Student is performing below the expected level of a second-year student (0-1 year of clinical training)
- 0** – Student is not making satisfactory progress for a second-year student
- N/A** – No basis for judgment or Not Applicable

**Supervisors:**

**Please rate on .25 increments only (e.g., 2.75, 3.0, 3.25, 4.50, 5.0). Supervisors should indicate any developmental progress made during the year (e.g., student started at a 3.0 but has progressed to a 3.75). It is expected that students will improve in their skills as the year progresses.**

**Note:** Any rating lower than the student's year in the program is indicative of performance below the expected level (one number lower than student's years in the program) or a lack of satisfactory progress (two<sup>(+)</sup> numbers lower than student's years in the program).

**Please make sure that all parts of this evaluation form are completed. Thank you!**

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**A. Assessment** \_\_\_\_\_ **Sum** \_\_\_\_\_ **Average/6 items**

- \_\_\_\_\_ a. Student demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- \_\_\_\_\_ b. Student demonstrates an understanding of human behavior within its context (e.g., family, social, societal and cultural).
- \_\_\_\_\_ c. Student demonstrates the ability to apply the knowledge of functional and dysfunctional **behaviors including context to the assessment and/or diagnostic process.**
- \_\_\_\_\_ d. Student selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- \_\_\_\_\_ e. Student interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- \_\_\_\_\_ f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**B. Intervention** \_\_\_\_\_ **Sum** \_\_\_\_\_ **Average/8 items**

- \_\_\_\_\_ a. Student uses framework in which they organize and understand plans for treating presenting problem(s) (treatment options available, identifies potential problems).
- \_\_\_\_\_ b. Student has knowledge about different evidence-based interventions/treatment options for targeted problem(s)
- \_\_\_\_\_ c. Student develops evidence-based intervention plans specific to the service delivery goals.
- \_\_\_\_\_ d. Student implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- \_\_\_\_\_ e. Student demonstrates the ability to apply the relevant research literature to clinical decision-making.
- \_\_\_\_\_ f. Student modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
- \_\_\_\_\_ g. Student evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.
- \_\_\_\_\_ h. Student is involved in the therapeutic relationship in a way which communicates their genuine interest, empathy, and respect for the client.

**C. Individual and Cultural Diversity** \_\_\_\_\_ **Sum** \_\_\_\_\_ **Average/4 items**

- \_\_\_\_\_ a. Student demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- \_\_\_\_\_ b. Student demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity-related factors in the context of providing clinical services (such as assessment and intervention) and in supervision.
- \_\_\_\_\_ c. Student demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a

framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

\_\_\_\_\_ d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

**D. Professional Values and Attitudes \_\_\_\_\_ Sum \_\_\_\_\_ Average/8 items**

\_\_\_\_\_ a. Professional manner, dress, on time for therapy and supervision appointments.

\_\_\_\_\_ b. Student keeps records up-to-date.

\_\_\_\_\_ c. Student carries out Psychology Clinic/Practicum Clinic procedures adequately.

\_\_\_\_\_ d. Student seeks supervision and consultation with appropriate supervisors when needed.

\_\_\_\_\_ e. Student behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

\_\_\_\_\_ f. Student engages in self-reflection regarding their personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness

\_\_\_\_\_ g. Actively seek and demonstrate openness and responsiveness to feedback and supervision.

\_\_\_\_\_ h. Student responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

**E. Ethical and Legal Standards \_\_\_\_\_ Sum \_\_\_\_\_ Average/4 items**

\_\_\_\_\_ a. Student is knowledgeable of and acts in accordance with the **APA Ethical Principles of Psychologists and Code of Conduct**; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting; and relevant professional standards and guidelines.

\_\_\_\_\_ b. Student recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.

\_\_\_\_\_ c. Student conducts self in an ethical manner in all professional activities.

\_\_\_\_\_ d. Student institutes procedures to protect privacy and confidentiality, explain limits of confidentiality, and identifies own professional limitations and refers to another professional when appropriate.

**F. Supervision \_\_\_\_\_ Sum \_\_\_\_\_ Average/5 items**

\_\_\_\_\_ a. Student comes to supervision with an understanding of client and knowing what has occurred in session.

\_\_\_\_\_ b. Student comes to supervision prepared to ask questions, address areas needing assistance, and makes good use of the time in supervision.

\_\_\_\_\_ c. Student is able to accept constructive feedback and is flexible enough to accept a different point of view. Student is receptive to suggestions and/or recommendations.

\_\_\_\_\_ d. Student is open and willing to contribute own viewpoint and ideas to supervision.

