

Rating Scale for Use in Supervisor Evaluation of Student

Supervisors: Thank you for your time with your Pacifica student. The following document is intended to aid you in completing the Supervisor Evaluation of Student form, which is a 2-page document with a rating scale on the first page and documentation of student hours on the second page. This rating scale is meant to provide examples of ratings for each training objective at each rating level. **You need not indicate any scores on this document; it is meant to guide your thinking in providing feedback.** Please note that Pacifica's Department of Clinical Training averages the students scores and compares them against benchmark pass/no pass criteria for the entire training year. Even very gifted beginning practicum students would be expected to receive no more than a "2" on most scales, and 3's and 4's are not expected until internship.

Ratings:	
4	Advanced/ Skills indicate readiness for post-doctoral level. Rating expected by completion of internship. Competency attained at full psychology staff privilege level, however as an unlicensed trainee, supervision is required while in training status.
3	High Intermediate/ Internship level. Expected rating during internship. Competency attained in all but non-routine cases; supervisor provides overall management of trainee's activities; depth of supervision varies as clinical needs warrant.
2	Intermediate/ Should remain a focus of supervision Common rating for a more advanced or experienced practicum student. Routine supervision of each activity.
1	Entry level/ Continued intensive supervision is needed Assumed at the beginning of practica. Routine, but intensive, supervision is needed.
0	Needs remedial work Functioning in this area does not meet even entry-level requirements for performance at the graduate level in clinical psychology.
N/ A	Not applicable for this training experience/ Not assessed during training experience

Goal 1: Competence in Professional and Interpersonal Functioning

Objective 1: Professional Interpersonal Behavior

The Student exhibits professional and appropriate interactions with treatment teams, peers and supervisors, and seeks peer support or consultation as needed.

- 4 Able to relate smoothly to many different types of people, handles differences diplomatically, openly, tactfully and effectively.
- 3 Actively participates in meetings and other interpersonal contexts, and also listens effectively. Appropriately seeks input to cope with interpersonal concerns.
- 2 Is developing capacity to provide feedback and input in team/group settings. Able to contain anxiety.
- 1 Generally relates well to others, but does not yet exhibit a confident professional identity.
- 0 Appears withdrawn, overly confrontational, insensitive or may exhibit hostile interactions.

Objective 2: USE OF Supervision

The student seeks consultation or supervision as needed and uses it productively.

- 4 Without being prompted, seeks consultation when treating complex cases and working with unfamiliar symptoms.
- 3 Open to feedback, shows awareness of strengths and weaknesses, uses supervision well when uncertain, occasionally may under-estimate need for supervision
- 2 Generally accepts supervision well, but occasionally defensive. Needs supervisory input for determination of readiness to try new skills.
- 1 Needs intensive supervision and guidance, limited capacity for assessing own strengths and limitations.
- 0 Significantly defensive and inflexible, resists important and necessary feedback.

Objective 3: Use of adaptive Coping Strategies

The student demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality patient care.

- 4 Highly self aware. Demonstrates internal resiliency such that stressors have only mild impact on professional practice. Actively seeks supervision and/or personal therapy to resolve issues.
- 3 Aware of impact of stressors on professional functioning, shows coherent strategies to deal with them.
- 2 Requires supervision or reassurance to minimize the effect of stressors on professional functioning. Accepts reassurance from supervisor well.
- 1 Personal problems, setbacks, or disappointments can significantly disrupt professional functioning.
- 0 Denies problems or otherwise does not allow them to be addressed effectively.

Objective 4: efficient time management

The student shows timeliness and responsibility for key patient care tasks (e.g. phone calls, letters, case management), completes tasks promptly. All patient contacts, including scheduled and unscheduled appointments, and phone contacts are well documented. Records include crucial information.

- 4 Maintains complete records of all patient contacts and pertinent information. Notes are clear, concise and timely. Takes initiative in ensuring that key tasks are accomplished. Records include crucial information.
- 3 Maintains timely and appropriate records; may overlook minor details or brief contacts (e.g. phone calls from patient), but recognizes these oversights and retroactively documents appropriately. Records always include crucial information.
- 2 Needs regular feedback about what to document. Rarely, may leave out necessary information, and/or may include excessive information. Most documentation is timely.
- 1 Needs considerable direction from supervisor. May leave out crucial information.
- 0 May seem unconcerned about documentation. May neglect to document patient contacts. Documentation may be disorganized, unclear or excessively late.

