

**Case Study Qualifying Examination Individual Rater Evaluation Form**  
**Counseling Psychology Program**  
**Texas Tech University**

Student's Name

Date of exam

*(The average of all individual raters will be reported on students' final feedback form)*

**Criterion**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>--</b>
<b>Unacceptable</b>	<b>Marginal</b>	<b>Adequate</b>	<b>Excellent</b>	<b>NA</b>

Student applied diagnostic nomenclature and criteria from the current DSM relevant to the case to formulate a differential diagnosis.

Student demonstrated awareness of additional information (e.g., tests, observations, interview data, and collateral sources) that could be utilized in the evaluation of the case.

Student was able to develop a conceptualization for this client case that is clearly linked to at least one commonly known theoretical approach to psychotherapy.

Student was able to devise and implement a treatment plan consistent with his or her case conceptualization.

Student demonstrated awareness of how the cultural identities of client and therapist impact evaluation of the case, identification of salient concerns and treatment planning.

Student demonstrated knowledge of relevant cultural factors that might impact evaluation of the case, identification of salient concerns and treatment planning.

Student demonstrated an ability to address important issues and respond to critical situations that may be present in the case study.

Student was able to articulate and apply current APA ethical guidelines.

Student was able to articulate and apply relevant federal, state, and local laws and regulations that may apply in the professional practice of psychology.

Student was able to apply relevant aspects of vocational assessment, theory, and interventions.

Student was able to demonstrate the integration of science, critical thinking, and evidence-based practice.

**Criterion**

1	2	3	4	--
<b>Unacceptable</b>	<b>Marginal</b>	<b>Adequate</b>	<b>Excellent</b>	<b>NA</b>

Student was able to demonstrate professional behavior and an understanding of professional liability issues.

Student was able to recognize limitations of competence and suggest appropriate referrals or consultations when applicable.

Student provided clear criteria for evaluations made and conclusions reached.

Student consistently and effectively related theory to practice whenever appropriate.

Student effectively demonstrated the integration of at least two of the following foundational elements in the response: affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior, social aspects of behavior.

Student included a discussion of evidence-based treatments in the discussion of theory in the response.

Student was able to integrate assessment data into to the case and sufficiently describe how data from the assessment(s) would be used for determining diagnosis (e.g., rule-in / rule-out).

Student was able to integrate assessment data into to the case and sufficiently describe how data from the assessment(s) would be used to inform treatment outcomes and more general predictions about client behaviors both in and outside of therapy (e.g., substance use, aggression, etc.).

*Note that the above ratings may be used to guide the evaluator's determination of the overall score for the student's answer, but it is not expected that the evaluator's overall score will simply be an average of the above ratings. This is because the relevance and importance of each criterion will vary depending on the specific case assigned and the expertise and theoretical orientation of the evaluator. Thus, the overall score for the student's response reflects the evaluator's assessment of the overall gestalt of the answer. The evaluator will provide qualitative comments that highlight the factors that influenced his or her final overall rating.*

*Signature of Faculty Evaluator*

*Date*