Practicum Evaluation Form
Intervention (Functional Competency), Assessment (Functional Competency), Professionalism (Foundational Competency), Relationships (Foundational Competency), Individual and Cultural Diversity (Foundational Competency), Supervision (Functional Competency), & Ethical Legal Standards and Policy (Foundational Competency)

Clinical Psychology Program
Texas Tech University

Student's Name ______________________ Year in Program _________ Semester/Year ________

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

5 – Student is performing at the expected level of a fifth-year student or beyond (3-4 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., 4.0, 2.75, 3.0, 3.25, 4.50, 5.0)

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 numbers lower than student years in the program). In addition, please make sure that all parts of this evaluation form are completed. Thank you!

A. Assessment: _______ Sum _______ Average/5 areas
   a. Student uses framework in which s/he organizes and understands information relevant to assessment of problem (what is the problem, what behavioral, cognitive, and environmental factors are relevant to the problem).
   b. Students chooses and uses appropriate assessment measures and methods.
   c. Student uses framework in which s/he organizes and understands plans for treating problem (treatment options available, identifies potential problems with strategies).
   d. Student has knowledge about different empirically supported treatment options for targeted problem(s)
   e. Student engages in evidence-based practice by accounting for different individual and cultural diversity factors (e.g., culture, client values, preferences, and expectations, best evidence on diagnosis and treatment, and own clinical experience)

B. Intervention: _______ Sum _______ Average/5 areas
   a. Student develops a range of techniques or procedures to deal differentially with a range of situations in the treatment process.
   b. Student understands what s/he is doing as a therapist and makes decisions/changes based on data (e.g., clinical observation, feedback from client) in the therapeutic process.
   c. Student is able to carry out his/her understanding of the therapeutic plan.
   d. Student adheres to treatment protocol by implementing techniques that are consistent with the treatment chosen.
   e. Student demonstrates knowledge how individual and cultural diversity factors impact treatment.

C. Relationships _______ Sum _______ Average/3 areas
   a. Student sets up and maintains a working relationship with client within which effective therapeutic intervention is possible. A professional rather than social relationship is established.
   b. Student is involved in the therapeutic relationship in a way which communicates his/her genuine interest, empathy, and respect for the client.
   c. Student is aware of and understands his/her own feelings that arise from the therapeutic relationship; and s/he uses these constructively and does not let them interfere with progress in therapy.
### D. Professionalism:

- **Sum** ________  **Average/6 areas**
  - a. Professional manner, dress, on time for therapy and supervision appointments.
  - b. Student keeps records up-to-date.
  - c. Student carries out other Clinic procedures adequately.
  - d. Student seeks consultation with appropriate supervisors when needed.
  - e. Student understands ethical principles of behavior, observation of confidentiality.
  - f. Student interacts in a professional and appropriate manner with supervisor, students, and clients.

### E. Supervision:

- **Sum** ________  **Average/5 areas**
  - a. Student comes to supervision with an understanding of client and knowing what has occurred in the session.
  - b. Student comes to supervision prepared to ask questions and address areas needing assistance.
  - c. Student is able to accept constructive criticism and flexible enough to accept a different point of view. In addition, student is receptive to suggestions and/or recommendations.
  - d. Student is open and willing to contribute own viewpoint and ideas to supervision.
  - e. Student does not rely too heavily on supervision to conceptualize case and plan intervention.

### F. Development as a Therapist:

- **Sum** ________  **Average/2 areas**
  - a. Student is growing and developing as a psychologist in terms of the dimensions discussed above.
  - b. Student has respect for diversity and ability to adapt relationship and treatment strategies in light of each client’s personal experience in cultural, familial, and other important social contexts.

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**Total Sum** ________  **Overall Average/26 areas**

Overall Student Performance Evaluation (please check one):

- 4.5-5.0: Student is performing at the expected level of a fifth-year student or beyond
- 4.0-4.4: Student is performing at the expected level of a fourth-year student
- 3.0-3.9: Student is performing at the expected level of a third-year student
- 2.0-2.9: Student is performing at the expected level of a second-year student
- 1.0-1.9: Student is performing below the expected level of a second-year student
- 0.0-0.9: Student is not making satisfactory progress for a second-year student

**Note:** As stated previously, student ratings are relative to the student’s year in the program.

The student is expected to continue developing competency related to the following domains:

- A: Conceptualization/Assessment/Treatment Planning (Assessment)
- B: Implementation of Treatment (Intervention)
- C: Client/Therapy Relationship (Relationships)
- D: Professional Responsibility (Professionalism)
- E: Use of Supervision (Supervision)
- F: Development of a Therapist

**Areas of Strength:**

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Student ___________ Date ___________ Supervisor ___________ Date ___________

Associate DCT ___________ Date ___________