Objective 5: Knowledge of Ethics and Law

The student demonstrates working knowledge of ethical principles and state law, and consistently applies these appropriately, seeking consultation as needed.

- 4 Spontaneously and consistently identifies ethical and legal issues and addresses them proactively. Judgment is reliable about when consultation is needed
- 3 Consistently recognizes ethical and legal issues, and proactively seeks supervision or consultation
- 2 Generally recognizes situations where ethical and legal issues might be pertinent, is responsive to supervisory input
- 1 Basic understanding of ethical and legal responsibilities.
- 0 Disregards important supervisory input regarding ethics or law.

Goal 2: Competence in Theories and Methods of Psychological Diagnosis and Assessment

Objective 1: Diagnostic Skill

Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM multiaxial classification. Utilizes historical, interview and psychometric data to diagnose accurately.

- 4 In addition to reliably being able to make an accurate diagnosis based on integration of various clinical data, able to make subtle distinctions among difficult differential diagnoses. Diagnoses are informed and supported by theoretical formulations, not just actuarial criteria.
- 3 Reliably able to make an accurate diagnosis based on integration of various clinical data. Uses supervision well in more complicated cases involving multiple or more unfamiliar diagnoses.
- 2 Comprehensive understanding of the various diagnostic groupings, and is able to accurately determine general diagnostic category, such as mood disorder vs. psychotic disorder etc.
- 1 Basic understanding of DSM classification system and its coding system.
- 0 Has significant deficits in understanding of the psychiatric classification system and/or ability to use DSM-IV criteria to develop a diagnostic conceptualization.

Objective 2: Psychological Test Selection and Administration

The student proficiently administers commonly used tests in his/her area of practice. Appropriately chooses the tests to be administered. Demonstrates competence in administering intelligence and personality tests.

- 4 Proficiently administers wide variety of instruments, and able to answer complex or difficult referral questions. Shows awareness of the psychometric properties of tests, familiarity with populations for whom the instrument is appropriate or inappropriate.
- 3 Reliably able to properly administer an appropriate instrument for an increasingly wide variety of referral questions and client backgrounds. Reliably able to draw diagnostic inferences from the results of multiple tests and other clinical data.
- 2 Ability to administer commonly used test according to standardized criteria. Under supervision, can make appropriate general clinical inferences from the results.
- 1 Basic understanding of types of tests and circumstances for using them.
- 0 Test administration is irregular, slow. Or often needs to recall patient to further testing sessions due to poor choice of tests administered.

Objective 3: Assessment Writing Skills

Student is able to write a well-organized, integrative psychological report. Answers the referral question clearly and provides the referral source with specific recommendations.

- 4 Integrates results from multiple clinical sources and consistently uses a theoretical model to make sense of these. Reports are well integrated, organized, and useful to the referral source.
- 3 Able to make clinical sense of a wide variety of clinical data and to connect these data to a diagnostic formulation and relevant recommendations.
- 2 Beginning to show ability to integrate data from a variety of clinical sources and to organize findings in a clear and coherent manner.
- 1 Able to draw competent conclusions from psychological testing, clinical interview, and collateral sources, and relate these to a referral question.
- 0 Inaccurate conclusions or grammar interfere with communication. Or reports are poorly organized and require major rewrites.

Goal 3: Competence in Theories and Methods of Effective Psychotherapeutic Intervention

Objective 1: Patient Risk Management

Effectively evaluates, manages and documents patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with patients in crisis to make appropriate short-term safety plans, and intensify treatment as needed.

