

**Case Study Qualifying Examination FINAL Student Feedback Form**  
**Counseling Psychology Program**  
**Texas Tech University**

Student's Name

Date of exam

***This form is to be distributed to students only after all students have completed the quals process in its entirety (i.e., after all oral examinations for students who received a marginal pass have been completed).***

Your response was evaluated by three faculty members, each of whom assigned an overall rating to your response. The average of these overall ratings is your final score on the qualifying examination.

- High Pass: (3.67 – 4.00) Demonstrated excellent performance at a level beyond expectations for a student who is at this level of training in a doctoral program.
- Pass: (2.67 – 3.66) Demonstrated good performance at a level consistent with expectations for a student at this level of training in a doctoral program.
- Marginal Pass: (1.67 – 2.66) Demonstrated minimally acceptable performance for a student who is at this level of training in a doctoral program.
- Fail: (1.0 – 1.66) Demonstrated inadequate understanding expected of a student who is at this level of training in a doctoral program

**YOUR SCORE:**

**Below are the average ratings of your response for each criterion.**

*Note that the ratings of these individual criteria were used to guide the evaluator's determination of the overall score for your answer; however, your final overall score for the qualifying exam is not simply an average of the individual ratings. This is because the relevance / importance of each criterion will vary depending on the specific case assigned and the particular expertise / theoretical orientation of the evaluator. Thus, your overall score for the qualifying exam reflects the average of each evaluator's assessment of the overall gestalt of the answer. The qualitative comments highlight the factors that influenced each evaluator's final overall rating. The average ratings below are provided to you as information about the relative strengths and weaknesses of the individual components of your overall performance.*

<b>Criterion</b>				
<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.

### Criterion

1	2	3	4	--
Unacceptable	Marginal	Adequate	Excellent	NA

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.

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.).

*Comments*

