

## Assessment Competency Evaluation Form

Assessment (Functional Competency), Supervision (Functional Competency), Professionalism (Foundational Competency), Individual and Cultural Diversity (Foundational Competency), & Ethical Legal Standards and Policy (Foundational Competency)

### Clinical Psychology Program Texas Tech University

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

The Clinical Psychology division will adhere to the criteria outlined by the *Association of Psychology Postdoctoral & Internship Centers (APPIC)* when evaluating an assessment proficiency attempt by a student. The following should be included in an integrated report: a history, interview, and at least two tests or organized strategies of data collection from one or more of the following categories: personality/psychopathology assessments (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, behavioral assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client.

Students will be rated on the following scale for their assessment competency evaluation:

**2 – Demonstrates expected level of competency**

**1 – Some progress observed toward expected level of competency but need improvement**

**0 – Unsatisfactory progress**

**Please note: Any '0' will lead to the student not passing the assessment proficiency exam**

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### Assessment Competency Criteria

- \_\_\_\_\_ A. Student understands and is able to articulate the referral question (e.g., diagnosis, treatment planning).
- \_\_\_\_\_ B. Student clearly explains the rationale of the assessment procedures to the client.
- \_\_\_\_\_ C. Student selects assessment methods appropriate for the referral question and client (e.g., behavioral observation, self-report, testing).
- \_\_\_\_\_ D. Student selects measures/tests appropriate to the referral question and the client assessed (e.g., the measures used are reliable and valid for the purposes for which they are used and the client with which they are used).
- \_\_\_\_\_ E. Student chooses *at least two* assessment tools from one or more of the following categories: personality assessments (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, behavioral assessment, and/or neuropsychological assessment.
- \_\_\_\_\_ F. Student considers issues of individual, cultural, and other group differences that could influence case presentation, test data, utility of recommendations, etc.
- \_\_\_\_\_ G. Student conducts an appropriately extensive interview with client and/or other informants and collects appropriate and relevant historical and current information across different domains (e.g., medical, education, social, work, relationships).
- \_\_\_\_\_ H. Student accurately administers measures/tests.
- \_\_\_\_\_ I. Student accurately scores measures/tests.
- \_\_\_\_\_ J. Student accurately interprets measures/tests.
- \_\_\_\_\_ K. Student appropriately integrates the quantitative data from tests and other measures in assessment report.

- \_\_\_\_ L. Student appropriately summarizes and synthesizes background and interview information in the report.
- \_\_\_\_ M. Student develops an appropriate diagnostic formulation, case formulation, and/or treatment plan based on assessment information and referral questions/issues.
- \_\_\_\_ N. Student writes a comprehensive and integrated report that is clear, well organized, coherent, and grammatically correct.
- \_\_\_\_ O. Student summarizes the important findings, integrating test and other data in an appropriate brief *Conclusions* section.
- \_\_\_\_ P. Student appropriately addresses the referral question and makes useful recommendations in the report.
- \_\_\_\_ Q. Student provides accurate and useful feedback to the client.
- \_\_\_\_ R. Student clearly articulates general findings of the report to supervisor and provides relevant information when requested.
- \_\_\_\_ S. Student keeps appointments with the client, is prompt, and completes the assessments and report in a reasonable amount of time.
- \_\_\_\_ T. Student appropriately consults with supervisor regarding assessment procedures and is responsive to supervisory comments and suggestions.
- \_\_\_\_ U. Student carries out the assessment in accordance with APA's Ethical Principles and Code of Conduct.
- \_\_\_\_ V. Student demonstrates knowledge about practicing within one's competence.
- \_\_\_\_ W. Report meets the AAPIC criteria for a comprehensive and integrated assessment report.

Total Points: \_\_\_\_\_ (Points can range from 0-46)

Students need a minimum total of **42 points** (91%) to pass an assessment competency exam.

Student: \_\_\_\_\_ Passed Assessment Competency Exam      \_\_\_\_\_ Did Not Pass Assessment Competency Exam

The student is expected to continue developing assessment skills related to the following criteria:

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T

Comments:

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\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Clinical Training

\_\_\_\_\_  
Date