- 4 Assesses and documents all indicators of risk fully prior to leaving the worksite for the day. Appropriate actions taken to manage patient risk situations (e.g. police or EMS utilized) are initiated immediately, then consultation and confirmation of supervisor is sought. Establishes appropriate short-term crisis plans with patients.
- 3 Aware of protocols for safety issues, continues to need occasional reassurance in supervision. Asks for input regarding documentation of risk as needed. Sometimes can initiate appropriate actions to manage patient risk, sometimes needs input of supervisor first.
- 2 Recognizes potentially problematic cases, but needs guidance regarding evaluation of patient risk. Supervision is needed to cope with safety issues; afterwards trainee handles them well. Can be trusted to seek consultation immediately if needed, while patient is still on site. Needs to refine crisis plans in collaboration with supervisor.
- 1 Rudimentary understanding of important safety issues, requires supervision for all aspects. Anxiety may overwhelm abilities in patient crises.
- 0 Makes inadequate assessment or plan; lets patient leave site before consulting supervisor.

Objective 2: Case Conceptualization and Treatment Goals

Formulates a useful case conceptualization that draws on theoretical and research knowledge.

- 4 Student evidences a robust sense of own theoretical orientation which is reliably used to make sense of cases.
- 3 Reaches case conceptualization on own, recognizes improvements when pointed out by supervisor. Readily identifies emotional issues but sometimes needs supervision for clarification.
- 2 Reaches case conceptualization with supervisory assistance. Aware of emotional issues when they are clearly stated by the patient, needs supervision for development of awareness of underlying issues.
- 1 Is aware of a chosen theoretical orientation and its essential characteristics, is beginning to learn to apply them.
- 0 Inadequately developed theoretical understanding and case formulation. Misses or misperceives important emotional issues.

Objective 3: Therapeutic Interventions

Interventions are well-timed, effective and consistent with identified theoretical model.

- 4 Student's interventions and interpretations are tailored specifically for the diagnostic formulation suggested by the case. Interventions and interpretations facilitate patient acceptance and change.
- 3 Student has developed a range of effective therapeutic interventions, but needs supervision to connect these with diagnostic and other relevant clinical features exhibited by clients.
- 2 Can reliably maintain a therapeutic frame, appropriate listening skills and boundaries, and is beginning to develop a range of effective therapeutic interventions consistent with a theoretical model.
- 1 Beginning to develop an effective therapeutic frame, including appropriate listening skills and boundaries.
- 0 Has frequent difficulty targeting interventions to patients' level of understanding and motivation. Difficulty maintaining appropriate therapeutic frame and/or boundaries.

Objective 4: Effective Use of Emotional Reactions in Therapy (Countertransference)

Understands and uses own emotional reactions to the patient productively in the treatment.

- 4 During session, uses countertransference to formulate hypotheses about patient's current and historical social interactions, presents appropriate interpretations and interventions. Able to identify own issues that impact the therapeutic process and has ideas for coping with them. Seeks consultation as needed for complex cases.
- 3 Uses countertransference to formulate hypotheses about the patient during supervision sessions. Can identify own issues that impact therapeutic process.
- 2 Understands basic concepts of countertransference. Can identify own emotional reactions to patient as countertransference. Supervisory input is frequently needed to process the information gained.
- 1 When feeling anger, frustration or other intense emotional response to the patient, may not recognize internal origins. However, makes use of supervisory input and can reframe own emotional response to the session.
- 0 Unable or unwilling to process countertransference issues, even with supervisory input.

Objective 5: use of depth psychology approaches

Integrates technical knowledge of unconscious forces and motivations with capacity and willingness to encounter and tolerate them experientially.

- 4 In clinical contexts, is able to notice, tolerate, and identify unconscious motivations, intense affect, and split-off psychological content in an articulate and helpful way, within the context of appropriate clinical boundaries.
- 3 Is readily able to identify unconscious content and help patients make sense of it, but needs additional experience with appropriate timing or context of depth interventions.
- 2 Recognizes and encourages expression of unconscious or split-off affect or other psychological content, but needs supervision in making sense of it and proceeding accordingly.
- 1 Recognizes the importance of unconscious content in theory, but experiences difficulty tolerating or identifying it in appropriate context.
- 0 Unable to tolerate or process difficult unconscious emotional or ideational content, or acts out unconscious content with patients, or otherwise exhibits abreactions to intense or painful psychological content.

Goal 4: Competence in Individual and Cultural Diversity

Objective 1: Patient Rapport

The student consistently achieves a good rapport with patients.

- 4 Establishes effective working relationships with a very wide range of patients, reliably identifies potentially challenging patients and seeks supervision.
- 3 Generally comfortable and relaxed with patients, handles anxiety-provoking or awkward situations adequately so that they do not undermine therapeutic success.
- 2 Actively developing skills with new populations. Able to build upon prior experience with the population.
- 1 Demonstrates beginning level empathic skills.
- 0 Exhibits significant empathic failures, alienates patients or shows little ability to recognize problems.

Objective 2: Competency in cultural diversity

The student is sensitive to the cultural and individual diversity of patients. Committed to providing culturally sensitive services.

- 4 Shows flexible thinking in being able to identify with, and respect, different points of view. Acknowledges individual differences with patients in a skillful manner when appropriate. Recognizes when more information is needed regarding patient differences and seeks out information autonomously.
- 3 Systematically resists assumptions which may lead to misunderstanding or alienation of those with different points of view or backgrounds
- 2 Growing awareness of the need to appreciate and respect different points of view.
- 1 Is beginning to learn to confront own assumptions which may obstruct understanding and empathy for those with different points of view or backgrounds.
- 0 Has been unable or unwilling to appreciate or respect other points of view resulting from individual and cultural differences.

Objective 3: cultural Self awareness

The student shows awareness of own background and its impact on clients. Committed to continuing to explore own cultural identity issues and relationship to clinical work.

- 4 Accurately self-monitors own responses to differences, and differentiates these from patient responses. Aware of personal impact on clients different from self. Thoughtful about own cultural identity. Reliably seeks supervision when uncertain.
- 3 Working awareness of own cultural background and assumptions associated with it, and uses supervision well to examine this in psychological work.
- 2 Uses supervision well to recognize own cultural background and how this impacts psychological work. Comfortable with some differences that exist between self and clients and working well on others. May occasionally deny discomfort with patients to avoid discussing relevant personal and patient identity issues.
- 1 Growing awareness of own cultural background and how this affects psychological work. Generally makes interpretations and conceptualizations from culturally-based assumptions. Responds well to supervision.
- 0 Has little insight into own cultural beliefs even after supervision.

Goal 5: Competence in Scholarly Inquiry and Application of Current Scientific Knowledge to Practice

Objective 1: Scientific inquiry and research skills

Displays necessary self-direction in gathering clinical and research information practice independently and competently. Seeks out current scientific knowledge as needed to enhance clinical practice and other relevant areas.

- 4 Fully dedicated to expanding knowledge and skills, independently seeks out information to enhance clinical practice utilizing available databases, professional literature, seminars and training sessions, and other resources.
- 3 Shows initiative, beginning to take steps to enhance own learning. Identifies areas of needed knowledge with specific clients. Asks for and responsive to supervisor's suggestions of additional informational resources, and pursues those suggestions.
- 2 Beginning to develop an individual ethic of leaning. Approaches learning in a focused and organized manner.
- 1 Open to learning, but depends on outside guidance. When provided with appropriate resources, willingly uses the information provided and uses supervisor's knowledge to enhance own understanding.
- 0 Unwilling to acquire or incorporate new information into practice. Resists suggestions to expand clinical perspective. Procrastinates on readings assigned by supervisor.

Objective 2: professional writing

Evidences mastery of professional writing skills, including clear logical progression of ideas, adequate supporting evidence and/or research, successful tone, varied sentence structures, clear and confident prose, with mastery of spelling and grammar conventions.

- 4 Argument is well developed; provides appropriate, carefully analyzed supporting evidence. Writing is clearly organized around a central theme. Each paragraph is clear and relates to the others in a well-planned framework. Clear and confident prose.
- 3 Argument is reasonably well developed and supported, but may lack professional polish or presentation style. Generally logical progression of ideas and generally good transitions but needs to be honed.
- 2 Writing demonstrates some grasp of organization, with a discernible theme and supporting details. Less successful tone, less varied sentence structures, less clear prose.
- 1 Generally difficult to follow, obscure or inappropriate in tone, or disorganized. Evidence and/or analysis is weak. Frequent errors in spelling, grammar, syntax, and punctuation are distracting.
- 0 Writing is rambling and unfocused, with main theme and supporting details presented in a disorganized, unrelated way. Writing contains numerous errors and spelling, grammar, syntax, or punctuation, that interfere with comprehension.